
Edexcel BTEC Levels 4 and 5 Higher Nationals specification in Hospitality Management (QCF)

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Unit 1: The Contemporary Hospitality Industry

Unit code: L/601/1788

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of the nature and diversity of hospitality and its constituent industries, including the range of job roles and employment possibilities.

- **Unit abstract**

Learners will explore the dynamic characteristics of hospitality, concentrating on current topical issues and future trends and developments, building a range of skills including research and the analysis of information, justification of ideas, evaluation and critical thinking.

This unit introduces learners to the scope, scale and diversity of hospitality. It establishes a framework for the industry, using agreed definitions and the Standard Industrial Classification of the industries that encompass hospitality. Centres and their learners may reasonably wish to adopt a national perspective for this unit; however, it is also important for learners to consider local and international aspects to gain a comprehensive and balanced view.

Learners are expected to be knowledgeable about particular businesses, their names, brands and the industries with which they are associated. Learners will examine different forms of business ownership and structure. This will create an opportunity to research contemporary issues and recent developments affecting the industry. It will also allow learners to analyse and evaluate breaking news and unexpected developments.

Learners will investigate the nature and changing situation of hospitality staff. They will examine staff roles and responsibilities in a range of contexts and explore aspects of staff employment. The skills required to recognise and predict future trends and developments likely to affect hospitality operations and management will also be developed. The trends may have an internal industry focus or concentrate on external factors including legislation, political, technical, economic and environmental influences.

Learners will gain an awareness of the organisations and professional bodies associated with the hospitality industry.

● **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the current structure of the hospitality industry
- 2 Understand staffing in the hospitality industry
- 3 Understand recent developments affecting hospitality
- 4 Be able to recognise potential trends and developments in hospitality.

Unit content

1 Understand the current structure of the hospitality industry

Hospitality industry: hotels; restaurants; pubs, bars and nightclubs; contract food service providers; hospitality services; membership clubs and events; brands and businesses

Scale and scope: size; types of ownership; turnover; percentage of Gross Domestic Product (GDP); purchasing power

Diversity: products and services eg food, drink, accommodation, conference and banqueting, leisure facilities; levels of service; customer base

Organisational structure: operational areas eg food preparation, food and beverage services, accommodation services, front of house services; functional eg human resources, finance, marketing, research and development, security, maintenance

Hospitality-related organisations and professional bodies: as current at time of delivery, to include People 1st, British Hospitality Association, Institute of Hospitality, British Institute of Innkeepers, Springboard UK

2 Understand staffing in the hospitality industry

Staff types: functional specialists; operational; craft; skilled/semi-skilled/unskilled; supervisory; management; apprentices; management trainees; full time/part-time; casual; agency; foreign workers; volunteers

Hospitality industry: hotels; restaurants; pubs, bars and nightclubs; contract food service providers; hospitality services; membership clubs and events

Structures: hierarchy; teams; organisation structures; number of employees; roles eg management, supervisor, craft/operative; responsibilities eg for junior staff, senior managers, team leaders, supervisors; career progression and employment opportunities; staff characteristics eg professional attitude, flexibility, interpersonal skills

Qualifications: types to include degrees, awards, certificates and diplomas, BTECs, NVQs; professional and specialist eg food safety, first-aid, licensees, door supervisor; qualification awarding organisations

3 Understand recent developments affecting hospitality

Operational: developments eg standard operating procedures, food safety, service requirements/needs, levels of productivity, employee expectations, recruitment and retention, learning and development, flexible working, workforce competency, transferable competencies, socio-cultural issues, benchmarking, e-commerce, outsourcing services such as human resources, finance, security

Managerial: developments eg key players in the hospitality industry, international aspects, the impact of market forces, performance management, quality assurance and control, branding/re-branding, responding to niche markets, effective implementation of food safety management systems, green environmental issues, security, policy development, project management, relationships with education/training providers

Legislation and regulation: influence and impact of national and European legislation; compliance with legislation eg food safety, tips, minimum wage, working time directive, employment visas, licensing, entertainment, smoking, discrimination, employment protection

Image: popular perception; customer focus and culture; quality improvement; restaurant and hotel guides; kite-marking; media exposure; industry celebrities

4 Be able to recognise potential trends and developments in hospitality

Trends: wide variety eg food fashion trends, food miles, organics, local and seasonal produce, eating trends, entrepreneurial opportunities, boutique hotels, pub ownership, assessment centres, succession planning, work patterns and work-life balance, employee needs, e-recruitment, poaching of staff, market saturation, globalisation, technology and its applications, use of foreign language, the learning culture

Developments: wide variety eg competitors and competing sectors, improving/declining industries, hospitality portfolio management, the learning culture, reversal of existing trends, political stability, responding to external events/influences, public/private partnerships, takeovers and amalgamations, application of forecasting techniques, measuring success, new technology

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the current structure of the hospitality industry	1.1 analyse the current scale, scope and diversity of the hospitality industry 1.2 discuss the organisational structure of different hospitality organisations 1.3 assess the role of hospitality related organisations and professional bodies
LO2 Understand staffing in the hospitality industry	2.1 assess the staffing requirements of different hospitality industries 2.2 discuss the roles, responsibilities and qualification requirements for hospitality staff
LO3 Understand recent developments affecting hospitality	3.1 analyse operational, managerial and legislative issues resulting from recent developments affecting the hospitality industry 3.2 discuss the current image of the hospitality industry
LO4 Be able to recognise potential trends and developments in hospitality	4.1 present justified predictions for potential trends and developments in hospitality 4.2 produce an impact analysis for the predicted trends and developments

Guidance

Links

This unit addresses a wide range of contemporary issues and links with other units in the programme. Tutors should seek to integrate this unit with others to underpin the relevance of the issues being studied. Programme teams must be careful to consider overlap with other units. Many issues may occur naturally as part of other units, but the nature of this unit is to consider the contemporary aspects of these issues, which may not be explored thoroughly in mandatory units.

This unit links to the following Management NVQ units:

- B2: Map the environment in which your organisation operates
- B9: Develop the culture of your organisation
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

Local and national statistics are needed to support learners' achievement of this unit. Directories, newspapers and local and national guides for the hospitality industry are also needed. Learners must be encouraged to read publications such as *Caterer and Hotelkeeper* and *Hospitality* on a regular basis to develop their awareness of the industry, including employment and contemporary issues, as well as specialist industry publications relating to the events industry.

Relevant DVD and case study examples focusing on aspects of the hospitality industry, such as jobs, employment and career opportunities as well as 'reality TV' programmes, are a relevant important resource.

Employer engagement and vocational contexts

For some learners this could be their introduction to the hospitality industry. Therefore, the unit must be delivered to provide an objective, fair and balanced view of the industry. Emphasising the scope of exciting careers and employment opportunities is important. It can sometimes be easy to dwell on the negative aspects at the expense of the positive ones. If presented well, the unit can influence and promote learners' choice of career and employment aspirations.

Links with industry are critical for the successful delivery of this unit. Visits to hospitality operations and presentations by visiting speakers will provide essential opportunities for debate and may offer suitable opportunities for local study. The employment experiences of learners must also be exploited to illustrate issues and validate the relevance of the unit.

Visiting exhibitions such as *Hotelympia*, *The Food and Drink Show* and *The Event Show* will enhance delivery of the unit and will enable learners to make industry contacts and gather first-hand information.

Unit 2: Finance in the Hospitality Industry

Unit code: R/601/1789

QCF level: 4

Credit value: 15

- **Aim**

This unit will enable learners to develop practical understanding of the accounting techniques used to control costs and profits, and to support managers in making effective short-term decisions.

- **Unit abstract**

Learners will gain understanding of the sources of funding and income generation for business and services industries. They will also understand business in terms of the elements of cost and how to analyse business performance by the application of ratios.

Learners will have opportunities to investigate control systems, income generation and methods of measuring and analysing performance.

On completion of the unit, learners will be able to evaluate business accounts and apply the concept of marginal costing.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand sources of funding and income generation for business and services industries
- 2 Understand business in terms of the elements of cost
- 3 Be able to evaluate business accounts
- 4 Be able to analyse business performance by the application of ratios
- 5 Be able to apply the concept of marginal costing.

Unit content

1 Understand sources of funding and income generation for business and services industries

Funding: sources eg retained profits, loans, banks, investors, small business schemes, franchise, hire purchase, sponsorship, lease schemes, creditors, debt factoring

Income generation: methods eg sales, commission, sub-letting, sponsorship, grants, tracking mechanisms

2 Understand business in terms of the elements of cost

Elements of cost: sales; materials; consumables; labour; overheads; capital; gross and net profits; discount costing

Selling prices: product and service costing; formula to achieve a specific gross profit percentage; differential gross/net profit margins; marginal costing; effect of competition; freelance; commission; peak/off-peak trading

Control of stock and cash: methods eg storage, purchasing, cash, security, reconciliation, stock-taking

Taxation: income tax; Value Added Tax (VAT); corporation tax; schedules; rates; personal/capital allowances; post-tax profits, implications

3 Be able to evaluate business accounts

Trial balance: source; structure eg summary of accounts from sales, purchase and nominal ledgers

Final accounts: types eg sole trader, partnerships, limited company, trading account, profit and loss account, balance sheet, adjustments for depreciation, accruals, prepayments, bad debt provision; format eg vertical, double-entry, appropriation account; assets/liabilities eg capital, fixed, current, notes to accounts

Profit and cash budgets: purpose; types eg profit, cash flow, operating, master; variance analysis to include sales (volume and average spend), cost variances (raw material, labour, overhead), profit variances (gross and net)

4 Be able to analyse business performance by the application of ratios

Sales profitability ratios: gross and net profit; Return On Capital Employed (ROCE)

Liquidity ratios: current; acid test

Efficiency ratios: debtors and creditors payment periods; stock turnover

Financial ratios: interest earned; gearing

5 **Be able to apply the concept of marginal costing**

Costs categorisation and contribution: fixed and variable costs; contribution calculation eg product/customers, cost/profit/volume relationship

Application: break-even; profit/loss potentials; setting selling price and discounting

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand sources of funding and income generation for business and services industries	1.1 review sources of funding available to business and services industries 1.2 evaluate the contribution made by a range of methods of generating income within a given business and services operation
LO2 Understand business in terms of the elements of cost	2.1 discuss elements of cost, gross profit percentages and selling prices for products and services 2.2 evaluate methods of controlling stock and cash in a business and services environment
LO3 Be able to evaluate business accounts	3.1 assess the source and structure of the trial balance 3.2 evaluate business accounts, adjustments and notes 3.3 discuss the process and purpose of budgetary control 3.4 analyse variances from budgeted and actual figures, offering suggestions for appropriate future management action
LO4 Be able to analyse business performance by the application of ratios	4.1 calculate and analyse all ratios to offer a consistent interpretation of historical business performance 4.2 recommend appropriate future management strategies for a given business and services operation
LO5 Be able to apply the concept of marginal costing	5.1 categorise costs as fixed, variable and semi-variable for a given scenario 5.2 calculate contribution per product/customer and explain the cost/profit/volume relationship for a given scenario 5.3 justify short-term management decisions based on profit/loss potentials and risk (break-even) calculations for a given business and services operation

Guidance

Links

This unit may be linked to other units, including:

- *Unit 7: The Developing Manager*
- *Unit 8: Marketing in Hospitality*
- *Unit 19: External Business Environment*
- *Unit 21: Small Business Enterprise.*

It should be made clear to learners that all units have financial components.

This unit links to the following Management NVQ units:

- A1: Manage your own resources
- B6: Provide leadership in your area of responsibility
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B10: Manage risk
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation
- F1: Manage projects
- F3: Manage business processes
- F12: Improve organisational performance.

Essential requirements

Adequate access to computer and appropriate financial software is essential. When giving presentations, learners must also have access to the latest technological equipment and software.

Tutors must develop suitable banks of case study materials based on real situations for demonstration and practice by learners. These must be in the context of the hospitality industry and include examples from different aspects of the industry, such as the front office, food and beverage costs, service costs etc

Employer engagement and vocational contexts

A visiting speaker, with some financial responsibility in the hospitality industry, will enhance delivery of the unit.

Unit 3: Customer Service

Unit code: J/601/1790

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of customer service policies and the purpose of promoting a customer-focused culture and to gain skills to provide customer service.

- **Unit abstract**

This unit introduces learners to the principles and objectives of customer service, with a focus on business and services operations, for example hospitality, sports, and travel and tourism. The unit will help learners develop an understanding of the nature of a customer service culture and the principle of quality service in the business and services management environment.

The units will help learners to appreciate how important information gathered from customers is and its relevance to improved delivery of services.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand customer service policies within business and services contexts
- 2 Understand the purpose of promoting a customer-focused culture
- 3 Be able to investigate customer requirements and expectations
- 4 Be able to provide customer service within business and services contexts to meet required standards.

Unit content

1 Understand customer service policies within business and services contexts

Policies: policies (structure, use, focus, customer requirements/expectations, product and service knowledge, consultation, confidentiality, customer perceptions and satisfaction, monitor customer service and satisfaction, influences affecting implementation, effective communication)

Quality of service: methods of assessment; customer expectations; standardised procedures; codes of practice; staff levels (staffing levels, staff competency, flexibility, reliability and responsiveness)

Evaluation: purpose; sources of feedback; accuracy; relevance; reliability; validity; methods of data collection; improvements; staff training and development

Hospitality industry: industries within the hospitality industry eg hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events

2 Understand the purpose of promoting a customer-focused culture

Communication: types eg verbal, non-verbal body language, written; types of response; use; effect

Customer: central role; customer service culture; identifying and analysing customer requirements and expectations; influences of service provision on customer perceptions

Benefits of improved service: customer satisfaction, repeat business, improved reputation, increased profit

3 Be able to investigate customer requirements and expectations

Requirements: sources of information eg customers, staff, management, customer records, past information

Primary research: primary research eg sampling, qualitative, quantitative; interview eg individual, group, survey, observation; contact methods eg mail, telephone, personal

Secondary research: internal eg sales records, yield data, financial information, client databases; external eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data

Satisfaction levels: planning; strategy; assessment of options using researched information; role of the business and services manager; staffing levels; motivating staff; improvements

4 **Be able to provide customer service within business and services contexts to meet required standards**

Types of customers: different age groups eg the elderly, children; different cultural backgrounds; special needs eg physically disabled; satisfied; dissatisfied; under influence eg drugs, alcohol, medication

Customer needs: customer needs eg products and services, urgent, non-urgent, special requirements, quality of service, value for money, cultural, social; trends eg fashion, ergonomic, equipment, training, products and services, consumer protection legislation

Customer service: consultation; advice; personal selling; complaints procedure; reception skills; confidentiality

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand customer service policies within business and services contexts	1.1 discuss reasons for using customer service policies 1.2 discuss the purpose of evaluating a customer service policy, indicating how this can assist future staff training and development
LO2 Understand the purpose of promoting a customer-focused culture	2.1 evaluate different communication methods and how these are used to best effect 2.2 analyse how customer perception is influenced by customer service provision
LO3 Be able to investigate customer requirements and expectations	3.1 assess sources of information on customer requirements and satisfaction levels 3.2 carry out research on customer requirements and satisfaction levels for a selected business, suggesting potential improvements
LO4 Be able to provide customer service within business and services contexts to meet required standards	4.1 deliver customer service in a business and service environment 4.2 review own performance in the delivery of customer service and make recommendations for improvement

Guidance

Links

This unit can be linked with the following units in this qualification:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 6: Rooms Division Operations Management*
- *Unit 7: The Developing Manager*
- *Unit 8: Marketing in Hospitality*
- *Unit 13: Conference and Banqueting Management*
- *Unit 14: Hospitality Contract and Event Management*
- *Unit 21: Small Business Enterprise.*

This unit links to the following Management NVQ units:

- F5: Resolve customer service problems
- F6: Monitor and solve customer service problems
- F7: Support customer service improvements
- F8: Work with others to improve customer service
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction.

Essential requirements

The use of appropriate case studies will enhance the relevance of the unit and show how different organisations, both local and national, have developed their customer care policies.

Employer engagement and vocational contexts

Centres should try to establish links with appropriate businesses in order to bring realism and relevance to the unit.

Unit 4: Research Project

Unit code: K/601/0941

QCF level: 5

Credit value: 20

- **Aim**

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their Higher Education programme and professional development.

- **Unit abstract**

This unit is designed to allow learners to become confident in the use of research techniques and methods. It addresses the elements that make up formal research, including the proposal, a variety of methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must understand the theory that underpins formal research.

The research itself is dependent on learners, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas of content within the programme of study to form a holistic piece of work that makes a positive contribution to learners' area of interest. Learners should seek approval from their tutors before starting the study.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand how to formulate a research specification
- 2 Be able to implement the research project within agreed procedures and to specification
- 3 Be able to evaluate the research outcomes
- 4 Be able to present the research outcomes.

Unit content

1 Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2 Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; test research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

3 Be able to evaluate the research outcomes

Evaluation of outcomes: overview of the success or failure of the research project (planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s))

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how to formulate a research specification	1.1 formulate and record possible research project outline specifications 1.2 identify the factors that contribute to the process of research project selection 1.3 undertake a critical review of key references 1.4 produce a research project specification 1.5 provide an appropriate plan and procedures for the agreed research specification
LO2 Be able to implement the research project within agreed procedures and to specification	2.1 match resources efficiently to the research question or hypothesis 2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 record and collate relevant data where appropriate
LO3 Be able to evaluate the research outcomes	3.1 use appropriate research evaluation techniques 3.2 interpret and analyse the results in terms of the original research specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the research outcomes	4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience

Guidance

Links

This unit links to several units in the programme, depending on the research topic and the context of learners' area of learning. In particular it can be linked to *Unit 10: Work-based Experience* and gives learners the opportunity to undertake research in the same organisation in which they undertook their placement.

Essential requirements

Tutors will need to establish the availability of resources to support the independent study before allowing learners to proceed with the proposal.

Employer engagement and vocational contexts

Centres should try to establish links with appropriate businesses to bring realism and relevance to the research project.

Unit 5: Food and Beverage Operations Management

Unit code: L/601/1791

QCF level: 4

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of the day-to-day activities and procedures involved in food and beverage operations, whilst also developing a range of practical operational skills.

- **Unit abstract**

This unit introduces learners to the practical aspects of food and beverage production and service. Because of the nature of their job, hospitality managers need to have basic levels of practical skills, enabling them to work effectively within different kitchen and restaurant environments. Managers may need to work in kitchen and restaurant environments to support operational staff in times of need or to establish themselves as credible team players.

Learners will develop understanding of a range of food and beverage production and service systems. Learners will undertake an investigation of staffing implications for different systems and businesses to inform system comparisons. Learners will study menu planning and recipes suitable for different industry contexts. They will also investigate the importance of financial processes including, purchasing options, costing of raw materials and commodities, and different selling price models.

Learners will develop their understanding of the processes involved in planning and developing recipes and the factors that determine menu compilation for a variety of customer groups. Learning from this unit is demonstrated in the planning, implementation and evaluation of a food and beverages service for a hospitality event. Ultimately, learners will be able to transfer and apply their expertise to different food production and service situations within the hospitality industries.

The effective use of planning, coordination and communication skills will be emphasised and developed to underpin the work of the unit. The ability to demonstrate learning, with confidence, in a food and beverage operation, is an important feature of this unit.

● **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand different food and beverage production and service systems
- 2 Understand the financial controls used in food and beverage operations
- 3 Be able to devise menus for hospitality events
- 4 Be able to provide food and beverage services for hospitality events.

Unit content

1 Understand different food and beverage production and service systems

Food production: systems eg traditional, batch cooking, call-order, centralised, assembly kitchens, sous-vide, cook-chill, cook-freeze

Service: systems eg table service, counter service, à la carte, table d'hôte, silver service, family service, plate service, guéridon service, specialist food service systems

Recipe and menu factors: recipe suitability and modification; customer perceptions; choice of products; flavour and appearance of dishes; nutritional value

Cost implications: system costs; equipment; staff; products

Staffing implications: system skills and de-skilling; job specifications; training; levels of output

Application: within the hospitality industries eg hotels, restaurants, pubs, clubs and nightclubs, contract food services, hospitality services, membership clubs, events and specialist operations, banqueting, fast food, in-flight catering

2 Understand the financial processes used in food and beverage operations

Financial statements: dish costing sheets; cost statements; operating statements; variance analysis; sales records

Costs and pricing: dishes; menus; beverage lists; sales mix; net and gross profit; fixed, variable, direct, indirect cost; cost elements; VAT; discounting

Purchasing process: requisition of equipment and supplies; purchasing options; purchase specifications; receipt; invoicing; storage of equipment and supplies

3 Be able to devise menus for hospitality events

Menu and recipe considerations: cookery styles; types of menus; balance; dietary needs; allergy considerations; ethnic influences; social trends and fashions; nutritional content

Dish recipes: using fresh foods; prepared foods and levels of processing; combination of prepared and fresh foods; dish specifications; standard recipes

Factors affecting menu compilation and dish selection: taste; colour; texture; temperature; appearance; seasonal and local produce; complementary or contrasting foods; food and drink matching

Beverages: alcoholic; non-alcoholic; sources; selection; availability; storage; legislation

4 Be able to provide food and beverage services for hospitality events

Planning: type of menu; style of service; timescale; customer requirements

Cost control: staffing; materials; overheads; achieving target profits; budget restrictions

Quality standards: production and service planning; food and beverage preparation; cooking and presentation; food and beverage service levels; setting and maintaining standards

Health, safety and security of the working environment: procedures; monitoring; setting and maintaining hygiene practices

Evaluation factors: planning; organisation; management objectives; implementation; quality; customer satisfaction; cost effectiveness

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand different food and beverage production and service systems	1.1 discuss the characteristics of food production and food and beverage service systems 1.2 discuss factors affecting recipes and menus for specific systems 1.3 compare the cost and staffing implications for different systems 1.4 justify the suitability of systems for particular food and beverage outlets
LO2 Understand the financial controls used in food and beverage operations	2.1 discuss the use of financial statements in food and beverage operations 2.2 demonstrate the use of cost and pricing processes 2.3 analyse the purchasing process
LO3 Be able to devise menus for hospitality events	3.1 compile food and beverage menus for a hospitality event 3.2 justify the selection and suitability of recipes for menus
LO4 Be able to provide food and beverage services for hospitality events	4.1 plan a food and beverage service for a hospitality event within an agreed budget 4.2 implement the planned service maintaining standards of quality and health, safety and security 4.3 evaluate factors to determine the success of the service, making recommendations for improvement

Guidance

Links

This unit has links with:

- *Unit 6: Rooms Division Operations Management*
- *Unit 13: Conference and Banqueting Management*
- *Unit 14: Hospitality Contract and Event Management.*

It also provides a basis for *Unit 12: Hospitality Operations Management.*

This unit links to the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F1: Manage projects
- F5: Resolve customer service problems
- F6: Monitor and solve customer service problems
- F11: Manage the achievement of customer satisfaction
- F12: Improve organisational performance.

Essential requirements

Centres must have access to a variety of food and beverage production and service systems, including the specialist equipment necessary to illustrate operation. Access to suitable facilities for food and beverage operations is essential. This can be a realistic working environment within the centre or a suitable commercial business that learners can use to implement their plans.

Centres that have a catering store are advised to make use of this 'real' facility to demonstrate aspects of purchasing.

Employer engagement and vocational contexts

Hotelympia and other hospitality exhibitions provide excellent opportunities for learners to view specialist food and beverage equipment and systems, and to collect information.

Site visits to a range of hospitality businesses will enable learners to experience the systems they have studied. Local businesses may allow their facilities to be used by learners to stage events. Employers may run events that could provide assessment opportunities.

Industrial placements or part-time employment within food and beverage operations will help learners to experience different systems in a range of environments. In particular learners who wish to pursue a career in food and beverage management should look for these opportunities.

Unit 6: Rooms Division Operations Management

Unit code: R/601/1792

QCF level: 4

Credit value: 15

- **Aim**

This unit will provide learners with a comprehensive understanding of contemporary rooms' division operations management and the importance of revenue management to operations.

- **Unit abstract**

The unit examines the role of the rooms division within the management of a hospitality operation, the operational elements that comprise the rooms division and how these are deployed by management to maximise both occupancy and rooms revenue. Learners will gain understanding of the role of the front office as the 'nerve centre' of customer activity with network communication links within and to other departments. They will also gain understanding of the management of housekeeping services.

Learners will be able to identify trends and technologies which impact on rooms division operations and effectively utilise a computerised operating system within the rooms division.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand services provided by the rooms division in diverse contexts
- 2 Understand the impact of contemporary management issues on the effective management and business performance in the front of house area
- 3 Understand factors that contribute to effective management and business performance in the accommodation service function
- 4 Be able to apply techniques to maximise and measure occupancy and rooms revenue.

Unit content

1 Understand services provided by the rooms division in diverse contexts

Accommodation services: roles and responsibilities; housekeeping; maintenance; working procedures; control mechanisms; decoration and furnishings; refurbishment; accommodation environment and occupancy; guest services and supplies; linen services and laundry; cleaning services; environmental issues; health, safety and security; documentation and records

Front office services: roles and responsibilities; reception; advanced reservations; concierge; administration; working procedures; control mechanisms; interior design; first impressions; guest records; the guest cycle; occupancy rates and monitoring; selling and promotion; tariffs and discounting; billing; point of sale (POS); payment procedures; cash control and reconciliation; security

Legal and statutory requirements: health and safety; hazardous substances; protective clothing; consumer law; price tariff and display; data protection; immigration (hotel records); diplomatic privileges

Diverse contexts: hospitality businesses; at least three examples eg hotel, restaurant with rooms, university campus

2 Understand the impact of contemporary management issues on the effective management and business performance in the front of house area

Planning and managing: business/departmental plans; operations; procedures; POS management; security; night audit; use of technology; operational constraints; evaluating; controlling and updating front-of-house services; health and safety; consumer and data protection; pricing

Front-of-house area: visual impact; first impressions; design and layout; zoning; ambience; colour; flowers/plants; heating; lighting; airflow; cleaning and maintenance; security

Services: examples eg rooms related, concierge, information, sales, administration

Operational issues: financial; marketing; sales; human resources; quality; customer

3 Understand factors that contribute to effective management and business performance in the accommodation service function

Planning and managing: business/departmental plans; operations; procedures

Property interiors and design: use; function; visual impact; ambience; ratings; cost; durability; access to and mobility within interior; suitability of fabrics/furnishings/fittings; efficient use of space; heating; lighting; airflow; effect of colour; design; smell; flowers; plants

Services: to include rooms (bedrooms, functions, meeting, staff, public), linen and laundry, cleaning, leisure areas, maintenance and self-catering equipment, environmental services, waste management, use of technology, operational constraints, health and safety, consumer and building regulations, evaluating, controlling and updating rooms services

Operational issues: financial; marketing; human resources; quality; customer

4 **Be able to apply techniques to maximise and measure occupancy and rooms revenue**

Revenue/yield management (RM/YM): forecast methodology; demand; perishability; cyclicity; distribution channels; price discrimination using differential rates and tariff structures to maximise occupancy; inventory management including the use of booking horizons and booking forecasts to maximise yield; hotel internet marketing including viral marketing; ethical issues; price fencing and lead-time pricing; advantages and limitations of revenue/yield management systems

Sales techniques: tariff structures; market-based pricing; negotiated rates (delegate, seasonal corporate packages); the use of overbooking (policy on no-shows, cancellations); sales leads; referrals; selling other services; upselling; correspondence research; repeat business; customer loyalty schemes; sources of bookings; central reservations; agents; airlines; referrals

Forecasting and statistical data: comparisons of actual performance against projected performance; formulation of the marketing and pricing policy; compilation of operational and financial reports; front office performance indicators (room occupancy percentage, sleeper occupancy percentage, double/twin occupancy percentage, average room rate, average sleeper rate)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand services provided by the rooms division in diverse contexts	1.1 discuss accommodation and front office services for different organisations 1.2 analyse the roles and responsibilities of a range of accommodation and reception services staff 1.3 discuss legal and statutory requirements that apply to rooms division operations 1.4 evaluate services provided by the rooms division in a range of hospitality businesses
LO2 Understand the impact of contemporary management issues on the effective management and business performance in the front of house area	2.1 assess the importance of the front of house area to effective management 2.2 discuss the key aspects of planning and management of the front of house area for a given hospitality operation 2.3 critically discuss the key operational issues affecting the effective management and business performance of the front office area for a given operation
LO3 Understand factors that contribute to effective management and business performance in the accommodation service function	3.1 assess the importance of property interiors and design to effective management 3.2 discuss the critical aspects of planning and management of the accommodation service function for a given hospitality operation 3.3 analyse the key operational issues affecting the effective management and business performance of the accommodation service function for a given operation
LO4 Be able to apply techniques to maximise and measure occupancy and rooms revenue	4.1 perform revenue/yield management activities to maximise occupancy and rooms revenue 4.2 discuss sales techniques that rooms division staff can use to promote and maximise revenue 4.3 discuss the purpose and use of forecasting and statistical data within the rooms division 4.4 calculate rooms division performance indicators to measure the success of accommodation sales

Guidance

Links

This unit can be linked successfully with *Unit 10: Work-based Experience*, as a period of work experience in a rooms division environment, prior to delivery and assessment it will help learners who have no front office or operational accommodation experience.

This unit links to the following Management NVQ units:

- B3: Develop a strategic business plan for your organisation
- B10: Manage risk
- E1: Manage a budget
- E2: Manage finance for your area of responsibility.

Essential requirements

Appropriate front office reservation/customer billing software packages such as *Fidelio*, must be used to enable learners to appreciate the impact of technology on the front office.

Further resources, such as articles on revenue/yield management, must be accessed via the internet.

Employer engagement and vocational contexts

The quality and relevance of the learning experience can be greatly enhanced by the involvement of current practitioners of this unit, especially by the hosting of learners for at least one of their assignments. Current practitioners will help learners appreciate better the nature of the competitive business environment.

Case study materials will also help to highlight specific issues.

Unit 7: The Developing Manager

Unit code: L/601/1743

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of behaviour management principles and gain skills to review their managerial potential, show managerial roles and responsibilities and create a career development plan.

- **Unit abstract**

This unit focuses on learners' personal development and their career in management. It explores a range of management behaviour principles and practices. Learners can then apply this knowledge to self-appraisal, examining their potential as a prospective manager.

Using the knowledge developed throughout this qualification, learners will have the opportunity to actively demonstrate the roles and responsibilities of a manager in an appropriate context. This may be through part-time work, a work placement or simulation. This experience will enable them to consider how the unit and the programme can contribute to their career development.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand principles and practices of management behaviour
- 2 Be able to review own potential as a prospective manager
- 3 Be able to show managerial skills within a business and services context
- 4 Be able to create a career development plan for employment within a business and services context.

Unit content

1 Understand principles and practices of management behaviour

Management theory and styles: assumptions and drawbacks, classical theories, main contributors, the influence of informal groups, hierarchy of needs, systems approach to management, contingency approach, leading authorities

Leadership characteristics: styles eg autocratic, democratic, *laissez-faire*, action-orientated; motivation theories, factors affecting motivation and performance, motivation techniques, effectiveness; conflict resolution; the role of partnerships and stakeholders in the business

Communication: communications processes, verbal, written, non-verbal; lines of communication, linear, lateral, formal/informal; barriers to effective communication

Organisational culture and change: types of organisational structure and culture; factors influencing changes in culture; types of change eg demographic, economic, legislative; planned change theory; managing and measuring the effectiveness of change; sources and types of power; change drivers

2 Be able to review own potential as a prospective manager

Self-knowledge and appraisal: skills audit eg management skills, leadership skills, practical/technical skills, personal skills (eg interpersonal/motivational/communication skills), organising and planning skills cognitive and creative skills; qualifications (current/planned), strengths and weaknesses analysis; personal learning logs; personal development plans

Own potential: aims, objectives, targets, learning programme/activities, action plan, time management, work scheduling, Specific, Measurable, Achievable, Realistic, Time-bound (SMART) objectives, action planning, delegation, decision making, problem solving, management/leadership styles, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building and membership, mentoring, counselling, coaching, facilitation, learning cycle, learning styles, action learning sets, management learning contracts, learning log, review dates, achievement dates

3 Be able to show managerial skills within a business and services context

Roles: leading and motivating staff, communicating, team building, processes and stages in team development, group dynamics, effective/ineffective teams, goals/objectives

Responsibilities: customer service, product and service knowledge and development; decision making eg strategic, planning; managerial/operational control, problem solving; authority, delegation and empowerment; effective working relationships with subordinates, peers, managers and other stakeholders

Context: eg hospitality, travel, tourism, sports, leisure, recreational industries

4 **Be able to create a career development plan for employment within a business and services context**

Career: relevant managerial skills eg communication, thinking, learning; personal skills eg attitude, behaviour, responsibility, adaptability; aspirations, openings/opportunities

Development plan: career development, personal development, current performance, future needs

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand principles and practices of management behaviour	1.1 compare different management styles 1.2 discuss leadership characteristics 1.3 evaluate communication processes in selected businesses 1.4 analyse organisational culture and change in selected businesses
LO2 Be able to review own potential as a prospective manager	2.1 assess own management skills performance 2.2 analyse personal strengths, weaknesses, opportunities and threats 2.3 set and prioritise objectives and targets to develop own potential
LO3 Be able to show managerial skills within a business and services context	3.1 lead and motivate a team to achieve an agreed goal or objective 3.2 justify managerial decisions made to support achievement of agreed goal or objective and recommendations for improvements
LO4 Be able to create a career development plan for employment within a business and services context	4.1 explain how own managerial and personal skills will support career development 4.2 review career and personal development needs, current performance and future needs to produce development plan

Guidance

Links

This unit addresses a wide range of issues relating to management and it can be linked with all the other units in the qualification. Tutors should seek to integrate this unit with others to underpin the relevance of the issues being studied.

This unit links with the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B5: Provide leadership for your team
- B6: Provide leadership in your area of responsibility.

Essential requirements

A number of case studies and interviews (either written or audio-visual) must be used, particularly when looking at learning outcomes 1 and 2. There must be an emphasis on success, failure and risk so that learners can appreciate that this is intrinsic to many entrepreneurial people and enterprises.

It is important for learners to relate theory to observable practice in an appropriate business and services context. Learners must be encouraged to 'adopt' an appropriate business and use it as a context within which to assess current practice, apply theory and observe in a reflective way. These individual experiences can then be fed back in group-learning contexts.

Learners must be given a variety of simulations where business propositions/solutions should be tackled in class discussions, debates and workshops.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, with for example, the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board, and a resort rep/resort manager to include the role of the manager overseas.

Sustained links with travel agencies may support further units as well as work placement opportunities.

Unit 8: Marketing in Hospitality

Unit code: Y/601/1793

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to understand the concepts of marketing, the role of the marketing mix, the marketing cycle, and gain skills in using the promotional mix.

- **Unit abstract**

This unit introduces learners to the key concepts and functions of marketing as they apply to services industries, including hospitality, travel, tourism, sports, leisure and recreation. The unit will give learners knowledge and understanding of the key factors affecting marketing environments, and investigate the role of marketing in different sectors of relevant service industries.

The unit focuses initially on the concepts of marketing, moving on to the functional and operational aspects of marketing as the unit progresses. Learners will investigate marketing in the context of one of today's competitive service industries.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the concepts of marketing in a services industry context
- 2 Understand the role of the marketing mix
- 3 Be able to use the promotional mix
- 4 Understand the marketing cycle in a services industry environment.

Unit content

1 Understand the concepts of marketing in a services industry context

Core concepts: definition of marketing, customer needs, wants and demands, product and services markets, value, customer satisfaction/retention, quality, cost/benefits, efficiency/effectiveness, profitability, the growth of consumerism, strategic/tactical marketing, reasons for growth, marketing as a business philosophy, relationship marketing, changing emphasis of marketing

Marketing environment: micro environment of the company; stakeholders eg suppliers, intermediaries, owners, financiers, customers, competitors, local residents, pressure groups; macro environment demographics eg economy, society, ecology, technology, politics, legal, culture; strengths, weaknesses, opportunities and threats (SWOT) analysis; political, economic, social, technical (PEST) analysis; Porter's competitive forces

Consumer markets: central role of the customer, customer culture, models and types of behaviour, consumer orientation (internal and external), competitor orientation, decision process, value chain, value and satisfaction, long-term relationships

Market segmentation: principles of segmentation, targeting and positioning, segmentation bases eg geographic, demographic, behavioural, lifecycle stage, income, gender

Ethics and social responsibility: sustainability, social audit, public relations, legal and regulatory considerations, public policy, third world issues, trends eg green issues, environmentalism, pressure groups

Services industry context: contexts eg hospitality, travel, tourism, sports, leisure, recreational industries, public, private, voluntary (not-for-profit) sectors

2 Understand the role of the marketing mix

Marketing mix elements: nature and characteristics of products and/or services, service quality, people, partnerships, programming, packaging

Products/services: characteristics, features/benefits, product strategy/mix, lifecycle, development processes, test-marketing (simulated and controlled), concept development and testing, unique selling points (USPs), branding

Place: distribution channels, customer convenience and availability, physical distribution and logistics, niche marketing, vertical/horizontal integration, impact of technology, franchising, ethical issues

Pricing: strategies eg skimming, penetration, product mix, price adjustments, competitor analysis, policy eg cost-plus, break-even, value-based, competition-based, variable, price setting considerations; factors affecting pricing decisions eg demand elasticity, competition, ethics

3 Be able to use the promotional mix

Promotional mix: role eg public relations, sponsorship, personal selling, advertising and sales promotions, branding, effective communications, communication channels, online marketing, promotional-mix decisions, budgetary considerations, monitoring and evaluating promotions

Advertising: objectives, methods, reach, frequency, impact, creating copy, costs and budgeting

Campaign: format, objectives, target market, evaluation

Sales promotion: aims and objectives, reasons for growth, methods, tools, limitations, branding and merchandising, evaluation

4 Understand the marketing cycle in a services industry environment

Research and information: relevance, new and existing products, services and markets; market information systems, defining the market, measuring current demand, the marketing research process, forecasting and demand measurement, positioning of products and services, quality as an influence on customer perceptions

Data collection and analysis: needs, wants, location, focus group, primary research eg questionnaires, surveys, interviews, samples; secondary research eg internal records, statistics, published information, government publications, industry journals, qualitative/quantitative data, analysis, evaluation

Communications: range of media eg television, newspapers, magazines, radio, billboards, and posters; suitability for specific products, services and markets

Marketing plan: implementation, timescales, costs, evaluation eg objectives, revisions, and outcomes

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the concepts of marketing in a services industry context	1.1 discuss concepts of marketing for a relevant services industry 1.2 assess the impact of the marketing environment on the industry 1.3 evaluate the relevance of consumer markets in the industry 1.4 discuss the rationale for developing different market segments
LO2 Understand the role of the marketing mix	2.1 assess the importance of components of the marketing mix to the industry 2.2 analyse pricing strategies and policies in relation to the industry
LO3 Be able to use the promotional mix	3.1 evaluate the role of the promotional mix 3.2 plan an advertising campaign for a services industry operation 3.3 analyse the role that sales promotion and public relations play in promotional efforts
LO4 Understand the marketing cycle in a services industry environment	4.1 discuss the relevance of market research to services industry operations 4.2 undertake market research for an appropriate product or service 4.3 analyse the suitability of different media for marketing an appropriate product or service 4.4 evaluate the implementation of the marketing plan for an appropriate product or service

Guidance

Links

This unit can be linked to other units, depending on the style of delivery and learning, including:

- *Unit 3: Customer Service*
- *Unit 17: Quality Management in Business*
- *Unit 19: External Business Environment*
- *Unit 20: Business Health Check*
- *Unit 21: Small Business Enterprise.*

This unit also links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B3: Develop a strategic business plan for your organisation
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- F1: Manage a project
- F3: Manage business processes
- F4: Develop and implement marketing plans for your area of responsibility
- F9: Build your organisation's understanding of its market and customers
- F12: Improve organisational performance.

Essential requirements

Learners must share a common understanding and definition of marketing and know the relevant technical terminology.

Case studies will enable learners to make comparisons of marketing opportunities and practices in different types of business, and this will support learning outcomes 2, 3 and 4. Study of moral and ethical issues and examination of different marketing trends in the relevant industry will encourage debate and the exchange of ideas. This will develop learners' understanding of marketing decision making.

Employer engagement and vocational contexts

Breadth of knowledge and increased understanding may be achieved by a combination of visiting speakers, visits to businesses and residential opportunities designed to cover key sectors of the relevant services industry.

Visits to industry exhibitions will enable learners to make comparisons of the promotional techniques used by exhibitors. This will support the delivery of learning outcome 4.

Unit 9: Human Resource Management for Service Industries

Unit code: J/601/1756

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of human resource management, employee relations and employment law, recruitment and selection, and training and development in service industries.

- **Unit abstract**

This unit looks at the key elements in human resource management.

Learners will investigate employment law and how it affects service industries businesses. They will also investigate the current state of employee relations in service industries.

Learners will examine the practicalities of the recruitment and selection process in order to develop the skills required to effectively administer this human resources function.

Learners will investigate training and development in service industries businesses to determine the contribution they make to an effective business.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand human resource management
- 2 Understand the effect of employee relations and employment law on service industries businesses
- 3 Understand the recruitment and selection process
- 4 Understand training and development in service industries businesses.

Unit content

1 Understand human resource management

Human resource management: concept of human resource management (HRM) eg planning and forecasting, recruitment process, contracts of employment, deployment and monitoring of employees, training and development, budget monitoring, relationships; role and purpose of HRM, soft HRM, hard HRM

Human resource planning: planning eg the creation of the human resource plan, analysing demand and supply, internal and external factors influencing human resource planning, human resource planning in a changing environment

2 Understand the effect of employee relations and employment law on service industries businesses

Employee relations: unionisation eg structure, culture, collective bargaining, negotiation, consultation; employee participation, involvement and conflict management, empowerment; grievance procedures, disciplinary procedures

Employment law: employment legislation eg Employment Relations Act, Employment Rights Act; equal opportunities; contracts of employment including termination eg resignations, redundancy procedure, ill health retirements, retirement, dismissal, maternity and paternity rights, parental leave; tribunals, Advisory, Conciliation and Arbitration Service (ACAS)

3 Understand the recruitment and selection process

Recruitment: effects eg factors affecting the labour market, organisational needs analysis, job analysis, job design, organisational needs, job descriptions, person specifications, methods of recruitment advertising

Selection: process eg selection methods and practices, barriers to effective selection, evaluating recruitment and selection processes, application form design, applicant information packs, shortlisting, interview methods, interviewing skills

4 Understand training and development in service industries businesses

Training and development: effects eg link between induction programmes and training, the role and need for training, training versus development debate, types of training and development activities, training needs analysis, use of appraisals and target setting, benefits of training and development, barriers and attitudes to training, competency-based training, evaluation of training against overall organisational objectives

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand human resource management	1.1 analyse the role and purpose of human resource management in a selected service industry 1.2 justify a human resources plan based on an analysis of supply and demand for a selected service industry business
LO2 Understand the effect of employee relations and employment law on service industries businesses	2.1 assess the current state of employment relations in a selected service industry 2.2 discuss how employment law affects the management of human resources in a selected service industry business
LO3 Understand the recruitment and selection process	3.1 discuss a job description and person specification for a selected service industry job 3.2 compare the selection process of different service industries businesses
LO4 Understand training and development in service industries businesses	4.1 assess the contribution of training and development activities to the effective operation of a selected service industry business

Guidance

Links

This unit links with *Unit 10: Work-based Experience*.

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- D3: Recruit, select and keep colleagues
- D7: Provide learning opportunities for colleagues.

Essential requirements

This unit is best delivered as a stand-alone unit, as much of the information needed is specific and technical, although learners must be encouraged to bring their own experiences of employment into the classroom.

A practical approach must be adopted, where learners are encouraged to seek their own evidence from businesses with which they are in contact. Note that an independent approach is vital for learners to achieve the higher grade. Where examples are given from the business, learners must be coached to identify both practical issues, eg levels of staff sickness and theoretical issues such as models for motivating staff.

Many large businesses are able to provide case studies that include organisational structures and many of these can be downloaded from the internet.

Employer engagement and vocational contexts

Given that learners need to gather information that may be sensitive for many businesses, tutors must ensure that contacts are made well in advance with businesses that are prepared to co-operate, to give learners the best opportunity to carry out their research.

The centre's own personnel manager (or equivalent) or a representative from the local authority would be a good guest speaker to give learners a background in human resource management practices.

Unit 10: Work-based Experience

Unit code: D/601/0998

QCF level: 5

Credit value: 15

- **Aim**

This unit aims to enable learners to experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience.

- **Unit abstract**

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time students. It is expected that learners will be supervised in the workplace in addition to their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to fulfil the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to negotiate industry experience
- 2 Understand the specific requirements of the placement
- 3 Be able to undertake work experience as identified
- 4 Be able to monitor and evaluate own performance and learning.

Unit content

1 Be able to negotiate industry experience

Suitable organisation and location: types of establishments for placement eg industry-related work for a client brief at college, existing work environment, different department within current employer's business

Negotiation: methods of contacting organisations; methods of undertaking negotiations

Nature of duties: type of undertaking eg routine duties and tasks, project work, development of new procedures/protocol

Supervisors: roles and responsibilities of academic and industrial mentors

Expectations of learning: aims eg proficiency in new tasks and procedures, time-management and problem solving skills, reflection, discuss progress with others, teamwork

Business constraints: consideration of possible limitations eg need to be fully trained, adherence to quality systems, health and safety considerations, supervision time, workload, customer satisfaction, limited staffing, cost of materials

2 Understand the specific requirements of the placement

Tasks: details of activities eg specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol

Prioritise: reasons for rationalisation of the order of tasks; methods of prioritising work

Plan for the work experience: methods used to develop detailed plan with schedule of tasks, proposed dates for reviews, expected input from supervisors

Benefits to organisation and learner: advantages to business eg allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner eg understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time-management skills

3 Be able to undertake work experience as identified

Carry out the planned activities: realisation eg carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol

Record activities in the appropriate manner: systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, data bases; list of resources

Revise the initial plan as required: methods used to review activities at the appropriate time to see if they meet requirements, make alterations as needed

4 Be able to monitor and evaluate own performance and learning

Evaluation of the quality of the work undertaken: meeting industry standards and evaluating own performance against original proposal; comments/testimony from supervisors

Account of learning during the work experience: details of experience gained eg new procedures, interpersonal skills, time-management, problem-solving, teamwork; details of evidence eg portfolio of evidence, scientific report, management report

Recommendations on how the learning experience could have been enhanced: alternative ideas eg different location, different brief, different time period, more/less support, better time-management, better preparation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to negotiate industry experience	1.1 research and evaluate suitable organisations that could provide industry experience 1.2 negotiate with work and academic supervisors a proposal for the work experience 1.3 recognise the business constraints on the work experience offered
LO2 Understand the specific requirements of the placement	2.1 agree and prioritise the tasks and responsibilities involved in the work experience 2.2 produce a plan for the work experience 2.3 analyse the benefits of the proposed activities to the business and the learner
LO3 Be able to undertake work experience as identified	3.1 fulfil specified requirements of placement conforming to all related codes of practice 3.2 produce systematic records of work undertaken 3.3 revise the initial plan as required 3.4 make suggestions for improvement and review these with appropriate supervisor
LO4 Be able to monitor and evaluate own performance and learning	4.1 monitor progress against original proposal 4.2 evaluate the quality of own performance 4.3 analyse the learning which has taken place during the work experience using suitable reflections 4.4 make recommendations on how the experience could have been enhanced

Guidance

Links

This unit has possible links with all units in the programme, especially:

- *Unit 41: Personal and Professional Development*
- *Unit 42: Employability Skills.*

This unit maps to the following Management NOS units:

- A1: Manage your own resources
- D1: Develop productive working relationships with colleagues
- E8: Manage physical resources
- F1: Manage a project.

Essential requirements

Given the work-based nature of this unit, the majority of resources will be those available to learners in the workplace. The work will normally be planned to be achievable within the resource constraints of the employer. Therefore knowledge of company structures and daily routines and expectations is essential. Learners must also have access to a wide range of research facilities including careers library and/or careers services.

Tutor support and guidance are essential. Learners must remain in touch with tutors during the work experience – email is often the best way but some colleges may have access to a virtual learning environment where learners can share information and experiences with each other and the tutor.

Employer engagement and vocational contexts

Employers could help tutors, with for example, the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Unit 11: Resource Management in Hospitality

Unit code: D/601/1794

QCF level: 4

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of the principles and application of resource management to a commercial operation, including the contribution of procurement strategies.

- **Unit abstract**

Procurement is about the input of goods and services and the interface between the supplier and the client. This unit gives learners an understanding of procurement strategies as well as the techniques of financial accounting, and establishes their importance in the sector. The unit shows how procurement contributes to profit and how it helps to maintain a competitive edge.

Learners will carry out a review and evaluation of procurement strategies within a named organisation.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the principles and application of resource management to commercial operations
- 2 Understand the suitability of various forms of finance and taxation available to UK business in general and the hospitality sector in particular
- 3 Understand how procurement issues and strategies contribute to the achievement of commercial objectives through purchasing power
- 4 Be able to carry out a review and evaluation of procurement strategies and business performance within named organisations.

Unit content

1 **Understand the principles and application of resource management to commercial operations**

Methods: selection; acquisition; maintenance; replacement criteria

Principles: procurement strategy; specification; supplier identification; selection criteria; working with specialist suppliers; stock control

2 **Understand the suitability of various forms of finance and taxation available to UK business in general and the hospitality sector in particular**

Internal: managing the elements of working capital to free resources; internally generated funds; retained profits

External: short-, medium- and long term; caring; risk and reward

Cost of capital: equity and loan capital costs; weighted average cost computations

Systems: the main features of income and corporation tax; schedules; rates; personal and capital allowances; tax credits and debits

3 Understand how procurement issues and strategies contribute to the achievement of commercial objectives through purchasing power

Systems and processes: standard specification; tendering; estimating/quoting; methods of procurement eg centralised, contract, lease; Pareto analysis; 'just in time' (JIT); equipment; materials; services; terms and conditions

Procurement officer: role; assessing operational needs; selecting suppliers; quality and quantity control; timing; discounts; receipt and control of purchases; wastage factors; company policies; budgetary restrictions

Risks: financial; physical; task duplication; direct and indirect costs; effect on the internal and external customer; quality issues; legal implications; effect on process and outcome activities of organisations

Managing procurement: profit opportunities; direct and indirect cost-saving opportunities; minimising risk; maximising profit; approved supplier lists; evaluating the 'best deal'; performance indicators and benchmarking

Contract: definition; different forms; parties; essentials for a valid contract; rules of offer and acceptance; terms eg express/implied, conditions/warranties; vitiating factors eg misrepresentation, fundamental mistake; breaches; fraud

Sourcing issues: method of supply eg buying products/services, tendering, sub-contracting/outsourcing; value for money; hygiene factors; range; choice; service guarantee; legal and contractual compliance; trace origin data; yield; methods of payment; credit and price; negotiating skills

Evaluation: communication; finance; delivery; compliance with specified requirements; packaging; industrial relations; attitude to customers; sample testing and defect elimination

Pricing management: techniques; negotiating price reductions; controlling or resisting price increases; quantity discounts; prompt payment discounts

Management strategies: competition between suppliers; developing profit margins to increase financial returns; releasing cash and capital by minimising stock; negotiating extended credit; determining the right quality for the right application; negotiating and developing delivery schedules

4 Be able to carry out a review and evaluation of procurement strategies and business performance within named organisations

Review: standard specifications; terms and conditions; monitoring; redeveloping strategy; contemporary developments; comparing and contrasting purchasing options

Evaluate: cost models eg return on investment (ROI), productivity gain, human resource benefits

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the principles and application of resource management to commercial operations	1.1 discuss the methods available for managing materials, devising specifications of requirements and the selection criteria to be applied 1.2 discuss the principles involved when procuring equipment and the ongoing requirements over the life of that equipment
LO2 Understand the suitability of various forms of finance and taxation available to UK business in general and the hospitality sector in particular	2.1 analyse appropriate strategies for the efficient management of working capital to meet a range of financial needs 2.2 evaluate the main sources of finance currently available to UK businesses in relation to their suitability in meeting long-, medium- and short-term needs 2.3 compute personal and business tax liability for sole traders, partners and limited companies
LO3 Understand how procurement issues and strategies contribute to the achievement of commercial objectives through purchasing power	3.1 establish a process to manage the procurement function, outlining management strategies in relation to pricing techniques for a given commercial situation 3.2 assess the role of the procurement officer, explaining the importance of the essential components, terms and conditions of a specimen contract 3.3 evaluate the sourcing issues for a given procurement situation, analysing the management techniques used to appraise and evaluate suppliers
LO4 Be able to carry out a review and evaluation of procurement strategies and business performance within named organisations	4.1 demonstrate how review and evaluation can be used to assess procurement strategies, for a given commercial situation

Guidance

Links

This unit can be linked to the following units:

- *Unit 18: Facilities Operations and Management*
- *Unit 19: External Business Environment.*

This unit links to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- D2: Develop productive working relationships with colleagues and stakeholders
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation
- F3: Manage business processes.

Essential requirements

Purchasing and procurement textbooks must be supported by case studies. Access to procurement sections of local organisations, if possible, provides a useful information source. Part-time learners working in procurement can be used as a resource by sharing their experiences of different business approaches to procurement.

Employer engagement and vocational contexts

A visiting speaker in resource management, from the hospitality sector, will enhance delivery of this unit.

Unit 12: Hospitality Operations Management

Unit code: H/601/1795

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the operational and economic characteristics, product development, pricing and profitability concepts and gain skills to analyse and improve operational performance in hospitality.

- **Unit abstract**

This unit is designed to introduce learners to the management principles of hospitality operations. It is intended for learners who aspire towards a career in general hospitality management.

Learners will focus on a wide range of operational and economic characteristics, including customer profiles and patterns of demand. This will lead to the consideration of product development and the opportunities and constraints that affect such development. Learners will also consider a range of pricing and profitability strategies, using ICT software to model different approaches.

Finally, the unit develops learners' understanding of the appraisal process in relation to hospitality operations management and how different aspects inter-relate with each other.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the operational and economic characteristics of hospitality operations
- 2 Understand product development within hospitality environments
- 3 Understand pricing and profitability concepts within hospitality operations
- 4 Be able to use appraisal techniques to analyse and improve operational performance.

Unit content

1 Understand the operational and economic characteristics of hospitality operations

Nature of hospitality products and services: product and service areas eg food and beverages, rooms division, conference and banqueting; tangible and intangible elements; perishability; marketing and sales; plant; equipment; supplies and commodities

Patterns of demand: patterns eg opening hours, seasonality, time of day/week, sociological influences, healthy eating and drinking patterns, food and fashion trends, accommodation trends, cultural, regional and ethnic influences, pricing and economic factors, elasticity of demand

Customer profile: characteristics eg spending power, types of hospitality business, menu/accommodation range, pricing considerations, expectations and requirements, the meal experience

Management issues: issues eg integrated planning and resourcing, business and operational plans, staffing, finance, decision-making (gathering information and data, analysing and evaluating data, reaching decisions, forecasting), operating procedures and systems, control systems, technical and procedural standards, service standards, quality systems, team working and team leading, scheduling, training

2 Understand product development within hospitality environments

Stages in product development: stages to include market research, market segmentation, idea evaluation, concept development, product development, advertising objectives eg persuade, create desire, create awareness, sell, increase market share, develop brand loyalty, customer awareness

Opportunities and constraints: types eg brand image, nutrition and dietary requirements, disabled access and provision – accommodation facilities, restaurant access; availability of resources (human, financial, physical), standardisation, style of service, space utilisation

Hospitality advertising: businesses eg pubs, restaurants, hotels, conference centres; products, types of media

Merchandising objectives: objectives eg promote consumer/brand awareness, encourage consumer/brand loyalty, develop product image; support materials eg brochures, websites, posters, floor stands, tent cards, wall displays, table displays, menus, flyers, vouchers, promotions, clothing (tee-shirts, sweatshirts, baseball caps), free samples

3 Understand pricing and profitability concepts within hospitality operations

Methods of pricing: methods eg cost-oriented, market-oriented; additional pricing considerations eg service charge, cover charge, minimum charge

Factors affecting revenue generation: factors eg sales mix, customer turnover, average spending power (ASP)

Factors affecting profitability: factors eg labour intensity, shelf-life, elasticity of demand, standardisation, portion-control

4 **Be able to use appraisal techniques to analyse and improve operational performance**

Approaches to appraisal: techniques eg fundamentals of appraisal, basis for effective operational appraisal, use of budgets, industry norms, information analysis, developing qualitative and quantitative data, analysing and evaluating data

Appraising revenue, costs and profits: measures eg financial measurement techniques, price and volume data, interpreting calculations, price changes and inflation, comparing like-with-like and over time, identifying and measuring costs, apportioning costs, sales mix analysis, menu engineering, profitability measures, gross profit and gross profit percentages, net profit and operating profit, stakeholder interests

Appraising the operation: measures eg appraising the product, appraising operational performance measurement techniques, levels of consideration, when and how, quantitative, qualitative evaluation, external comparisons, quality management

Proposal for action: proposals eg forecasting future business requirements, levels of strategy, assessing organisational capability, strategic analysis and planning, implementation and managing change

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the operational and economic characteristics of hospitality operations	1.1 analyse the nature of different hospitality product and service areas 1.2 evaluate the different influences affecting patterns of demand within hospitality operations 1.3 compare customer profiles and their differing expectations and requirements in respect of hospitality provision 1.4 analyse factors affecting average spending power in hospitality businesses
LO2 Understand product development within hospitality environments	2.1 evaluate the key stages in product and service development applied within a hospitality operation 2.2 analyse the features which contribute towards the customers' perception of products and services 2.3 assess the opportunities and constraints affecting product and service development within a hospitality environment 2.4 evaluate different merchandising opportunities for hospitality products and services
LO3 Understand pricing and profitability concepts within hospitality operations	3.1 evaluate different methods of pricing taking into account additional pricing considerations 3.2 assess the factors which affect revenue generation and profitability in hospitality operations
LO4 Be able to use appraisal techniques to analyse and improve operational performance	4.1 apply different performance measures and appraisal techniques to individual aspects of hospitality operations, the product and the whole operation 4.2 determine the effectiveness of different quantitative and qualitative appraisal techniques and their application to hospitality operations 4.3 apply approaches to business analysis, evaluation and planning appropriate to hospitality operations, making proposals for action

Guidance

Links

This unit can be linked successfully with:

- *Unit 1: The Contemporary Hospitality Industry*
- *Unit 2: Finance in the Hospitality Industry*
- *Unit 5: Food and Beverage Operations Management*
- *Unit 6: Rooms Division Operations Management*
- *Unit 8: Marketing in Hospitality*
- *Unit 10: Work-based Experience.*

This unit links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B9: Develop the culture of your organisation
- B10: Manage risk
- B11: Promote diversity in your area of responsibility
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- E1: Manage a budget
- E4: Promote the use of technology within your organisation
- F4: Develop and review a framework for marketing
- F8: Work with others to improve customer service
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction
- F12: Improve organisational performance.

Essential requirements

Tutors must ensure that learners understand the separation between operational and management issues. The relevance of this unit will be greatly improved if it is delivered following a period of industrial work experience where learners have worked in a food and beverage environment. Tutors must maximise the contribution made by learners based on their own experiences in food and beverage operations. This will add relevance and vocational realism to group discussions and may contribute to a wide range of issues, enabling learners to focus on matters which regularly face managers in industry.

Employer engagement and vocational contexts

Tutors must ensure that learners have adequate access to industry, either through visits or through presentations by visiting speakers, to support the development of knowledge and understanding through 'theory in practice'.

It will be useful for learners to link with an individual commercial operation, and use that business as a context in which to assess current practice, apply theory and observe in a reflective way. These individual experiences can then be fed back into a group-learning context.

Unit 13: Conference and Banqueting Management

Unit code: M/601/1797

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to gain an understanding of the operational issues that affect the success of the conference and banqueting sector and the factors influencing its development.

- **Unit abstract**

Learners will investigate the size, scope and diversity of the industry and the strategic and operational issues that influence business success. The unit will encourage learners to investigate and develop an appreciation of the particular needs of clients within the conference and banqueting sector and to consider the operational and planning issues which are specific to this sector of hospitality.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the nature of the conference and banqueting sector and the factors influencing its development
- 2 Understand the key strategic and operational issues involved in the effective management of conference and banqueting events
- 3 Understand food production and service systems
- 4 Understand the ergonomic considerations in the organisation of conference and banqueting event.

Unit content

1 Understand the nature of the conference and banqueting sector and the factors influencing its development

Diversity of venues: venues eg conference centres, specific conference and banqueting facilities within hotels, multi-functional leisure centres

Nature of the industry: size and worth of the industry; types of event

Development of the industry: socio-cultural; economic; political; technological; environmental; legal

2 Understand the key strategic and operational issues involved in the effective management of conference and banqueting events

Administrative procedures: function sheets; booking diary; the contract; pricing and packaging; discounting initiatives; space utilisation

Financial, legal consideration and marketing consideration: licensing law implications, health and safety legislation eg Health and Safety at Work Act 1974 (HASW); hygiene regulations; product placement, targeting and selling; required profit margins

Function etiquette and protocol: religious and cultural guidelines, protocol appropriate to different occasions, weddings, formal dinners, room design, seating plans, role of master of ceremonies

Performance and quality: evaluation and review techniques, client and guest evaluation procedures, venue appraisal, profit realisation, closed loop evaluation methods

3 Understand food production and service systems

Food production systems: types eg cook-freeze, cook-chill, vacuum packaging, pre-prepared, sous-vide, traditional partie system, modern partie system

Food production styles: styles eg banquet, buffet presentation (finger, fork, full); stages in the food production process

Food and beverage service: styles eg banquet service, full silver service, family service, lay-up styles; room plans; beverage service; the service sequence

Off-site considerations: equipment hire, staff utilisation, Hazard Analysis Critical Control Point (HACCP), space realisation, transport, entertainment required

Menu planning: composition guidelines, legal requirements, marketing implications, production and service capabilities; feasibility and budget; customer perception and needs

4 **Understand the ergonomic considerations in the organisation of conference and banqueting event**

Space utilisation techniques: seating plans/room layout designs to accommodate guests, style, comfort, types of event, computer-aided design packages (CAD)

Quality of environment: minimum and maximum space/floor occupancy, demands on floor space, heating, ventilation, change of air rates, air-conditioning

Audio-visual: lighting, sound, special effects, video projections, computer disc presentations, lighting technology, sound technology

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the nature of the conference and banqueting sector and the factors influencing its development	1.1 discuss the size and scope of the conference and banqueting industry in the UK 1.2 analyse factors that have influenced its development
LO2 Understand the key strategic and operational issues involved in the effective management of conference and banqueting events	2.1 critically assess the key strategic and operational issues involved in the effective management of a given conference or banquet 2.2 discuss performance and quality review techniques used by the conference and banqueting industry
LO3 Understand food production and service systems	3.1 evaluate the suitability of a range of food production systems and styles and food and beverage service styles for a given conference or banquet 3.2 discuss factors to consider when organising an off-site conference or banquet 3.3 analyse the key menu planning considerations for conference and banqueting events
LO4 Understand the ergonomic considerations in the organisation of conference and banqueting event	4.1 assess the ergonomic considerations for a given conference and banquet

Guidance

Links

This unit provides and can be linked successfully with:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 8: Marketing in Hospitality.*
- *Unit 12: Hospitality Operations Management*
- *Unit 14: Hospitality Contract and Event Management.*

This unit links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your are of responsibility
- F9: Build your organisation's understanding of its market and customers
- F12: Improve organisational performance.

Essential requirements

Case study materials, some drawn from the trade press, are an essential resource.

Employer engagement and vocational contexts

It is important for centres to develop supporting relationships with local commercial providers. These should be used for visits and as a source of visiting speakers.

Unit 14: Hospitality Contract and Event Management

Unit code: T/601/1798

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of contract and event management in the hospitality industry, including the diversity of the services and products, and factors that optimise business performance.

- **Unit abstract**

The unit is designed to raise awareness of the diversity and complexity of the sector and the internal and external factors that influence its success. Learners will be given the opportunity to investigate these factors in the context of finances, sales and marketing, human resources, health, safety and hygiene and the provision of a quality product, that meets the needs of customers and the client.

This unit will address the scope of strategic, operational and financial decisions which influence an operation's success.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand external factors that affect planning and management in the event and contract sectors
- 2 Understand the operational issues which affect the success of event management
- 3 Understand the client and contractor relationship
- 4 Understand the financial processes involved in tendering for and implementation of events.

Unit content

1 Understand external factors that affect planning and management in the event and contract sectors

Diversity of sector: employee catering; hospital catering; school meals; conference centres; location and outdoor events; banqueting; private functions

Types of service provision: food and beverage services; accommodation services; reception; facilities management; linen and laundry; cleaning; administration; hotel services; maintenance; security; purchasing; human resource services

Component elements of the contract/event: menu design; food and beverage service style; staffing; timing; space layout; decoration; entertainment; lighting and sound

External factors: socio-cultural; economic; political; technological; environmental; legal

2 Understand the operational issues which affect the success of event management

Elements of project management: action planning; product knowledge; decision-making; scheduling; administration; client liaison; component elements of the event; liaison with internal/external providers (executive chef, restaurant/bar manager, HR manager, front office, AV technician, florist, artiste/agent)

Food and beverage systems: suitability of menu design; type of food service system for a particular contract and event catering situation; suitability of purchasing; delivering and storage systems

Marketing and sales issues: product placement; merchandising; market share; targeting

Human resource issues: workforce; worker to management ratio; job skills and tasks; work patterns; full-time or part-time employees; casual staff; training

Health, safety and hygiene: standards of equipment; utensils and supplies available; problems with catering 'off site'; legislation affecting transportation of cook-chill, cook-freeze food materials

Customer issues: service; service styles; interface skills; needs and expectations; client and contractor relationship

Quality issues: standards of service; product quality; service quality; measurement of quality

3 Understand the client and contractor relationship

Client and contractor relationship: interpersonal skills; negotiating; bargaining during the contract and event

Type of contract: cost plus; fixed price

4 **Understand the financial processes involved in tendering for and implementation of events**

Contracts: nature of contracts; writing specifications; negotiating contracts; fulfilling contract requirements; breach of contract

Financial issues: budget setting and targets; competitive tendering; bidding for contracts; competitiveness; economies of scale; contract law; profit generation; nil profit; subsidies

Business generation: tendering; opportunities for expansion; satisfaction of current contracts; acquisitions and mergers; non-profit contracts; profit contracts

Corporate targets: management targets; financial targets; business performance targets; business expansion targets; quality targets

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand external factors that affect planning and management in the event and contract sectors	1.1 discuss the main characteristics of the contract and event catering sectors 1.2 assess external factors affecting planning and management in the event and contract sectors
LO2 Understand the operational issues which affect the success of event management	2.1 discuss the elements of project management which are necessary to ensure effective management of events 2.2 discuss the type and level of service associated with a variety of events 2.3 assess the health, safety and hygiene problems which can affect the operational success of an event 2.4 consider how marketing, human resources and quality control are applied in the organisation and delivery of a successful event
LO3 Understand the client and contractor relationship	3.1 assess the importance of a good client and contractor relationship to ensure successful contract catering 3.2 assess the factors that impact on the success of the contract and client relationship 3.3 review the different types of contract
LO4 Understand the financial processes involved in tendering for and implementation of events	4.1 discuss the process involved in drawing up contracts 4.2 assess the financial issues which affect the implementation of a contract 4.3 discuss the process of business generation within contract and event management 4.4 evaluate business success and achieving corporate targets in contract and event management

Guidance

Links

This unit can be linked successfully with:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 8: Marketing in Hospitality*
- *Unit 13: Conference and Banqueting Management.*

This unit links to the following Management NVQ units:

- A3: Develop your personal networks
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- D2: Develop productive working relationships with colleagues and stakeholders
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation.

Essential requirements

Case study materials, some drawn from the trade press, are an essential resource.

Employer engagement and vocational contexts

It is important for centres to develop supporting relationships with local commercial providers, as they are a good source of visits and visiting speakers.

Unit 15: On-Licensed Trade Management

Unit code: A/601/1799

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to understand the current standing of the UK on-licensed retail trade industry so they can effectively apply management skills to developmental and operational issues.

- **Unit abstract**

This unit will allow learners to simultaneously examine this specialist industry and to apply the principles, knowledge and techniques, learned in other units, to its unique situation. The unit gives learners both the theoretical and practical skills required to pursue a career in the licensed trade.

Learners will explore the current structure of the licensed trade, covering different types of agreements and licensed premises. They will examine issues relating to the development and operation of licensed premises as well as aspects of applied marketing. Learners will then undertake and review a case study based on a local operation and provide feedback to the owner/manager.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand key issues that impact on the licensed trade industry
- 2 Understand the effective development and operation of on-licensed premises
- 3 Be able to develop a merchandising and sales promotion strategy for on-licensed premises
- 4 Be able to evaluate the development of on-licensed premises.

Unit content

1 Understand key issues that impact on the licensed trade industry

Brewing and the licensed trade: economic, social and legislative history

Agreements: freehold; leasehold; tenancy

Types of licensed premises: family; themed; community; country; town houses; branded pubs including franchises

Future developments: national; EU influences

Industry challenges/issues: the health agenda; responsible retailing; anti-alcohol lobby; smoking ban; violence; ethics; social responsibility; alcohol related disorder; gambling; pub closures; sustainability and the environment

2 Understand the effective development and operation of on-licensed premises

Design: interior and exterior design, ergonomics, customer and workflow, economic use of space, provision for family areas (indoor/outdoor)

Regulatory constraints: licensing law; health authorities; the police; planning authorities; licensing justices; weights and measures; safety; risk analysis

Profitable product development: food; liquor; games; Amusement with Prizes (AWP) and Amusement with Skills (AWS); profit and loss statement analysis

Stock and cash security: Electronic Point of Sale (EPOS) systems; associated integrated software and paper systems; the prevention of fraudulent practices; till security; security of cash on premises and transference

Staffing: structures; recruitment; training; retention; outstanding performance; best practice and successful units; the role of area management

3 Be able to develop a merchandising and sales promotion strategy for on-licensed premises

Marketing skills application: market research; Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis; trend identification such as changing consumer needs, product/brand life cycle; communication of the value proposition; keeping and growing the customer base; the role of innovation; relevance of existing business models; sourcing strategies; effective management of the food safety risk; target market identification; market penetration

Sales: merchandising and promotional activities; Point of Sale (POS) materials; back bar design; increasing turnover

4 Be able to evaluate the development of on-licensed premises

Development project: negotiate and agree with relevant people a development project; company or brewer; objectives; targets; timescales; resources to be used

Focus: food; beverage; entertainment (consistent with target market)

Design: eg internal, external, current regulatory constraints

Systems: staffing structure; personnel policies; stock and cash control systems

Financial investment: types eg wholesale and incremental project analysis, retail and operating cost analysis, Return on Capital Employed (ROCE), payback, discounted cash flow, yield

Evaluate: types of activities undertaken; techniques used; interpersonal relationships; benefits; difficulties; objectives; timescales; resources; feedback to owner/manager

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand key issues that impact on the licensed trade industry	1.1 assess the economic, social and legislative pressures that have created the present structure of the licensed trade and that might determine its future 1.2 evaluate the impact of key issues on the licensed trade industry, suggesting potential strategies for management
LO2 Understand the effective development and operation of on-licensed premises	2.1 evaluate production and commercial areas, identifying appropriate control systems 2.2 discuss the constraints on development and operational activities 2.3 justify appropriate food, liquor and entertainment products and services for a specific type of on-licensed premises 2.4 justify a staffing structure and training programme for a specific type of on-licensed premises
LO3 Be able to develop a merchandising and sales promotion strategy for on-licensed premises	3.1 justify a merchandising strategy for a specific type of on-licensed premises 3.2 produce a sales development and promotional plan for a specific type of on-licensed premises
LO4 Be able to evaluate the development of on-licensed premises	4.1 discuss the product development area, design, systems and financial investment 4.2 evaluate the project against original objectives, targets, timescales and resources to be used

Guidance

Links

This unit links learners' knowledge and understanding of the licensed trade sector of the hospitality industry with several other units in the programme, notably:

- *Unit 8: Marketing in Hospitality*
- *Unit 12: Hospitality Operations Management*
- *Unit 18: Facilities Operations and Management.*

This unit links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B3: Develop a strategic business plan for your organisation
- B4: Put the strategic business plan into action
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- D4: Plan the workforce
- D7: Provide learning opportunities for colleagues
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F1: Manage projects
- F2: Manage a programme of complementary projects
- F3: Manage business processes
- F4: Develop and review a framework for marketing.

Essential requirements

Access to a sufficient number of commercial operations premises is essential. These premises must provide access to the latest ICT capacity supporting the licensed trade industry.

Trade journals and newspapers must be made available to all learners.

Employer engagement and vocational contexts

This unit lends itself to the development of a dynamic partnership between business and the education provider. Local employers should be encouraged to become involved in providing appropriate case study material and, where possible, to do so by mentors 'doubling' as assessors. This will help to create realistic scenarios and strengthen employer engagement with the programme overall.

Unit 16: Sales Development and Merchandising

Unit code: H/601/1800

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of external sales development techniques and the tools and techniques of internal sales and merchandising in a business and services context.

- **Unit abstract**

This unit advances learners' understanding of the importance of sales development and merchandising techniques in business and services operations, paying particular attention to hospitality and catering, hairdressing and beauty therapy, sports and leisure, and travel and tourism sectors.

The unit is broad-based in its approach, covering both theory and the practical application of tools and techniques used internally and externally, designed to maximise sales from all aspects of the product mix. Learners will also analyse the role of staff in maximising sales.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand elements of the product in a business and services context
- 2 Understand external sales development techniques
- 3 Understand the tools and techniques of internal sales promotion and merchandising
- 4 Be able to evaluate the role of staff in maximising sales.

Unit content

1 Understand elements of the product in a business and services context

Products/services: characteristics, features/benefits, product strategy/mix, life cycle, development processes, test-marketing (simulated and controlled), concept development and testing, unique selling points (USPs), branding

Market segmentation: rationale for segmentation, methods of segmentation, recognising market needs, matching 'offer' to market segment, benefits and constraints of branding, theme developments

Context: types eg hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism

2 Understand external sales development techniques

Buyer behaviour: motivation theory, the purchase decision process

Advertising: media selection, costs, target markets, evaluating effectiveness, sales promotion

External merchandising: design aspects eg location, access, car parking, signage

3 Understand the tools and techniques of internal sales promotion and merchandising

Design considerations: customer ergonomics (ease of access to product and point of sale), environment/ambience eg heating, lighting, seating, noise, equipment

Internal merchandising: internal signage, sales materials, electronic sales aids, matching materials to image created by external methods

Sales promotions: range of promotional activities; matching activities to market and business; seasonal opportunities; upselling

4 Be able to evaluate the role of staff in maximising sales

Personal selling techniques: non-verbal communication, up-selling opportunities, customer needs and wants, product knowledge, link between selling and service, encouraging repeat business

Operational design: ergonomics, workflow, equipment

Training: incorporation of sales role, positive sales attitude, specific promotional training, incentives and rewards, preparation of sales training programme

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand elements of the product in a business and services context	1.1 evaluate the key components of the product 1.2 discuss the range of contributions to sales and profit of elements in the product mix 1.3 assess how market segmentation contributes to sales maximisation
LO2 Understand external sales development techniques	2.1 discuss the factors affecting buyer behaviour 2.2 assess appropriate advertising media for sales development situations 2.3 evaluate the role of external merchandising in maximising customer volumes, making recommendations for improvement
LO3 Understand the tools and techniques of internal sales promotion and merchandising	3.1 assess how design and layout might affect customer spend 3.2 review and evaluate internal merchandising materials 3.3 evaluate promotional activities for different scenarios, making recommendations for improvement
LO4 Be able to evaluate the role of staff in maximising sales	4.1 evaluate personal selling techniques, making recommendations for improvement 4.2 discuss the influence of operational design on sales revenue 4.3 justify key principles that should be included in a sales training programme

Guidance

Links

This unit is closely linked with *Unit 8: Marketing in Hospitality*, exploring in more depth some of the theories and how to apply those to the licensed retail sector of the hospitality industry.

This unit also links to the following Management NVQ units:

- A2: Manage your own resources and professional development
- B1: Develop and implement operational plans for your area of responsibility
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- D2: Develop productive working relationships with colleagues and stakeholders
- F9: Build your organisation's understanding of its market and customers
- F12: Improve organisational performance.

Essential requirements

Learners need access to different providers so that they can examine the range of products and sales techniques that are offered.

Employer engagement and vocational contexts

Learners need access to different providers so that they can examine the range of products that are offered. A visiting speaker from an organisation related to the programme, engaged to help learners consider the importance of issues such as sales technique, branding, and staff training, will enhance delivery.

Unit 17: Quality Management in Business

Unit code: R/601/1100

QCF level: 5

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to understand the concept of quality and quality management and define it in the context of business and service operations.

- **Unit abstract**

'Quality' has a wide range of meanings and is a term that can be used in a variety of contexts, so it is hard to define. 'Total Quality Management' seeks to ensure that all processes relating to the production of goods and services are of the highest quality. Quality control is concerned with maintaining quality standards by monitoring and taking action when actual quality falls below those standards. 'Quality assurance' is a term used where a supplier guarantees the quality of goods and allows the customer access during the production period.

Customer satisfaction is at the heart of quality management but this, in itself, implies a different concept of quality. Customers are becoming more sophisticated and more demanding, requiring superior performance from the goods or services and quicker responses from the suppliers. Quality has been defined as 'fitness for purpose' but needs to be aimed at the needs of the consumer, driven by what the consumer wants and will pay for.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the different approaches to quality management appropriate to commercial operations
- 2 Understand the benefits of quality management in a business and services context
- 3 Understand a range of quality controls and how service to the customer can be improved
- 4 Be able to apply the principles of quality management to improve the performance of an organisation.

Unit content

1 Understand the different approaches to quality management appropriate to commercial operations

Define quality: identifying customer needs and providing systems to meet/exceed expectations, notion of self-assessment to establish the current position of an organisation

Inspection and assurance: mass production and mass inspection, the early years of quality control, quality systems and accreditation, the race for awards eg BS 5750, ISO 9002, EN 29000, EFQM, Qest, Chartermark, Citizen's Charter, Investors in People, the middle years of quality assurance

Approaches: the works of eg Deming, Juran, Feigenbaum, Crosby, Ishikawa; Quality planning, quality control and continuous quality improvement through teams and facilitators, measurements as an aid to rational decision making, self assessment, costs and benefits of quality, communication channels, macro issues of theory and prescription

Similarities and differences: structures of schemes, applications, costs, implementation periods, use of documentation, application of standards, identification of actions required, assessment methodology, orientation towards customer/staff or organisation, effectiveness as a means to improve service quality

2 Understand the benefits of quality management in a business and services context

Customer satisfaction: the voice of the customer, customer needs and expectations, understanding the customer, responding to customer demand, meeting or exceeding expectations, value for money, added value and repeat custom

Continuous improvement: from customer needs to customer needs and expectations, quality gaps, internal and external customers, moving quality into the service sector and its associated problems, the mature years of continuous quality improvement

Added values: lower costs, reduced waste, saving time, reducing need for support activities, customer loyalty

Improved customer information: opening times, location, price lists, promotional material, raising awareness, creating true image, targeting all groups, value for money

3 Understand a range of quality controls and how service to the customer can be improved

Measurement of quality: systems documentation, procedures for all operations, evaluating own procedures, comparisons with past performance/future plans (business aims and objectives), competitors, industry standards, priorities for action, benchmarking, emphasis of approach eg Statistical Quality Control, quality circles, TQM, six-sigma

User and non-user surveys: profile of users and non-users, regularity of visits, facilities used, likes, dislikes, preferences, suggestions, expectations/perceptions of service, barriers to access, action required, encouraging and converting non-users

Consultation: questionnaires (distributed internally/externally), suggestion schemes, complaints procedures, focus groups, open meetings, direct approach to group leaders and groups

Complaints: distribution of forms (send out/collect), internal/external, framing questions, customer friendly/IT friendly, easy to analyse, areas for improvement, response time, period for remedial action, communication with complainants, measurement of customer satisfaction

4 Be able to apply the principles of quality management to improve the performance of an organisation

Self-assessment: validity of self-assessment, eg subjective, bias, one dimensional; judgement based on current practice, comparison eg with past performance of organisation, against competition, against benchmarks for future; comparisons with similar organisations/industry standards

Communication and record keeping: importance of communication across whole organisation (vertical/horizontal), establishing agreement through consultation, notifying actions required, currency, accuracy and relevance of records kept, comparison with historical data, similar organisations elsewhere, industry standards, record keeping

Staff consultation: setting the scene, explaining rationale (objective of quality scheme), processes involved, requirements and commitment from staff, communication and reporting mechanisms, keeping team updated and engaged, implementation, feedback and review

Service improvements: application of concepts, documentation, administrative processes for communication, applying standards, monitoring, action on improvements, performance indicators, response times, feedback and review

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the different approaches to quality management appropriate to commercial operations	1.1 discuss definitions of quality in terms of business and services provision 1.2 illustrate the processes of inspection and assurance 1.3 discuss a range of approaches to quality management 1.4 explain the similarities and differences between the different methods
LO2 Understand the benefits of quality management in a business and services context	2.1 discuss what is meant by customer satisfaction 2.2 explain the meaning of continuous improvement 2.3 illustrate the type of added values to be gained 2.4 describe the types of information made available to customers and the importance given to effective marketing
LO3 Understand a range of quality controls and how service to the customer can be improved	3.1 explain how quality management can be measured 3.2 evaluate the benefit of user and non-user surveys in determining customer needs 3.3 list the methods of consultation employed in one quality scheme to encourage participation by under-represented groups 3.4 identify the value of complaints procedures and analyse how they may be used to improve quality
LO4 Be able to apply the principles of quality management to improve the performance of an organisation	4.1 report on the role of self assessment in order to determine an organisation's current 'state of health' 4.2 evaluate the importance of communication and record keeping 4.3 follow guidelines on the stages of staff consultation necessary for effective implementation of a quality scheme 4.4 propose new systems or modifications to existing systems that could improve service quality

Guidance

Links

This unit addresses a wide range of issues relating to management and can be linked with all other units in the qualification. Tutors should seek to integrate this unit with others to underpin the relevance of the issues being studied.

This unit links with the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks.

Essential requirements

Examples of quality management manuals, policies and strategies will support learners' work. Case studies at this level will need careful preparation and management. There are numerous examples of case studies focusing on business excellence in the public domain, frequently through appropriate journals. Learners must be encouraged to read the trade and specialist press and associated websites regularly.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and chambers of commerce are keen to promote local business and are often willing to provide visit opportunities, visiting speakers, information about business and the local business context.

Unit 18: Facilities Operations and Management

Unit code: K/601/1801

QCF level: 4

Credit value: 15

● Aim

This unit will enable learners to gain understanding of the professional scope and practice of contemporary facilities management. Learners will use administrative systems and evaluate the effectiveness of facilities operations.

● Unit abstract

This unit develops the essential skills and knowledge required to deliver facilities operations in a wide variety of contexts. These contexts include hospitality and leisure venues, public arts venues, tourist complexes, educational institutions (such as colleges, universities and halls of residence), hospitals and museums. These types of institutions are becoming increasingly dependent on facilities operations, in addition to the primary function of the organisation or venue.

The unit focuses on the operational and administrative functions of the facilities role. Learners will address the broad responsibilities and duties of a facilities manager. They will consider the legal, health, safety and environmental obligations that fall within the remit of facilities operations and examine the various administrative systems that support them. Learners will also evaluate and review the quality and effectiveness of the facilities operation.

Learners will adopt a critical and enquiring approach to the concepts and theories underpinning the practice of facilities operations and management. They will acquire a range of skills, enabling them to identify regulatory and related obligations that are appropriate to their environment.

The unit will also develop learners' skills in research, the formation of opinion, writing and presenting to groups, as well as seminar leadership and participation.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the operational responsibilities of a facilities manager
- 2 Understand the legal, health, safety and environmental obligations to be addressed by facilities operations
- 3 Be able to use a range of administrative systems to support facilities operations
- 4 Be able to use appropriate criteria to carry out evaluation and review of the quality and effectiveness of the facilities.

Unit content

1 Understand the operational responsibilities of a facilities manager

Staff: structure and responsibilities; employment terms and conditions; training and development; appraisal; legal issues eg equal opportunities, discrimination, dismissal, working time regulations, transfer of undertakings

Buildings: uses; allocation of space; capacity; essential services and supplies (mechanical, electrical, electronic); maintenance and repair (planned, preventative, emergency/reactive); refurbishment and development; security

Customers: identifying and assessing needs; expectations and reactions; providing information and advice; providing customer care and control; accessibility; safety and security; legal obligations and liabilities; processing and monitoring sales and bookings; maintaining communication systems and databases; ancillary services and sales

Employer/funding agencies: private and/or public ownership of facilities; management board/trustees; local authority; funding partnerships and sources; financial management; personal contract and accountability; lines of management responsibility; impact on facilities operations

2 Understand the legal, health, safety and environmental obligations to be addressed by facilities operations

Statutory regulations: types eg local authority, fire authority (expectations and requirements), employment and insurance law, building and accessibility regulations, compliance; licences, recording documentation

Health and safety measures: risk assessment procedures; regulations eg Control of Substances Hazardous to Health (COSHH); relevant authorities eg Health and Safety Executive Inspectorate, Environmental Health Officer; compliance; recording documentation

Environmental and sustainability issues for facilities operations: definition; principles (environmental, social, economic); costs and benefits (from different perspectives) of planning and implementing changes as a result of environmental impact assessments

Measures to ensure a sustainable environment; examples of good practice; local sourcing; implications for businesses and customers in general as well as for facilities operations; environmentally-friendly operations within the context of the chosen industry/operation

3 Be able to use a range of administrative systems to support facilities operations

Information processing: communication channels; ICT systems; property management systems (PMS); management information systems (MIS); customer records; mailing lists/databases; archive and record keeping

Control systems: budgeting and accounting; purchases and sales; human resources/manpower planning; staff wages; salaries; statutory contributions

Building management: multi-use considerations; planning and scheduling; marketing and publicity functions; services management; maintenance and refurbishment schedules and records; equipment and resources controls

4 Be able to use appropriate criteria to carry out evaluation and review of the quality and effectiveness of the facilities

Criteria: qualitative; quantitative; objectives; targets

Evaluation: purpose; sources of information eg customers, colleagues, staff; management; methods of data collection; types of written and oral feedback; accuracy; relevance; reliability; validity; improvements and recommendations

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the operational responsibilities of a facilities manager	1.1 assess the responsibilities of the facilities manager for staff engaged in facilities operations 1.2 discuss the responsibilities the facilities manager has for operational aspects of the building 1.3 assess the responsibilities the facilities manager has towards customers using the facility 1.4 discuss the impact on facilities operations of employers and/or funding agencies
LO2 Understand the legal, health, safety and environmental obligations to be addressed by facilities operations	2.1 assess (from a country perspective) the statutory regulations that will affect facilities operations in an agreed context 2.2 discuss the health, safety and environmental measures that must be implemented by a facilities manager in a given context 2.3 discuss the documentation required to account for compliance with statutory regulations and health, safety and environmental measures
LO3 Be able to use a range of administrative systems to support facilities operations	3.1 develop and deploy effective systems for processing information and maintaining communications 3.2 identify the control systems required for effective facilities operations within an agreed context 3.3 discuss the systems needed by a facilities manager to support effective building management
LO4 Be able to use appropriate criteria to carry out evaluation and review of the quality and effectiveness of the facilities	4.1 establish appropriate criteria to evaluate the quality and effectiveness of facilities operations 4.2 implement evaluation and review procedures to analyse the quality and effectiveness of facilities operations

Guidance

Links

This unit has links with most units within this qualification.

This unit also links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E4: Promote the use of technology within your organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F5: Resolve customer service problems
- F6: Monitor and solve customer service problems
- F7: Support customer service improvements
- F8: Work with others to improve customer service
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction
- F12: Improve organisational performance.

Essential requirements

Case studies to offer the opportunity to develop specific issues. Tutors must keep a database of documentation used in facilities operations, such as marketing and administrative materials.

Employer engagement and vocational contexts

It is important that centres establish supportive contact with a range of facilities operators in their local area to help deliver the unit. Learners can contact these businesses to help them develop their investigations into facilities operations and enhance research skills.

There could be lectures or workshop input from a facilities operations professional. Visits to facilities will also be a useful way to support delivery. The British Institute of Facilities Management (BIFM) has a useful website with links to international associations and organisations.

Unit 19: External Business Environment

Unit code: M/601/1802

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the impacts of socio-economic change, legal and political environments and statutory requirements on business and service industries.

- **Unit abstract**

This unit investigates the external factors that affect the operation and strategic development of commercial organisations, with a focus on business and services operations such as hospitality and catering, hairdressing and beauty therapy, sports and leisure, and travel and tourism.

It is a broad-based unit covering the diverse range of external influences that affect business development, such as socio-economic change, legal and political issues, and the statutory requirements for establishing and developing a business operation.

The unit provides the basis for more specific specialist study of aspects of business management.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the impact of socio-economic change on the development of commercial organisations in a business and services industry context
- 2 Understand the effect of legal and political environments on business and service industries
- 3 Understand the statutory requirements for establishing and developing a business and services operation.

Unit content

1 Understand the impact of socio-economic change on the development of commercial organisations in a business and services industry context

Structure and operation of UK economy: market structure; perfect/imperfect competition; oligopoly; duopoly and monopoly; national/local factors; determinants of free-market economy

Government economic policy: aims and influence; effects on employment policy; inflation; balance of payments; economic growth in industry sector; current issues

Income, wealth, employment and occupational distribution: structure and composition of business and services industry; patterns of demand for business and services; the socio-economic framework of demand; labour demand in industry sector

Demographic trends: geographical pattern of labour demand; nature of employment in business and services industries; employment profiles eg age, sex

Social structures: types of people employed; geographical variations; self-employed; unemployed; labour turnover; levels of pay

Industry context: contexts eg hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism

2 Understand the effect of legal and political environments on business and service industries

Structure, operation and influence of local government: structure; areas of control; limits of authority; interface with national government; powers affecting business and services industries

Role and influence of the EU: history of the EU; relationship with national and local government; influence of the EU directly/indirectly on business and services industries

Pressure groups: role; types; political influence; why they emerge; reasons for existence; memberships; influence of pressure groups on government; national and local issues; overall impact

Legal framework within the UK: role of legislation within the UK; regional variations; English system versus Scottish system; legal influences directly affecting business and services industries; impact of national parliaments/assemblies

Legislative process: the structure of the legal system; the legislative process in relation to national and local government; the legislative process and the individual

3 Understand the statutory requirements for establishing and developing a business and services operation

Business and services operations: types eg private ownership, partnership, companies, public, private, limited by shares, limited by guarantee, unlimited companies, business names

Registered companies: formation; structure; processes; dissolution; memorandum of association; articles of association; statutory declaration; statutory list; responsibilities and control eg agents, directors, senior executives, different types of company meetings, voting rights

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the impact of socio-economic change on the development of commercial organisations in a business and services industry context	1.1 discuss the structure and operation of the UK economy 1.2 analyse current government economic policy and its effect on business and services industries 1.3 discuss income, wealth, employment and occupational distribution in relation to the provision of business and services operations 1.4 assess the demographic trends that influence employment patterns in business and services industries 1.5 analyse the social structures of people employed in business and services industries
LO2 Understand the effect of legal and political environments on business and service industries	2.1 discuss the structure, operation and influence of local government 2.2 evaluate the role and influence of the EU, and its impact on business and services industries 2.3 assess the role of pressure groups and their political influence in relation to national and local issues 2.4 analyse the legal framework within the UK, identifying the main differences between the English and Scottish systems 2.5 evaluate the legislative process as it affects business and services industries at both local and national level
LO3 Understand the statutory requirements for establishing and developing a business and services operation	3.1 assess the different types and characteristics of business that operate within the business and services sector 3.2 discuss the legal processes necessary for formation and dissolution of a registered company 3.3 analyse the structure and processes which determine the responsibilities and control within a registered company

Guidance

Links

This unit can be linked with a number of units, including:

- *Unit 3: Customer Service*
- *Unit 18: Facilities Operations and Management.*

This unit also links to the following Management NVQ units:

- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B9: Develop the culture of your organisation
- F12: Improve organisational performance.

Essential requirements

The section on legal and political environments will require formal input to present a comprehensive summary of issues, such as the structure, operation and influence of local government and the role and influence of the EU. Support from local political networks will be useful, but must be handled sensitively to avoid any risk of political bias. Once this has been achieved, further discussion and debate will extend learners' thinking and enhance their approach to the development of knowledge and understanding.

Statutory requirements will require formal input to establish the frameworks for different types of businesses and the procedures for establishing and dissolving businesses. Visiting speakers can be drawn from legal advisers such as solicitors and other sources of advice such as business counsellors and banking experts, as well as local business people who have direct experience of such activities. Debate and discussion can highlight advantages and disadvantages of different approaches.

Most clearing banks offer business packs which would serve as a useful teaching resource. Additionally, Learning and Skills Councils and Chambers of Commerce can provide a wealth of information to complement learning activities.

Employer engagement and vocational contexts

Visiting speakers from national and multinational organisations will help to put this unit into context. Other invited speakers could include representatives from industry-led groups such as the Sector Skills Councils or the Learning and Skills Council.

Tutors should develop links with appropriate local businesses, that can be used to provide real supporting materials to underpin various issues.

Appropriate case study material will enhance delivery. For those learners with no previous knowledge of the appropriate industry, the unit will be more relevant if it is delivered following a period of industrial work experience. Learners will benefit from exposure to business and services commercial operations. Wherever possible, a practical approach should be adopted with the use of appropriate case studies.

Unit 20: Business Health Check

Unit code: M/601/1749

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the focuses of the business, gain skills to develop plans, and evaluate and develop management and staff skills.

- **Unit abstract**

This unit introduces learners to the process of carrying out a business health check. Learners will study how techniques can be applied to track the progress of a business and amend its direction depending on what is happening inside and outside the business at any time.

Learners will consider issues such as turnover, profitability, sales and marketing, customer and employee satisfaction, quality of products or services, productivity and product development. They will also take into account the interests of stakeholders, such as owners, customers, staff, backers and suppliers.

Learners will also develop techniques to review management and staffing skills and enable them to respond to new challenges.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the focuses of the business
- 2 Be able to develop plans for businesses
- 3 Be able to evaluate and develop skills of management and staff.

Unit content

1 Understand the focuses of the business

Focuses: current positioning of business, priorities, successes, distracters, current/future aims (short-, medium- and long-term), strengths and weaknesses, stakeholders, sources of advice and guidance, potential for business improvement

Factors impacting on the business: external, internal, resources, opportunities, threats

2 Be able to develop plans for businesses

Review: areas eg products/services, marketing, sales, finances, staffing; effectiveness, overall business performance, business image, record keeping

Business planning: forecasting eg for marketing and sales, design, productivity, quality, service, financial management systems; roles and responsibilities of staff and management, performance monitoring, laws and regulations (including updating), action planning, timescales, risk assessment, appropriate sources of advice, relevant information, information handling and administration

3 Be able to evaluate and develop skills of management and staff

Evaluate: monitor performance to include current experience, skills and abilities (technical, operational, managerial); effect of current performance on the business, assess targets set, other relevant information, make informed judgements

Planning and development: assessing re-skilling/up-skilling needs, setting clear targets, linking skills targets to business targets, advice and training, costs/benefits analysis

Support and advice: free and paid-for help, personal contacts, networks, fees, limitations of advice and support, record keeping

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the focuses of the business	1.1 analyse the objectives of the business 1.2 explain factors that impact on the business 1.3 determine potential improvements to the business organisation and/or operation
LO2 Be able to develop plans for businesses	2.1 review the effectiveness of the business 2.2 develop plans to improve the business, justifying their value
LO3 Be able to evaluate and develop skills of management and staff	3.1 evaluate the current skills of management and staff 3.2 devise and justify plans for the development of skills for management and staff

Guidance

Links

This unit has links with a number of other units within this qualification. Tutors and learners should take into consideration the core operation of the business being investigated and ensure that links with other relevant units are reflected in their work.

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B5: Provide leadership for your team
- B6: Provide leadership in your area of responsibility
- B11: Promote diversity in your area of responsibility
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility.

Essential requirements

Business priorities will vary and discussion groups will enable learners to consider a broad range of issues.

In reviewing a business in order to develop plans, tutors will choose for learners group to work as a whole unit to support an existing business, or to use a case study. It is important to understand the development of health-check processes as the outcome of this unit. Capacity is limited by the time frame for delivering and assessing the unit and a wider coverage can be achieved through a group effort.

Learners need to understand the range of support and help they can utilise when carrying out a business health check. Sources of advice and guidance learners will explore include business associates, business advice centres, business advisers, counsellors, coaches or mentors, specialist consultants, non-executive directors, accountants and other professionals.

Employer engagement and vocational contexts

Evidence should be gathered where possible from links with local business organisations willing to support the delivery of this unit. Learners must respect the confidential nature of data and other business-orientated information generated by their investigations. A clear policy statement from the centre reflecting this may encourage local industry to support both delivery and the generation of appropriate evidence.

Learners must have access to a range of local business operations that are willing to co-operate with delivery and assessment, in return for practical guidance through the outcome of learners' work. This should be supported by case studies used to illustrate theoretical points and issues, together with current cuttings and reports from the business press, which will contribute to vocational realism.

Tutors should also establish relationships with business consultants and other providers of business support. This can be delivered to learners either as stand-alone presentations of business practice, or as part of a real business health check being provided for a local organisation.

Unit 21: Small Business Enterprise

Unit code: H/601/1098

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of performance and impact and management of change in small business enterprises and gain skills to improve management and performance and revise business objectives and plans.

- **Unit abstract**

The unit is primarily designed for learners who are interested in small business enterprises and looks at the development and expansion of such businesses. The unit draws together many of the topics covered in other units and allows learners to practise the business skills required in a small business.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to investigate the performance of a selected small business enterprise
- 2 Be able to propose changes to improve management and business performance
- 3 Be able to revise business objectives and plans to incorporate proposed changes
- 4 Be able to examine the impact of change management on the operations of the business.

Unit content

1 Be able to investigate the performance of a selected small business enterprise

Business profile: components of the business, objectives of the business, internal and external factors affecting business performance, performance measures, constraints and restrictions on business, responsibilities and liabilities of owner-manager

Comparative measures of performance: comparisons with other similar-sized businesses in same geographical area, comparisons with businesses in same or similar industry, comparisons with industry averages; comparisons should cover all areas – financial, production, marketing, sales, human resources, use of technology

Analysis of business information: analysis of past and current business information – financial, marketing information, sales, production, human resource efficiency, management effectiveness – using ratios, budget information, market research results, SWOT analysis, business reports eg production efficiency

2 Be able to propose changes to improve management and business performance

Overcoming weaknesses: problem-solving strategies; sources and availability of professional advice in appropriate areas; finding solutions and alternatives; availability and use of outsourcing for specific functions eg payroll, debt collection

Maintaining and strengthening existing business: maintaining appropriate performance records, building on business strengths, maintaining market share/position, importance of good customer/supplier/advisor relationships

New opportunities: identifying areas for expansion eg niche markets and export opportunities where appropriate, research techniques, evaluating projects, assessing project requirements, costing and finding finance for new projects, risk assessment

Evaluation of management and personnel: skills audit, self-evaluation, development of self and associated personnel, assessing costs and benefits of self and staff development

3 Be able to revise business objectives and plans to incorporate proposed changes

Business objectives: structure of business objectives, assessment of business objectives in the light of current performance, making changes to business objectives, impact of changes on business plans

Business plans: structure of integrated business plans (financial, sales and marketing, production/output, personnel), use of business plans, evaluation of plans against business objectives, incorporating changes to plans, budgeting for changes, preparation of business forecasts

Action plans: plans to implement changes, systems to manage, monitor and evaluate changes, performance measures, milestones, setting deadlines

4 **Be able to examine the impact of change management on the operations of the business**

Impact of change: effects of change on all areas of business – finance, workloads, morale, job roles, physical aspects eg office space, production methods; use of technology, anticipating possible obstacles/problems

Management of change: monitoring effects of change, maintaining systems and records to evaluate impact of change, appropriate revision of plans in response to actual results

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to investigate the performance of a selected small business enterprise	1.1 produce a profile of a selected small business identifying its strengths and weaknesses 1.2 carry out an analysis of the business using comparative measures of performance
LO2 Be able to propose changes to improve management and business performance	2.1 recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 analyse ways in which existing performance could be maintained and strengthened 2.3 recommend with justification, new areas in which the business could be expanded
LO3 Be able to revise business objectives and plans to incorporate proposed changes	3.1 produce an assessment of existing business objectives and plans 3.2 revise business plans to incorporate appropriate changes 3.3 prepare an action plan to implement the changes
LO4 Be able to examine the impact of change management on the operations of the business	4.1 report on the impact of the proposed changes on the business and its personnel 4.2 plan how the changes will be managed in the business 4.3 monitor improvements in the performance of the business over a given timescale

Guidance

Links

The unit can be linked with a number of others, including:

- *Unit 2: Finance in the Hospitality Industry*
- *Unit 19: External Business Environment*
- *Unit 20: Business Health Check.*

This unit also links to the following Management NVQ units:

- A3: Develop your personal networks
- B2: Map the environment in which your organisation operates
- B3: Develop a strategic business plan for your organisation
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- C5: Plan change
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation
- F12: Improve organisational performance.

Essential requirements

In developing an awareness of business objectives and plans, learners must consider realistic scenarios and understand the implications of proposed changes on the operation of the business.

Learners are expected to provide evidence of an investigation into the performance of a selected small business. Some learners may be in a position to use their own employment as a basis for the course. Family businesses may also provide opportunities for generating evidence. Tutors must be aware that evidence collected from a real business is always most useful for learners but, if necessary, case study material may be provided for learners.

The Open University Business School *Small Business Programme* publications provide a series of titles covering accounting and finance, product development and marketing, and human resource management and recruitment. Each publication provides knowledge and case study examples. In some cases a video or audio tape is also available. Contact the Open University for details.

Employer engagement and vocational contexts

Learners should be exposed to a variety of case studies from the hospitality industry in order to gain coverage of the different aspects of small business management and development. They will need to be able to identify the specific problems that a small business can face and find workable solutions to ensure continuation of the business. In order to gain an insight into the issues facing small businesses, learners would benefit from guest speakers, such as those operating a small business or organisations that support small businesses. Visits to local business enterprises would also help to develop learners' understanding of the current issues affecting these enterprises. Although there are generic issues which affect all small businesses, learners should consider some of the hospitality-specific issues, including high susceptibility to economic fluctuation and small profit margins.

Unit 22: Cellar and Bar Operations Management

Unit code: L/601/1676

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of the practical aspects of cellar and bar operations management that are fundamental to the licensed retail trade.

- **Unit abstract**

Learners will review contemporary cellar and bar management techniques, including operational aspects, staffing, quality issues, hygiene and safety. They will also explore developments in technology and the benefits they provide.

The unit is designed to raise awareness of the ethical issues that managers face today, relating to the customer and to business operations.

Learners will be given the opportunity to investigate industry practices in the context of finances, operations, management, marketing, regulation and employment and to be involved in practical activities.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand bar and cellar management techniques
- 2 Be able to demonstrate bar and cellar management techniques
- 3 Understand the impact and benefits of technological developments
- 4 Understand the impacts of ethical issues on bar management techniques.

Unit content

1 Understand bar and cellar management techniques

Safety: handling of caustic solutions; Control of Substances Harmful to Health (COSHH); kinetic handling; storage of wet and dry stock and cleaning materials; safe use of CO₂; safe delivery methods; manual handling

Hygiene: hygienic storage of a range of wet and dry stocks; cleaning materials; Hazard Analysis Critical Control Point (HACCP); environmental procedures

Product quality: standards; consistency; market needs; storage; stock rotation; temperature controls

Staff issues: productivity; staff rostering; training; legal and social constraints

Business implications: size of operation; theft; pilferage; cost of stock losses; enhancement to/or loss of reputation; impact of trends

2 Be able to demonstrate bar and cellar management techniques

Cellar management techniques: preparing cask ales; changing keg/cask barrels and CO₂ cylinders; maintenance and cleaning of dispensing equipment for a range of draft products, hygienic methods of working; stock control; maximising yields; reducing wastage; fault finding

Bar management techniques: drink dispensing methods; drinks; preparation; use of optics; glass identification; customer relations; in-house selling; merchandising; recent and future developments; bottling-up-and-down; consumption analysis; stock and cash control

3 Understand the impact and benefits of technological developments

Developments: hardware and software; Electronic Point of Sale (EPOS); MIS; cellar management systems; swipe cards; cashless-payment system; future developments

Benefits: efficiency gains; speed of service; improved customer care; stock control

Security systems: closed circuit television (CCTV); electronic entrance/exit systems; dispense monitoring systems

4 Understand the impacts of ethical issues on bar management techniques

Issues: drunks; drugs; violence; prostitution; under-age drinking; door security; special offers and promotions; ethical marketing

Relationships: licensing justices; environmental health; customs and excise; trading standards; local authorities; police; local community

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand bar and cellar management techniques	1.1 review health and safety procedures used in the cellar and bar of a given licensed trade outlet 1.2 evaluate the skills required to work in the bar, considering current legal and social constraints 1.3 discuss the practices and procedures required to implement a system of control 1.4 evaluate the operational requirements needed to ensure consistent product quality
LO2 Be able to demonstrate bar and cellar management techniques	2.1 demonstrate the use of a range of bar equipment 2.2 demonstrate the use of a range of cellar equipment
LO3 Understand the impact and benefits of technological developments	3.1 evaluate technological developments and their impacts and benefits 3.2 discuss potential technological developments and their likely impact
LO4 Understand the impact of ethical issues on bar management techniques	4.1 assess the influence of ethical issues on bar management techniques 4.2 discuss key relationships of any licensee

Guidance

Links

This unit can be linked successfully with other units in the licensed trade pathway:

- *Unit 15: On-Licensed Trade Management*
- *Unit 16: Sales Development and Merchandising*
- *Unit 23: Law for Licensed Premises*
- *Unit 24: Brewing Science.*

This unit should be closely linked with:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 31: Food Safety Management.*

The unit also links to the following Management NVQ units:

- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- D1: Develop productive working relationships with colleagues
- D2: Develop productive working relationships with colleagues and stakeholders
- D7: Provide learning opportunities for colleagues
- E4: Promote the use of technology within your organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F7: Support customer service improvements
- F9: Build your organisation's understanding of its market and customers
- F12: Improve organisational performance.

Essential requirements

Learners will need access to licensed premises.

Employer engagement and vocational contexts

The provision of an appropriate working environment is essential for the success of this unit, either through links with suitable commercial operations or as part of a realistic working environment within a centre.

Centres must provide appropriate facilities for practical demonstrations, such as the capacity to prepare and change keg and cask barrels, and how to maintain, clean and operate dispensing equipment. Access to commercial operations that are able to demonstrate the latest technology is also critically important.

Unit 23: Law for Licensed Premises

Unit code: M/601/1685

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to understand the effects of licensing legislation and the legislative responsibilities of employers, including consumer protection and the implications of health, safety and hygiene legislation.

- **Unit abstract**

This unit will allow learners to develop a practical understanding of the legislation relating to the management of licensed premises. Learners need to develop understanding of the implications of the legislation on licensed premises from a management perspective.

Learners will examine the effects of licensing legislation. They will look at types of licences, types of licensed premises, the procedures involved in applying for a licence, and conduct and security issues relating to the management of licensed premises. Learners will also investigate consumer protection, including weights and measures, employer liability and issues relating to misleading information.

Learners will focus on health and safety legislation and regulations, the duties and responsibilities of the licensee, and the legislative responsibilities of employers in relation to their staff.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the effects of licensing legislation
- 2 Understand consumer protection
- 3 Understand the implications of health, safety and hygiene legislation
- 4 Understand the legislative responsibilities of employers in relation to staff.

Unit content

1 Understand the effects of licensing legislation

Types of licensed premises: managed houses; tenancies; leasehold; freehold; public houses; restaurants; hotels; clubs (members, proprietary, night); outside catering; events

Types of licence: personal licence; premises licence; gaming permit; music copyright

Procedures: local authorities; application (new, renewal); fees

Conduct of licensed premises: prevention of crime and disorder; prevention of public nuisance; public safety; protection of children from harm

2 Understand consumer protection

Misleading information: advertisements; prices; food labelling; alcoholic strengths; display of prices (food, drink, accommodation); trade descriptions

Employer liability: sale of goods; supply of goods and services; consumer protection; product liability directive; negligence; effect of European Union directives

Weights and measures: beer and cider; spirits; wines; HM Customs & Excise

3 Understand the implications of health, safety and hygiene legislation

Regulations: health and safety; noise at work; electricity at work; display screen equipment; manual handling operations; reporting of injuries/diseases and dangerous occurrences; first aid; Control of Substances Hazardous to Health (COSHH)

Duties and responsibilities: common law; employers' liability; employees' liability; risk assessment; fire regulations

Food safety and hygiene: food safety requirements and offences; food hygiene regulations; temperature controls; labelling; food handling; Hazard Analysis Critical Control Point (HACCP); defences; enforcement; registration of premises

4 Understand the legislative responsibilities of employers in relation to staff

Employers' responsibilities: appointment and contract; working hours; pay (deductions, payslips, sick, maternity, service charges and gratuities, holidays); insurance; termination of employment; redundancy; retirement

Discrimination: sex; trade union membership; race; disability; rehabilitation of offenders; equal pay; current issues

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the effects of licensing legislation	1.1 discuss the different types of licensed premises 1.2 discuss the differences between a personal licence and a premises licence 1.3 compare the procedures for licence applications 1.4 assess guidelines on the conduct of licensed premises for use by staff
LO2 Understand consumer protection	2.1 assess the consequences of providing consumers with misleading information 2.2 evaluate the extent of employer liability in the protection of consumers 2.3 plan and justify a policy for ensuring that all aspects of weights and measures legislation are implemented
LO3 Understand the implications of health, safety and hygiene legislation	3.1 discuss the key components of a range of regulations 3.2 discuss the duties and responsibilities associated with the management of licensed premises 3.3 carry out a detailed risk assessment for one type of licensed premises 3.4 evaluate the impact of food safety and hygiene legislation
LO4 Understand the legislative responsibilities of employers in relation to staff	4.1 justify the responsibilities of employers in the employment of staff 4.2 discuss the key aspects of discrimination legislation

Guidance

Links

This unit can be linked with the following units within the qualification:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 8: Marketing in Hospitality*
- *Unit 10: Work-based Experience*
- *Unit 15: On-Licensed Trade Management*
- *Unit 16: Sales Development and Merchandising*
- *Unit 22: Cellar and Bar Operations Management*
- *Unit 24: Brewing Science.*

This unit also links to the following Management NVQ units:

- B2: Map the environment in which your organisation operates
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F10: Develop a customer-focused organisation.

Essential requirements

Access to a range of licensed premises is essential, together with support from visiting speakers, who will add currency and vocational relevance to the unit.

Tutors must develop a bank of up-to-date case study materials that highlight key issues, particularly where problem areas or other contentious issues cannot be covered elsewhere.

Employer engagement and vocational contexts

Access to a range of licensed premises is essential for successful delivery of this unit.

Visiting speakers with a range of experiences in this aspect of the industry, for example trading standards officers, will enhance delivery as also will a visit to a court of law.

Unit 24: Brewing Science

Unit code: A/601/1687

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to apply knowledge of yeast physiology and microbiology to the biochemistry of malting, mashing and conversions, gaining understanding of fermentation and associated quality control systems.

- **Unit abstract**

This unit has been designed to introduce the biochemical, microbiological and physical aspects of brewing technology. It has been designed in such a way as to allow flexibility of delivery. It will support and reinforce the knowledge and appreciation of fermentation systems, which will be vital to a career in brewing, fermentation technology or the licensed trade sector. The unit allows learners to apply this knowledge in a practical environment.

It is assumed that, before undertaking this unit, learners have a working knowledge of the basic concepts of biological processes as in *Unit 32: Nutrition and Diet*.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand fermentation systems
- 2 Understand the biochemistry of malting, mashing and conversions in the copper
- 3 Understand yeast physiology and microbiology
- 4 Be able to identify fermentation and associated quality control systems.

Unit content

1 Understand fermentation systems

Microbial groupings: microbial range and form

Unicellular fungi: importance to the fermentation process especially *Saccharomyces* species

History of fermentation advances: metabolic pathways of respiration; dynamics of anaerobic respiration/fermentation; methods of controlling fermentation (top and bottom); principal steps in the brewing process

2 Understand the biochemistry of malting, mashing and conversions in the copper

Barley physiology: choice of cereal; biochemical changes affected by the malting process

Wort composition: biochemical/biophysical conversions

Malting process: the enhancement of diastatic power; control of N₂-content; development of colour

Mashing process: the ionic balance of the liquor (Burtonization); factors affecting extraction and enzymatic conversion in the grist; importance of temperature and time controls; monitoring 'run-off' from the mash tun for turbidity and specific gravity

Hop variety: varieties of hops available (including brief histories and geographical location); characteristic properties of each variety; hop additions to brews (biochemistry of action); hop quality (appearance, feel and aroma)

Hop biochemistry: the ratio of α and β -acids; oxidative conversions to humulones and hulupones; the effect of seed content on hop property and the principle contributors to aroma

The copper: inactivation of enzymes; precipitation of proteins, polyphenols and some lipids; production of hop-derived flavours and aromas; sterilisation of the wort; further precipitation of calcium phosphate [$\text{Ca}_3(\text{PO}_4)_2$] and its effect on pH; the distillation of volatile materials; water evaporation and subsequent wort concentration; enhancement of colour (caramelization, melanoidin formation, oxidation of tannins); reduction of surface tension

Practical control: timescales involved in boiling and the stage points of hop introduction

3 Understand yeast physiology and microbiology

Yeast physiology: *Saccharomyces cerevisiae*, *Saccharomyces carlsbergensis*, *Saccharomyces uvarum*, plus a selection of yeast strains and their properties; differences between top-fermenting and bottom-fermenting strains; the role of recombinant DNA technology in future yeast research; economic role

Yeast chemistry: yeast metabolism of macronutrients and the effect of these metabolites on the fermentation product; yeast metabolism of micronutrients and their effect on product quality; the role of exoenzymes; cell-permeability and physiological state; the importance of aeration to the fermentation process

4 Be able to identify fermentation and associated quality control systems

Physical control systems: parameters instrumental in determining pitching rate; effect that fluctuation of temperature control will have on yeast physiology and end-product quality; the relationships between hydrometer readings, temperature, specific and original gravities; determining when a fermentation has 'run its course' (end-point determinants); remedial measures to correct fermentation deviance

Physiology of human sensory perception: biology of human senses

Beer flavour influences: key contributing agents to beer flavour ie yeast (pitching rate, viability/vitality, strain purity/contamination), wort composition (dissolved O₂ concentration, OG, temperature, adjuncts and trub), fermentation vessel (size and geometry)

Beer flavour biochemistry: specific beer flavourings such as CO₂, ethanol, glycerol, fusel oils, esters, organic acids, aldehydes, ketones, S₂-compounds

Industrial quality control: the industry practices of product evaluation; blind tasting philosophy; factors affecting the flavours of 'regional' beer styles and types

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand fermentation systems	1.1 discuss microbial range and form 1.2 evaluate the basic biological concepts of fermentation design 1.3 discuss the principal steps of the brewing process
LO2 Understand the biochemistry of malting, mashing and conversions in the copper	2.1 discuss the role of barley in the malting process, highlighting the biochemical changes in the malting and mashing process 2.2 justify the practical controls and monitoring systems needed to ensure uniformity of clarified wort 'run-off' 2.3 discuss the variety of hops available 2.4 discuss the biochemical conversions that take place during the boiling and hopping process 2.5 evaluate the practical systems used to maximise flavour and colour profiles and ensure uniformity of the end product
LO3 Understand yeast physiology and microbiology	3.1 analyse the physiological and economic role played by yeasts in fermentation systems 3.2 discuss the biochemical conversions affected by yeasts during fermentation 3.3 discuss how these conversions can be controlled by environmental 'adjustment' 3.4 assess the present and suggest future roles played by industry in the development of more active fermentation strains
LO4 Be able to identify fermentation and associated quality control systems	4.1 apply the main concepts of regulatory control of a fermentation 4.2 create relevant data sources to identify SG and predict a brew's final OG 4.3 analyse the contributory factors that determine beer flavour 4.4 plan and carry out sensory and quality analysis of different beers to account for regional characteristics of similar brews in the industry

Guidance

Links

This unit can be linked with the following units within the qualification:

- *Unit 16: Sales Development and Merchandising*
- *Unit 22: Cellar and Bar Operations Management*
- *Unit 23: Law for Licensed Premises.*

This unit also links to the following Management NVQ unit:

- A2: Manage your own resources and professional development.

Essential requirements

Learners must have access to laboratory facilities, food sensory facilities (for flavour evaluations and blind tastings) and the use of a micro-brewery facility.

Site visits and guest speakers from industry will enhance delivery.

Employer engagement and vocational contexts

A visit to a local brewery or micro-brewery will substantially enhance the delivery of this unit.

Unit 25: Menu Planning and Product Development

Unit code: Y/601/1762

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to understand menu planning and related product development as strategic business processes, and acquire skills in effective implementation of new products and services.

- **Unit abstract**

This unit introduces learners to the principles and objectives of professional menu planning and meal management within the framework of a new product development approach. The unit will utilise a range of hospitality scenarios to explore the development process from a broad consumer perspective, which will include cultural, physiological, psychological, socio-economic and other dimensions. Also the unit will provide an appreciation and application of market research to the process. This will include competitor analysis as well as design and promotional strategies all of which contribute to the success of the overall process.

Learners will apply newly acquired management skills to the development of new menu products and services. They will also conduct research and evaluate current trends, and innovatory products and services. In doing so, the unit provides opportunities for investigation, development and analysis of menus and related products and services, as well as enabling learners to demonstrate a creative and innovative approach to this important management process.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand factors that influence menu planning decisions
- 2 Understand menu product development planning processes
- 3 Be able to apply design principles within a food service environment
- 4 Be able to develop specific and actionable recommendations for a new food service concept.

Unit content

1 Understand factors that influence menu planning decisions

Menu development and policy overview: principles of menu planning; types of menu; menu balance; creativity; consumer expectations; religious, cultural, ethnic and social influences; fads and trends; fashions; themes

Menu compilation: factors eg taste, colour, texture, portion size, temperature, appearance, commodity planning, seasonal factors

Recipe development: creativity; cookery styles; nutritional composition; consistency of product; methods eg fresh commodities, prepared foods, combination of fresh and prepared foods, cook-chill/freeze, batch cookery; call order; timing

Food service systems: variations to standard service methods eg silver, table, buffet, tray, counter; food presentation; addressing consumer needs and expectations; timing

2 Understand menu product development planning processes

Idea generation: SWOT analysis (Strengths, Weaknesses, Opportunities and Threats); market and consumer trends; focus groups; employees; user patterns and habits; brainstorming of new menu, service or restaurant concept

Idea screening and concept testing: elimination of unsound concepts prior to devoting resources; developing and marketing; feasibility; cost; production issues

Business analysis: estimated selling price; sales volume; profitability; breakeven point; market testing; technical implementation; launch; advertising and other promotions

New product pricing: impact of new product; value analysis (internal & external); differing value segments; products costs (fixed & variable); forecast of unit volumes; revenue and profit

3 Be able to apply design principles within a food service environment

Menu presentation: language; terminology; design styles; colour; pictures; size; 'white space'; theme reflection

Ambience: creativity; theme relationships; the meal experience; service staff uniforms or dress code; selection of furniture; decoration; lighting; music; background sound; use of glass, mirrors, wood, contemporary materials

4 Be able to develop specific and actionable recommendations for a new food service concept

Project management: the critical nature of making the right decision and the relationship with business strategy; the management of quality and risk; delivering on time and within budget; the need for back-up planning and the measurement of performance

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand factors that influence menu planning decisions	1.1 discuss the principles of recipe development 1.2 assess factors that influence menu planning decisions 1.3 discuss factors that influence service methods
LO2 Understand menu product development planning processes	2.1 discuss the stages of menu product development planning 2.2 evaluate influences on the development process
LO3 Be able to apply design principles within a food service environment	3.1 justify a menu design to reflect the menu compilation and recipe development 3.2 justify the development of the food service environment to support the menu, recipe and service style
LO4 Be able to develop specific and actionable recommendations for a new food service concept	4.1 research customer requirements for a new food concept 4.2 justify choice of new food concept 4.3 justify recommendations on launch/implementation of new food concept 4.4 review own performance in relation to developing and implementing new food concept, suggesting improvements

Guidance

Links

This unit can be linked with the following units within the qualification:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 8: Marketing in Hospitality*
- *Unit 10: Work-based Experience*
- *Unit 27: Contemporary Gastronomy*
- *Unit 28: World Food*
- *Unit 29: Creative Patisserie*
- *Unit 30: New Product Development in Food*
- *Unit 31: Food Safety Management*
- *Unit 32: Nutrition and Diet.*

This unit also links to the following Management NVQ units:

- A2: Manage your own resources and professional development
- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- B12: Promote diversity in your organisation
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F1: Manage projects
- F2: Manage a programme of complementary projects
- F4: Develop and review a framework for marketing
- F8: Work with others to improve customer service

- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F12: Improve organisational performance.

Essential requirements

Tutors must have technical qualifications and experience of working in food preparation and service operations. Experience of industrial developmental techniques through some form of work experience and/or research will be advantageous to learners.

Access to industrial-standard food preparation and service environments are essential.

Tutors must integrate practical 'laboratory' work to support recipe development.

Employer engagement and vocational contexts

It is recommended that a wide range of perspectives is adopted for the delivery of this unit. For example, large-scale hospitality operations such as restaurant chains, school meals and other such providers, can be effectively utilised to address the learning requirements.

Access to commercial environments is desirable in order to support the experiential aspects of delivery. They also provide a range of investigative and research opportunities, such as contact with consumers when investigating consumer awareness and expectations. A range of appropriate case-study materials and development materials from commercial organisations will be useful.

Learners will benefit from access to a professional desk-top publishing resource and ICT systems. Viewing episodes of the TV series, *Raymond Blanc's The Restaurant* or similar, where concept development is an explicit theme will be valuable.

Unit 26: Planning and Managing Food Production and Beverage Service

Unit code: H/601/1764

QCF level: 4

Credit value: 15

- **Aim**

This unit will enable learners to gain understanding of the dynamic environment of food and beverage delivery systems and develop skills in producing and analysing food and beverage preparation plans.

- **Unit abstract**

The unit is designed to help learners to plan for the needs of quality food and beverage production and delivery systems, through practical application and management activities.

Learners will develop the tools needed to allow them to apply objective, constructive and evaluative skills across a range of settings and situations.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand different systems and equipment used for the volume of food production and beverage delivery in different contexts
- 2 Understand purchasing management for materials, commodities, beverages and equipment
- 3 Be able to produce and critically assess food and beverage preparation plans
- 4 Understand food quality control processes and policies for volume food production.

Unit content

1 Understand different systems and equipment used for the volume of food production and beverage delivery in different contexts

Systems: manufacturing; traditional; sous-vide; cook-chill/freeze; cook-to-order; batch; centralised; pre-prepared; individual; multi-portion; communications; technology; applications; operational/management requirements; reporting procedures

Equipment: specialist; volume; equipment specifications; economics; ergonomics; integration; maintenance and 'down time'

Contexts: types eg contract catering, events catering, conference and banqueting

2 Understand purchasing management for materials, commodities, beverages and equipment

Supplier: contract; purchasing specification; monitoring; vendor ratings; implications for organisation

Factors influencing choice: factors eg capacity, production issues, reliability, transportation and delivery, discounts, technology applications, contingency arrangements

Materials, commodities and equipment: branded/non-labelled; customised; quality; availability; delivery

3 Be able to produce and critically assess food and beverage preparation plans

Plans: staffing levels and abilities; resource issues eg physical, financial; planning meeting

Methodology: production schedules and methods; consistency and standardisation of product; technology applications; work flow; estimates; budgets; cleaning programmes; organisational policy

Strategies: information sources; legislation; internal/external contacts; communication systems; recording

Presentation: types eg traditional, family, silver, plated, individual, multi-portioned, modern, futuristic, creative, imaginative, design, colour, texture, flavour

Portion control systems: preparation, service and point-of-sale applications; specifications and methods, tools and equipment, technology applications, visual aids, monitoring and recording, effectiveness

Implications: cost; yields; yield analysis; product specification; nutritional aspects

4 Understand food quality control processes and policies for volume food production

Processes: receipt; storage; preparation; production; distribution/transport; quality assurance; technology applications

Policies: hazard analysis (HACCP); assured safe catering (ASC); risk assessment (HASAWA); in relation to food safety acts and Food Standards Agency; organisational policy; nutritional; content specification; compliance; monitoring and recording systems and documentation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand different systems and equipment used for the volume of food production and beverage delivery in different contexts	1.1 compare and contrast systems of volume food production in different contexts 1.2 critically evaluate types and specifications of a range of volume food production equipment
LO2 Understand purchasing management for materials, commodities, beverages and equipment	2.1 analyse the factors associated with supplier selection 2.2 evaluate the considerations to be made and the decision-making strategy when selecting materials/commodities
LO3 Be able to produce and critically assess food and beverage preparation plans	3.1 analyse and evaluate strategies that support the development of a production schedule 3.2 prepare a production schedule for a defined event
LO4 Understand food quality control processes and policies for volume food production	4.1 evaluate the process required to maintain a quality assured food production process 4.2 graphically contrast a range of food quality control policies currently used by commercial organisations

Guidance

Links

This unit is linked to:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 10: Work-based Experience*
- *Unit 27: Contemporary Gastronomy*
- *Unit 28: World Food*
- *Unit 29: Creative Patisserie*
- *Unit 30: New Product Development in Food*
- *Unit 31: Food Safety Management*
- *Unit 32: Nutrition and Diet.*

This unit also links to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E4: Promote the use of technology within your organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F12: Improve organisational performance.

Essential requirements

Tutors must be technically qualified with up-to-date knowledge of modern food production and beverage delivery systems.

Employer engagement and vocational contexts

Access to a broad range of operations in the commercial field is essential to provide a wide exposure to different systems of operation. Centres must encourage learners to actively participate in experimental opportunities such as conference and banqueting operations and corporate events.

Developing strong links with industry and key personnel is crucial and must be maintained throughout the course of study.

Centres must ensure that they involve visiting speakers where appropriate. Case study materials can be used to highlight key issues that may not occur naturally in commercial environments.

Unit 27: Contemporary Gastronomy

Unit code: M/601/1766

QCF level: 5

Credit value: 30

- **Aim**

The aim of this unit is to enable learners to gain understanding of gastronomy and gastronomic principles.

- **Unit abstract**

The unit addresses essential academic and organoleptic skills, together with an appreciation of how such skills can be applied to contemporary gastronomy.

Initially learners develop an overview of gastronomy, which leads to an investigation of gastronomic trends. The content is flexible, enabling learners to respond to trends as they develop and to anticipate where they may lead in the future.

Learners will use their skills and knowledge to prepare and evaluate the acceptability and quality of products prepared.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand contemporary gastronomic developments and trends
- 2 Be able to use food preparation and cooking knowledge and skills to prepare a range of gastronomic dishes in a professional, safe and hygienic manner
- 3 Be able to apply sensory evaluation techniques to assess food and beverage acceptability and quality
- 4 Understand the application of gastronomic principles and practices within contemporary food and beverage settings.

Unit content

1 Understand contemporary gastronomic developments and trends

Contemporary developments and trends: developments and trends eg diversity of development, operations and systems management, service methods, client base and choices, menu and beverage provision, sourcing of commodities, organic foods, availability of international foods, widening choice in New World wines, development and effects of concept cuisines, trends in airline catering, role of skilled workers and their influence on quality, entrepreneurial skills, elite establishments, branded food businesses, design

Contemporary influences: key contemporary personalities; role; effectiveness; regional/national/international; potential key influences; political; economic; social; technological considerations; wisdom and fallacies of food choice; vision and leadership

Relationship between food and drink: construction of menus and dishes; changes in balance between food and wine; other alcoholic/non-alcoholic beverages; changing nature of dining; service development; modern restaurant concepts; increased diversity; future development of trends

2 Be able to use food preparation and cooking knowledge and skills to prepare a range of gastronomic dishes in a professional, safe and hygienic manner

Preparation: time planning; food orders; selecting and using appropriate equipment, commodities and methods; food hygiene and safety

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

Professional: attitude; high standard of personal appearance including proper uniform; good hygienic practices; attentiveness; body language; attention to detail; treating colleagues with respect; effective communications eg listening, speaking, relaying messages and orders accurately and promptly; teamwork, codes of practice

Safety and hygiene: key legislation eg food safety; cross contamination; monitoring and control points; maintaining quality; use of resources; appearance and acceptability; codes of practice

3 Be able to apply sensory evaluation techniques to assess food and beverage acceptability and quality

Human senses: the role of the five senses; primary taste and taste sensitivity; importance of smell, detection and perception of flavour and texture

Rating scales: hedonic, numeric; criteria and values

Sensory techniques: understanding the senses; recording and analysing results; assessing and interpreting sensory perceptions; presenting results

4 **Understand the application of gastronomic principles and practices within contemporary food and beverage settings**

Techniques: collecting information; sources of information eg personal, family, friends, members of the public; qualitative/quantitative feedback; making reasoned judgements based on available information; recommendations for improvement

Criteria: types eg nature of food and drink experience, suitability for purpose, environment, ambience, quality of product and service, time factors, level of care and satisfaction, value for money

Situations: eating for pleasure or necessity eg business lunch, special occasion, conference/function, shopping trip, when travelling

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand contemporary gastronomic developments and trends	1.1 explain contemporary developments and trends in gastronomy 1.2 apply gastronomic principles in the construction of menus, dishes and the selection of appropriate beverages
LO2 Be able to use food preparation and cooking knowledge and skills to prepare a range of gastronomic dishes in a professional, safe and hygienic manner	2.1 discuss the equipment, commodities and methods used to prepare and cook gastronomic dishes 2.2 demonstrate skills in the preparation and cooking of gastronomic dishes demonstrating a professional attitude at all times, following safe and hygienic working practices
LO3 Be able to apply sensory evaluation techniques to assess food and beverage acceptability and quality	3.1 evaluate the inner-relationship between food and beverages and the five senses 3.2 discuss an appropriate rating scale with criteria and values to determine the acceptability and quality of food and drink 3.3 apply organoleptic evaluation techniques to assess the acceptability and quality of food and drink
LO4 Understand the application of gastronomic principles and practices within contemporary food and beverage settings	4.1 discuss evaluation techniques and criteria for evaluation of a food and drink experience 4.2 justify the outcomes of the evaluation making valid recommendations for improvement

Guidance

Links

This unit is linked to practical units within the qualification, such as:

- *Unit 4: Research Project*
- *Unit 25: Menu Planning and Product Development*
- *Unit 28: World Food*
- *Unit 29: Creative Patisserie.*

This unit also links to the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction
- F12: Improve organisational performance.

Essential requirements

Learning for this unit must be supported by elements of experiential learning. Access to businesses that support gastronomic principles, such as a fine dining restaurant, is essential to enable learners to experience gastronomy as a consumer. Provision of gastronomy-driven menus and dishes to a local gastronomy society, will provide an ideal focus for many practical aspects of this unit and add realism and vocational relevance.

Specialist resources will include case-study materials, videos and documented examples of current practice such as reports from the hospitality industry. A bank of current case study materials (which may be drawn from the trade press) is also an essential resource. In addition, learners must be strongly encouraged to read professional journals and relevant texts at every opportunity in order to support the development of their knowledge and to develop their awareness of contemporary issues.

Learners must be encouraged to consult a wide range of commercial websites to support the evidence they develop for this unit. Websites often make reference to other internet information sources. These resources must be used with caution.

Learners must have opportunities to develop their skills and knowledge through demonstration, preparation and cooking, and they will require extensive support during initial stages of the learning programme.

Employer engagement and vocational contexts

Centres must endeavour to provide strong industrial links throughout the learning process, allowing learners to evaluate food and wine of a high standard.

Unit 28: World Food

Unit code: T/601/1767

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to understand the multicultural influences and key determinants that contribute to international cuisine, and develop skills in preparing and cooking dishes from different world regions.

- **Unit abstract**

This unit introduces learners to aspects of world cuisine. Learners will develop understanding of international cookery and the wider issues of food in society, the reasons why people eat what they eat, and what influences consumption.

Learners will have opportunities to practise and develop their skills in preparing and cooking a range of dishes from different world regions, while following professional, safe and hygienic practices. The unit also develops learners' skills in evaluating dishes and suggesting improvements.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the characteristics and influences in world cuisine
- 2 Understand the multicultural nature of food and drink in society
- 3 Be able to use food preparation and cooking knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner
- 4 Be able to apply evaluation techniques and criteria to a range of dishes.

Unit content

1 Understand the characteristics and influences in world cuisine

World regions: European; the Americas; Caribbean; Pacific Rim; Far East; Middle East; Indian sub-continent; Africa; Australia

Characteristics: conventional menu structures eg starters, main courses, sweets, regional and cultural variations; sequencing of courses/dishes; why do people eat what they eat

Trends: recipe development; dietary/special requirements; health issues eg lifestyle, balanced diet, anaphylactic shock; fusion with different cuisines; changes in customer demand; changes in menu structure; religion

2 Understand the multicultural nature of food and drink in society

Multicultural: historical and geographical influences eg European, Asian, Pacific Rim, the Americas

Food: current trends; association and relationship with drink; branded foods and food businesses

Drink: current trends; alcoholic eg beers, lagers, ciders, wines, spirits, liqueurs; non-alcoholic eg soft drinks, bottled water; tea/speciality tea; coffee eg cappuccino, espresso, mocha, latte; service procedures and techniques; trends eg designer waters, branded alcohol drinks, energy drinks

3 Be able to use food preparation and cooking knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner

Preparation: time planning; food orders; selecting and using appropriate equipment; commodities and methods; food safety

Cooking: methods; processing; timing; quality; selecting and using appropriate equipment

Professional: attitude; high standard of personal appearance including proper uniform; good hygienic practices; attentiveness; body language; attention to detail; treating colleagues with respect; effective communication eg listening, speaking, relaying messages and orders accurately and promptly

Safety and hygiene: key legislation eg food safety; cross contamination; monitoring and control points: maintaining quality; use of resources; appearance and acceptability; code of practice

4 Be able to apply evaluation techniques and criteria to a range of dishes

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

Criteria: timing; quality; appearance; taste; colour; texture; cost; aesthetic appeal; specialised equipment; reasons for change

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the characteristics and influences in world cuisine	1.1 compare and contrast the characteristics of different world region cuisines 1.2 discuss influences in regional or world cuisine
LO2 Understand the multicultural nature of food and drink in society	2.1 discuss how historical and geographic influences have defined the multicultural nature of food and drink 2.2 evaluate developing trends in food and drink
LO3 Be able to use preparation and cooking knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner	3.1 demonstrate skills in the preparation and cooking of a range of dishes from different world cuisines 3.2 demonstrate a professional attitude at all times following safe and hygienic working practices when preparing and cooking dishes
LO4 Be able to apply evaluation techniques and criteria to a range of dishes	4.1 evaluate clearly and coherently a range of dishes from different world cuisines 4.2 make valid recommendations for improvement

Guidance

Links

This unit is linked to the practical units within the qualification such as:

- *Unit 4: Research Project*
- *Unit 25: Menu Planning and Product Development*
- *Unit 27: Contemporary Gastronomy*
- *Unit 29: Creative Patisserie.*

This unit also links to the following Management NVQ units:

- A2: Manage your own resources and professional development
- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- B12: Promote diversity in your organisation
- C1: Encourage innovation in your team
- C2: Encourage innovation in your area of responsibility
- C3: Encourage innovation in your organisation
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E4: Promote the use of technology within your organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F2: Manage a programme of complementary projects
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

Learners must be exposed to a variety of international cuisines, and experience their production and service styles, in order for them to appreciate the influences on modern British cuisine.

Employer engagement and vocational contexts

It is recommended that centres employ the services of practitioners of various regional cuisines, to enhance the delivery of content for this unit. Learners must be encouraged to seek selected work experience points throughout the learning and assessment process.

Photographic evidence will support learners' portfolio development; therefore access to appropriate equipment will be an advantage but is not a priority.

Unit 29: Creative Patisserie

Unit code: F/601/1769

QCF level: 5

Credit value: 30

- **Aim**

This unit will enable learners to gain understanding of equipment and methods for creative patisserie work and develop skills in the preparation and cooking of patisserie items professionally and safely.

- **Unit abstract**

This unit will develop learners' knowledge and skills in the creative preparation of patisserie goods. The provision, composition and presentation of patisserie items changes continually, either through evolving eating trends, availability of seasonal produce or as a reflection of healthy eating. Learners need to be able to adapt to these changes, taking into consideration aspects such as food costs, materials, equipment and ingredients available.

Learners will also be able to apply creative flair in the preparation of patisserie dishes and develop an innovative approach to their work. They will have the opportunity to evaluate products and make recommendations as to how they could be improved.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the use of equipment and methods for creative patisserie work
- 2 Be able to use food preparation, knowledge and skills to prepare patisserie items
- 3 Be able to demonstrate professional, safe and hygienic kitchen practices
- 4 Be able to apply evaluation, techniques and criteria to patisserie items.

Unit content

1 Understand the use of equipment and methods for creative patisserie work

Equipment: large equipment eg conventional stoves/ovens, salamanders, bains-marie, griddles; small equipment eg knives, chopping boards, mixers; specialist equipment eg moulds, provers, thermometers/probes, specialist sugar/chocolate equipment

Preparation: methods eg creaming, folding, mixing, whisking, aeration, moulding, incorporating fat/salt/sugars/yeast, boiling, separating, relaxing, kneading, conditioning, cooling/chilling, stretching paste, sifting, rubbing in, blending, manipulating, spreading

Processing: methods eg reducing, liquidising, blending, emulsifying, flavoring, colouring, laminating, cutting, rolling, piping, glazing, developing, fermenting, extruding, tempering, melting

Cooking: methods eg steaming, shallow/deep frying, boiling, re-heating, baking, poaching

Finishing: methods eg grilling, coating, piping, portioning, moulding/de-moulding, glazing, filling, dipping, flambé, cooling/chilling/freezing, dusting, shaping, stippling, spreading, decorating

2 Be able to use food preparation, knowledge and skills to prepare patisserie items

Pastes: sweet; savoury; short; puff; filo; noodle; strudel; ravioli; hot water; pie; choux; speciality pastes eg German, Linzer, sable, almond

Fermented goods: rolls; breads; sweet bread products eg cookies, doughnuts, savarins; enriched dough; laminated dough

Sponges and cakes: slab cake; fruit cake; small; individual; sponge products eg roulade, Swiss roll; gateaux; afternoon tea goods

Meringues: cold; warm; hot

Ice confections: ice cream; frozen yoghurt; crème fraiche; sorbets; water ices; parfaits; bombes; coupes; sundaes

Sugar work: boiling; use of sugar at different degrees; production of flavouring; sauces and decorative pieces for garnish; display work; pastillage and royal icing

Marzipan and fondant: as an ingredient; as a covering medium; as a decoration; display pieces/items; petits fours

Chocolate: flavoured coating; couverture; as an ingredient; as a coating medium; display items; petits fours

Mousses and Bavarian creams: charlottes; individuals; use in other items eg tortes, slices

Sundry items: hot and cold sweets; puddings; soufflés; fresh and convenience fruits; premixes; chemically aerated goods; fresh/synthetic cream; pastry creams; almond fillings

3 Be able to demonstrate professional, safe and hygienic kitchen practices

Professional: attitude; high standard of personal appearance including proper uniform; good hygienic practices; attentiveness; body language; attention to detail; treating colleagues with respect; effective communications eg listening, speaking, relaying messages and orders accurately and promptly; teamwork; codes of practice

Safety and hygiene: key legislation eg food safety; cross contamination; monitoring and control points; maintaining quality, appearance and acceptability; use of resources; codes of practice

4 Be able to apply evaluation, techniques and criteria to patisserie items

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

Criteria: timing; quality; appearance; taste; colour; texture; cost; reasons for change

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the use of equipment and methods for creative patisserie work	1.1 discuss the use of large, small and specialist equipment in preparation, processing, cooking and finishing of patisserie items 1.2 discuss methods used to make a selection of patisserie items
LO2 Be able to use food preparation, knowledge and skills to prepare patisserie items	2.1 demonstrate preparation, processing, cooking and finishing skills for a selection of patisserie
LO3 Be able to demonstrate professional, safe and hygienic kitchen practices	3.1 demonstrate a professional attitude at all times 3.2 use relevant personal, social and technical skills when preparing, processing, cooking and finishing pastry items 3.3 demonstrate safe and hygienic working practices at all times
LO4 Be able to apply evaluation, techniques and criteria to patisserie items	4.1 evaluate clearly and coherently a selection of patisserie items 4.2 report valid recommendations for improvement

Guidance

Links

This unit is linked to the practical units within the qualification such as:

- *Unit 25: Menu Planning and Product Development*
- *Unit 27: Contemporary Gastronomy*
- *Unit 28: World Food.*

This unit also links to the following Management NVQ units:

- A2: Manage your own resources and professional development
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety.

Essential requirements

The provision of commercial catering equipment is essential for the delivery of this unit. The use of this equipment, together with the substantial use of commodities, will be a heavy demand that centres must be sure they can meet.

Employer engagement and vocational contexts

Learners must be encouraged to work in, or gain experience from businesses that produce patisserie items to a high standard.

Unit 30: New Product Development in Food

Unit code: H/601/1778

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to understand new product development in food, including consumer responses and issues of large-scale food production. Learners will gain skills in developing new and existing products.

- **Unit abstract**

The aim of this unit is to introduce learners to the principles and practical applications of new product development in food. The unit focuses on the creation of new food products and their assessment, so they are suitable for a prescribed clientele. Learners will initially explore the issues surrounding the development of a new product or the modification of an existing one, including the issues involved in large-scale production.

They will also use various testing techniques to investigate the quality of the products developed. These will include subjective testing, such as smell, taste, texture, colour and flavour, as well as scientifically based objective testing. This aspect will include sensory analysis tests, the results from which will statistically evaluate the responses of customers to the new product.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to develop a new or modify an existing food or beverage product
- 2 Understand issues of large-scale food production
- 3 Be able to investigate food quality using subjective and objective tests
- 4 Understand responses of customers to new products.

Unit content

1 Be able to develop a new or modify an existing food or beverage product

Design: concept research; small-scale development; corporate development programmes; costing; specification manual; presentation methods; food stabilisers; food enhancers; trend analysis; consumer reactions; timescales for development; risk assessment

Legislation: concerns eg food labelling, additives, food safety, risk analysis [HACCP]

Influences: types eg food fashions, globalisation, ethnic cookery influences, vegetarian and healthy eating concepts

2 Understand issues of large-scale food production

Production: project design and management; product quality and saleability

Packaging: role of packaging in demand and acceptance; technological developments; materials; environmental issues; distribution channels

Equipment: appliances and their versatility; new equipment requirements; staff training; operating procedures

Technology systems: types eg testing and evaluation equipment, analysis software and hardware, temperature controls and recording, storage monitoring, stock rotation systems

3 Be able to investigate food quality using subjective and objective tests

Subjective tests: tests eg taste, colour, texture, smell, flavour, overall acceptability.

Objective tests: physical; chemical; microbiological and organoleptic techniques

4 Understand responses of customers to new products

Evaluation techniques: market research; questionnaires; focus groups; tasting panels; pilots; sampling; validity

Process: identifying opportunity; selecting sample; establishing procedure; recording and analysing results

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to develop a new or modify an existing food or beverage product	1.1 create a new food or beverage product, adhering to the design specifications and associated legislation, taking into account current influences 1.2 discuss the role of legislation in the development of a new product
LO2 Understand issues of large-scale food production	2.1 assess how the development of packaging, equipment and technological systems have affected large-scale production as well as the design and management of the product
LO3 Be able to investigate food quality using subjective and objective tests	3.1 design, implement and evaluate simple subjective and objective tests for sensory evaluation of food
LO4 Understand responses of customers to new products	4.1 design and carry out a range of evaluation techniques to assess the success of a product 4.2 evaluate the validity of each of the techniques used

Guidance

Links

This unit can be linked successfully with a range of practical and related units within the programme such as:

- *Unit 8: Marketing in Hospitality*
- *Unit 27: Contemporary Gastronomy*
- *Unit 31: Food Safety Management*
- *Unit 32: Nutrition and Diet.*

This unit also links to the following Management NVQ units:

- A2: Manage your own resources
- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- B3: Develop a strategic business plan for your organisation
- B4: Put the strategic business plan into action
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- C1: Encourage innovation in your team
- C2: Encourage innovation in your are of responsibility
- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E4: Promote the use of technology within your organisation
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective approach to health and safety
- F1: Manage projects
- F3: Manage business processes
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction
- F12: Improve organisational performance.

Essential requirements

Suitable facilities must be provided for development and testing work, including appropriate storage, preparation and cooking equipment.

Learners will need access to a food laboratory with appropriate objective testing equipment and food sensory facilities for taste panels.

Access to the internet is particularly important, together with the use of relevant software and hardware applications.

Employer engagement and vocational contexts

Delivery of this unit will be enhanced by a visiting lecture from a new product development technologist in a local food-processing business.

Unit 31: Food Safety Management

Unit code: F/601/1822

QCF level: 5

Credit value: 15

● Aim

This unit will enable learners to gain understanding of the systems and processes required to produce safe food, and the management activities and controls required to achieve this.

● Unit abstract

Customers have a right to expect safe and wholesome food from all the industries within hospitality. Whether from a five-star hotel, an outside event or a sandwich bar, safe food should be the norm.

This unit starts by defining food safety and its importance to hospitality industries and their customers. The science and principles of food hygiene are then explored, together with the main causes of food poisoning, contamination and spoilage. This knowledge is applied to the study of the systems and processes to produce safe food. The practical application of food hygiene principles, and their monitoring and control, provide an important focus within this unit. The unit concludes by considering the responsibilities of management and the controls necessary to produce consistently safe food within the relevant legal framework.

Learners will develop an understanding of food safety and hygiene principles. They will recognise the importance of them to the hygiene systems and processes that are needed to produce safe food. Their learning will be underpinned by analysis of the importance of risk assessment and quality control systems. Learners will be able to construct systems and apply them, and their understanding of food hygiene, to different situations within the hospitality industry. They will also consider the role and responsibilities of managers in the production of safe food within the requirements of the current framework of food safety legislation.

Through this unit, learners will develop a clear understanding of the work managers need to do to ensure that they exercise the 'duty of care' they have to their customers for ensuring food is safe to eat. The development of analytical and problem-solving skills is an important feature of the unit.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the agents that cause food-borne illness and the contamination of food
- 2 Understand the processes that can prevent food spoilage and preserve food quality
- 3 Understand the importance of effective prevention systems in the control of food contamination
- 4 Be able to construct control and food management systems.

Unit content

1 Understand the agents that cause food-borne illness and the contamination of food

Bacteriology: main bacteria of concern – salmonella, clostridia, listeria, E. coli, campylobacter, staphylococcus; toxins; growth conditions; characteristics; incubation and onset times of illness

Physical contamination: explanation of physical contaminants; prevention of physical contamination; methods of control

Chemical contamination: types of chemical contaminants; prevention of chemical contamination; methods of control

Food poisoning: causes; symptoms; duration

Food-borne infections: difference between food-borne infection and food poisoning; agents of food-borne disease; sources of contamination; prevention measures

High-risk foods: foods that are most likely to cause food poisoning

2 Understand the processes that can prevent food spoilage and preserve food quality

Food spoilage agents: bacteria; yeasts; moulds; enzymatic activity

Food preservation methods: high and low temperatures; chemical; physical

Special processes to prolong shelf life: irradiation; ultra-violet; vacuum-packing; controlled atmospheres

3 Understand the importance of effective prevention systems in the control of food contamination

Temperature control: delivery; storage; preparation; defrosting; cooking; cooling; reheating; service

Storage: methods and types of storage; storage controls eg humidity, cleanliness, labelling, stock rotation, best before and use-by dates, cross-contamination

Personal hygiene: legislation related to personal hygiene; protective clothing; cross-contamination; notification of illness; personal hygiene through training

Cleaning and disinfection: definition of detergent, disinfectant, sanitiser, sterilant; storage and use of chemicals; Control of Substances Harmful to Health (COSHH) regulations; modes of action of cleaning materials; design, implementation and monitoring of cleaning schedules

Pests: types of pests in food establishments; methods of entry; signs of infestation; control and monitoring; private contractors

Design and construction of premise and equipment: systems approach to designing premises; importance of barrier control; legislation requirements; cleaning considerations

Training: levels; methods; refresher; how to monitor the systems employed

4 **Be able to construct control and food management systems**

Control systems: supplier safety assurance; audit trails; risk assessment; good manufacturing practice; compliance and control records

Food management systems: Hazard Analysis and Control of Critical Points (HACCP); system construction; implementation; process flow diagrams; monitoring and evaluation; staff training; Safe Food Better Business (SFBB)

Legislation: Food Safety Act 1990; The Food Regulations 2006, Food Labelling Regulations 1996, Regulation (EC) No 852/2004 on the hygiene of foodstuffs; revised or replacement legislation where applicable

Agencies: Food Standards Agency; Health Protection Agency; local Environmental Health departments; role of Environmental Health Practitioners (EHP)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the agents that cause food-borne illness and the contamination of food	1.1 discuss the controls required to prevent physical and chemical contamination of food 1.2 compare the characteristics of food poisoning and food-borne infections 1.3 discuss how food-borne illnesses can be controlled
LO2 Understand the processes that can effectively prevent food spoilage and preserve food quality	2.1 categorise the food-spoilage agents that affect food 2.2 discuss methods of food preservation 2.3 evaluate the effectiveness of food preservation methods
LO3 Understand the importance of effective prevention systems in the control of food contamination	3.1 discuss the key steps in a temperature control system 3.2 summarise methods for the safe storage of food 3.3 evaluate the importance of personal hygiene in the control of food contamination 3.4 evaluate cleaning and disinfection as a process supporting safe food production 3.5 assess the problems associated with pest control in food premises 3.6 justify the need for hygienic design and construction of food premises 3.7 justify the importance of training as a quality assurance mechanism
LO4 Be able to construct control and food management systems	4.1 produce a food hazard risk assessment 4.2 complete a food safety control system 4.3 devise a food safety guide for legislation compliance

Guidance

Links

This unit provides and can be linked successfully to a wide range of units. For example:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 15: On-Licensed Trade Management*
- *Unit 22: Cellar and Bar Operations Management*
- *Unit 24: Brewing Science*
- *Unit 25: Menu Planning and Product Development*
- *Unit 26: Planning and Managing Food Production and Beverage Service*
- *Unit 29: Creative Patisserie.*

This unit also links to the following Management NVQ units:

- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E5: Ensure your own action reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- E7: Ensure an effective organisational approach to health and safety
- F12: Improve organisational performance.

Essential requirements

Regular access to the Food Standards Agency and the Health Protection Agency websites is essential for information, current trends, training resources and news items.

Learners must make use of current news items related to food safety or food poisoning outbreaks as case-study materials.

Learner access to a food production facility will be invaluable and will allow the application of theoretical aspects to a realistic situation.

Case studies must be used to support this aspect of the unit. The provision of digital temperature probes, a food storage labelling system and copies of *Safe Food Better Business* would further enhance the learning experience.

Employer engagement and vocational contexts

Some council environmental health departments offer Continuing Professional Development (CPD) to tutors, including shadowing during site inspection visits.

Environmental health practitioners may also offer a free service as guest speakers for particular aspects of this unit.

Food safety affects all hospitality industries: hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs and events. Opportunities to assess real food operations are invaluable. Local operators may allow site visits to enable learners to evaluate food production processes. Operators may also wish to demonstrate their own HACCP and control systems to learners.

Industry experience for learners, related to food safety, must be explored with local operators, in particular large and multi-unit operations, for example in-flight catering companies or restaurant chains. Placements with local environmental health departments can help those learners who may wish to work in environmental health or progress to study the subject at degree level. Due to the need for legal compliance, this unit is seen as essential for those who are likely to have the management responsibility for the provision of food in hospitality industries.

Unit 32: Nutrition and Diet

Unit code: K/601/1782

QCF level: 5

Credit value: 15

- **Aim**

This unit will enable learners to understand nutrition and diet with particular reference to hospitality management, including current nutritional principles and guidelines and the links between diet and health.

- **Unit abstract**

This unit will investigate a number of areas of nutrition, including contemporary ideas regarding diet and health such as food choice and the influences of society. This will enable learners to devise and analyse menus for a variety of customers in various sectors of the hospitality industry.

Learners will develop their understanding of nutritional principles which underpin the links between diet and health. They will then be able to use this to explore the role of nutrition in the planning and management of food production operations.

Learners will also develop the skills required to plan and analyse diet and menus for a range of situations and customers. This will lead to examination of wider issues relating to the role of nutrition in hospitality management.

It is assumed that, before undertaking the unit, learners have a basic knowledge of nutrition.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand nutritional principles
- 2 Understand the links between diet and health
- 3 Be able to plan and analyse diets and menus
- 4 Understand the role of nutrition in hospitality management.

Unit content

1 Understand nutritional principles

Food choice: factors influencing food choice and dietary habits (socio-economic, cultural, religious, ethical, psychological, media, sensory perception); current food trends eg fast foods, snacking

Food classification: main food groups (meat, fish and alternatives, milk and dairy foods, bread and cereal foods, fruit and vegetables, fatty and sugary foods); nutritional values of common foods

Nutritional requirements: dietary reference values (DRVs) for nutrients and energy; nutrient and energy needs of population subgroups (children, physically active, elderly, pregnancy and lactation)

Nutritional status: assessment of the nutritional status of populations and individuals (anthropometric assessment); body mass index (BMI); biochemical; measurement of food and nutrient intake (24-hour recall, weighed inventory, National Food Survey); use of food tables

2 Understand the links between diet and health

Health: obesity and overweight (nature and extent, causes, treatment); coronary heart disease; dietary fats (saturates, monounsaturates, polyunsaturates, omega-3 fatty acids, trans-fatty acids) and effects on serum cholesterol (LDL and HDL); diet and dental health; fibre/NSP (non-starch polysaccharides) and bowel disorders; diet (eg antioxidant vitamins) and cancer; salt and hypertension

Healthy eating: healthy eating guidelines as current at time of delivery; 1983 NACNE report; nutrient and food recommendations of 1994 COMA report; SACN [1999]; *Our Healthier Nation* [1999]; *Choosing Health: Making Healthy Choices Easier* [2004]; *Nutritional Well-being of the British Population* [September 2008]; comparison with health in other countries in relation to diet eg Mediterranean diet, diet in Japan

Alcohol: physiological/psychological effects of alcohol in the body (short- and long-term); behavioural effects; product development trends linked to customer demands; current market share for alcoholic beverages

Deficiency diseases: vitamin and mineral deficiencies eg folic acid deficiency, anaemia

Therapeutic diets: diabetic; weight-reducing; gluten-free

Allergies: various eg nuts, colourings, flavourings

Range of medical conditions: range eg diabetes, renal failure, heart disease, obesity, coeliac disease

3 Be able to plan and analyse diets and menus

Meal/menu planning: construction of healthy, palatable meals and menus for a variety of situations and customers including vegetarian, vegan, diabetic, weight-reducing and gluten-free diets

Analysis of menus and diets: measurement, calculation and estimation of weights of foods in meals and diets; use of food tables and computer programmes in the analysis of the nutrient and energy contents of a variety of menus and diets; evaluation of the suitability of menus for the intended customers

Menu modification: adaptation of recipes, menus and diets to comply with healthy eating guidelines (reduced fat, sugar, salt and increased fibre)

4 Understand the role of nutrition in hospitality management

Food production methods: effects of different food production methods and cooking techniques on the nutritional values of foods eg conventional large-scale cooking methods, microwave cooking, cook-freeze, cook-chill, sous vide

Nutrition in different sectors of the industry: application of nutritional principles and relative importance of nutrition in a variety of catering businesses eg schools, hospitals, residential homes, employee feeding, hotels, restaurants, fast-food businesses

Promotion of healthy eating: importance of a good diet; presentation of nutritional information to customers and staff; nutrition education

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand nutritional principles	1.1 review factors affecting food choice and current food trends 1.2 categorise foods according to type and nutrient content 1.3 discuss nutritional requirements of individuals and groups 1.4 assess methods used for measuring nutritional status and food intake
LO2 Understand the links between diet and health	2.1 discuss the relationships between diet and health, explaining the principles of healthy eating 2.2 appraise the effects of alcohol on the human body and the hospitality world 2.3 assess the use of diet in the treatment of a range of medical conditions
LO3 Be able to plan and analyse diets and menus	3.1 plan, develop and analyse healthy, palatable meals for a variety of customers and situations 3.2 modify existing recipes, meals and menus to implement healthy eating principles
LO4 Understand the role of nutrition in hospitality management	4.1 evaluate the effects of different methods of food production on the nutritional value of foods 4.2 compare the different nutritional principles involved in a variety of catering outlets 4.3 produce and analyse material that provides nutritional information and promotes concepts of healthy eating suitable for use in the catering industry

Guidance

Links

This unit can be linked successfully with a wide range of units. For example:

- *Unit 5: Food and Beverage Operations Management*
- *Unit 24: Brewing Science*
- *Unit 25: Menu Planning and Product Development*
- *Unit 26: Planning and Managing Food Production and Beverage Service*
- *Unit 29: Creative Patisserie*
- *Unit 30: New Product Development in Food.*

This unit also links to the following Management NVQ units:

- B2: Map the environment in which your organisation operates
- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- F9: Build your organisation's understanding of its market and customers
- F10: Develop a customer focused organisation
- F11: Manage the achievement of customer satisfaction.

Essential requirements

Learners will require access to laboratory facilities and software packages for analysis of diets and menus.

Employer engagement and vocational contexts

Delivery of this unit will be enhanced by local NHS dietitians and accredited nutritionists as visiting speakers.

Unit 33: The Sport and Leisure Sector

Unit code: M/601/1783

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to understand the sport and leisure sector and the environment in which it operates, including the range, growth and expansion of the sector.

- **Unit abstract**

Learners will examine the expansion and influence of the sport and leisure sector over the last 20 years, as well as the interrelationship between the different partners within the sector.

Learners will be expected to look at the role and impact of the political environment, which influences the sport and leisure sector, as well as the role of both government and government agencies. Learners will also be able to evaluate the implementation of government policy at a local level.

Learners will explore the significance of key impacts and current issues that affect the sport and leisure sector, using relevant economic, social/cultural and environmental theories.

Learners will be expected to prepare management strategies to address these impacts and issues at a local level.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the growth and influence of the sport and leisure sector
- 2 Understand the range of sport and leisure providers
- 3 Understand the role of government and the political environment in the context of the sport and leisure sector
- 4 Be able to evaluate the key impacts and current issues that affect sport and leisure.

Unit content

1 Understand the growth and influence of the sport and leisure sector

Sport and leisure sector: facilities and activities; outdoor and indoor; minority sports; professional clubs; entertainment; hospitality and exhibitions; fashionable sports and leisure activities and trends in sport and leisure; commercial and private providers; professional sport; cinemas and theatres; exhibitions; health clubs and spas; sports merchandise; voluntary eg local sports clubs, drama groups; public eg local authority leisure centres, national stadia, venues, parks and events; schools and specialist sports/drama colleges, further education centres of excellence, government organisations; other agencies and providers

Growth and expansion: related to age, gender, socio-economic group, lifestyle, geographical location, disability/health status, governmental imperatives; improved choice; health clubs, specialist activities, purpose-built facilities; educational eg new sports/drama colleges and centres of excellence; events management; recreation, arts and entertainment; outdoor activities; adventure tourism; special interest tourism; sports development policy and planning; consumption; lifestyle; national governing bodies; sector skills councils; sports councils to reflect national government policy on sport and associated areas eg fitness; elite training facilities and services eg growth of youth academies for different sports; lottery funding; professional bodies eg Institute for Sport, Parks and Leisure (ISPAL)

2 Understand the range of sport and leisure providers

Organisation: funding; objectives; structure and significance of commercial, voluntary and public provision; relationships between the providers; funding similarities; commercial activities by public and voluntary providers; community activities by commercial providers

Management: lines of communication within and external to the organisation; structure eg hierarchical; management by objectives; scientific management; autocratic; democratic

Mission, values and objectives: concept of corporate vision; mission statements; equality of access and opportunity eg women and disabled participants; profits and market share; sales; level of service; customer friendly; key legal responsibilities to the consumer and employee; health and safety; data protection; ethical and environmental practices; values and ethics and their use within related activities; other stakeholders; setting sector standards; Sector Skills Councils eg People1st, SkillsActive; management training for different aspects of the sector eg National Occupational Standards, Modern Apprenticeships

3 Understand the role of government and the political environment in the context of the sport and leisure sector

Role: governmental departments and their interrelationship eg education and health; social inclusion; health and obesity in school children; crime prevention; widening participation; central government policy in sport and leisure; local authority strategies; implementation and success; government targets; quasi-governmental institutions and government sponsored bodies; major event planning

Policy: support and priority for sport and leisure; economic growth; full employment; inflation; health and social inclusion agenda; inner cities and crime rates; new sports/drama colleges and centres of excellence

Local authority: discretionary power to provide sport and leisure activities to improve health; accessible facilities for different community groups eg age, culture, obese; sports development policy and implementation

4 Be able to evaluate the key impacts and current issues that affect sport and leisure

Impacts: economic influence on the growth of other sectors within the economy eg manufacturing of sports-related goods, high levels of importation of related goods and services; seasonality; generation of revenue; social and cultural; income and employment; quality of life; health and wellbeing; anti-drug; anti-crime; education and lifelong learning; regeneration of communities; achievement in school; pride; work/life balance; transport; use of non-work time and increased leisure time; higher leisure spend; greater provision by local authorities; improved choice and 'value for money'; unemployment trends; barriers to participation eg age, gender, disability; environmental eg pollution, land use, energy conservation, planning and land use, brown field sites versus green field sites, loss of school playing fields, sustainable transport links, waste management and recycling

Issues: economic; health of the nation eg obesity; media coverage and influence on participation eg use of selected advertisements to promote sports-related foods; development of national stadia, hosting of a major games, work-life balance/leisure time

Strategies: for economic, environmental, social and cultural impacts and issues; increased participation; improve revenue and facilities; policy planning and management structures; marketing events; open days and access for specialist sports; activities and events

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the growth and influence of the sport and leisure sector	1.1 use relevant data to analyse the growth, expansion and influence of the sport and leisure sector over the last 10 years 1.2 discuss the range of sport and leisure providers in terms of their roles, funding, interrelationship, participants, facilities and services
LO2 Understand the range of sport and leisure providers	2.1 discuss the mission, values and objectives of key sport and leisure providers, assessing their impact, effectiveness and contribution to the sector 2.2 review the organisation, governance and management of key sport and leisure providers 2.3 discuss the similarities and differences in the organisation of the key sport and leisure providers 2.4 evaluate the extent to which local sport and leisure providers meet the needs of the community and predict future trends and possible changes
LO3 Understand the role of government and the political environment in the context of the sport and leisure sector	3.1 discuss the role and interrelationship of national government departments with a remit that includes sport and leisure related activities, identifying areas of interest and potential conflict 3.2 assess current government policy and its effect on the sport and leisure sector 3.3 evaluate the implementation and success of current government policy and local authority strategy in a selected locality using relevant research data
LO4 Be able to evaluate the key impacts and current issues that affect sport and leisure	4.1 assess the significance of key impacts and current issues that affect sport and leisure, using relevant social, cultural, economic and environmental theories 4.2 prepare and justify strategies that can be used to manage a range of sport and leisure issues and impacts

Guidance

Links

This unit links to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

It also links with occupational standards for professional qualifications such as those offered by the Institute of Sport and Recreation Management (ISRM) certificate and the Institute of Leisure and Amenity Management (ILAM) diploma.

Essential requirements

Learners need access to a range of sport and leisure providers as well as information concerning current government policies on sport and leisure.

Employer engagement and vocational contexts

Delivery of this unit will be enhanced by employer engagement involving, for example, local sports and leisure providers. Extending the learning environment to incorporate real-life experiences will enable learners to develop personal learning and thinking skills and functional skills in the workplace.

Learners could, for example, meet with employers from the local sports and/or leisure centre to learn about the growth and influence of the sector. A talk by a representative of the local authority leisure department would help learners' understanding of the role of government and the current issues effecting sport and leisure.

Unit 34: Heritage and Cultural Tourism Management

Unit code: L/601/1757

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of the heritage and cultural industry, the organisations within it, the purpose of attractions and methods of interpretation.

- **Unit abstract**

This unit looks at heritage and cultural management and its role within the travel and tourism sector. Throughout the unit learners will gain an awareness of definitions of heritage and culture, the organisations involved in the management of heritage and the different types of ownership.

This unit will provide an in-depth understanding of the growth and development of the heritage and cultural industry. Learners will also be able to look at potential conflicts within the industry and the influence of technology.

Learners will also be expected to investigate the role and scope of interpretation within this sector and its impact on participants and management.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the growth and development of the heritage and cultural industry within travel and tourism
- 2 Understand the purpose of heritage and cultural attractions within the travel and tourism sector
- 3 Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry
- 4 Understand the role of methods of interpretation within the heritage and culture industry.

Unit content

1 Understand the growth and development of the heritage and cultural industry within travel and tourism

Heritage: definitions of heritage; analysis of its importance and interest

Attractions: different types of attractions; sites and venues; accessibility and sustainability of transport; up-skilling and re-training staff; changing staff profiles

Natural: aspects of heritage including landscape, coastlines, national parks, forests, woodlands, wildlife, other habitats; impact of the travel and tourism sector on the conservation and sustainability of such sites

Constructed: built heritage environment eg museums, historic buildings, artefacts, archaeological sites, transport, industrial heritage, sport-related heritage sites, themed sites, public art, sculpture and monuments

Cultural heritage: role of heritage industry in shaping and sustaining cultural identity; regional and national costume eg song, dance, myth, legend, folklore, language and food; impact of issues

Conflicts of interest: access versus conservation eg erosion, impact of visitors on sites and their immediate environments, presentation of heritage and culture to visitors, planning and land use, brown field sites versus green field sites, conservation threats imposed by further growth; potential role and impact of new technologies eg virtual reality and interactive software; access to the new technologies eg capital costs and revenue generation, training and up-skilling of staff, management of change

2 Understand the purpose of heritage and cultural attractions within the travel and tourism sector

Purpose of heritage and culture: purpose eg education, research, recreation, entertainment

Customers: categories eg segmentation, target groups, visitor levels and usage rates, overall status of heritage and culture as a leisure activity, income generation and links with tourism and urban regeneration, specialist groups

3 Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry

Ownership of heritage and culture: ownership eg public and commercial ownership, mission and values, objectives and income generation; role in education, training and conservation; control of access and preservation of cultural heritage; role and operation of charitable trusts eg mission and values, management roles and responsibilities

Organisations: structure and remits of government agencies; voluntary bodies; government departments; specialist conservation groups; role of national governmental departments

Roles and responsibilities: funding, advisory and legislative; changes eg new technologies, changes in attractions and income generation, new merchandising

4 **Understand the role of methods of interpretation within the heritage and culture industry**

Interpretation: importance of interpretation to the visitor experience; relevance of a thematic approach to interpretation

Media for interpretation: media eg published material, audio-visual, interactive technology, drama and role play, audio and other sensory techniques

Meeting audience needs: importance of establishing audience needs for effective interpretation; language levels; combination of interpretative media to achieve appropriate effects

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the growth and development of the heritage and cultural industry within travel and tourism	1.1 analyse the growth and development of the heritage and cultural industry 1.2 discuss potential conflicts in the conservation of heritage and cultural resources
LO2 Understand the purpose of heritage and cultural attractions within the travel and tourism sector	2.1 assess the purpose of heritage and cultural attractions in meeting the needs of different customers
LO3 Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry	3.1 evaluate the impact of different types of ownership on the management of heritage and cultural sites 3.2 analyse roles and responsibilities of organisations in the heritage and cultural industry
LO4 Understand the role of methods of interpretation within the heritage and culture industry	4.1 evaluate methods and media used for interpretation within the heritage and cultural industry for tourists

Guidance

Links

This unit links with:

- *Unit 37: The Travel and Tourism Sector*
- *Unit 39: Tourist Destinations.*

This unit maps to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

Learners need access to a range of cultural tourism and heritage sites as well as use of the internet and any related case studies.

Employer engagement and vocational contexts

The delivery programme should include as many site visits as possible so that learners can be encouraged to evaluate a range of approaches to conservation and interpretation in practice. The nature of the unit content also permits a wide range of opportunities for independent research.

Using case studies can promote the development of skills of analysis and synthesis. The consideration of issues within the unit such as conservation versus access is an ideal mechanism for developing a wide range of analytical skills.

Whilst this unit deals specifically with the management of heritage and cultural attractions, learners should acknowledge, and be able to discuss, the role of heritage within the structure of the wider travel and tourism sector and appreciate the significance of heritage attractions within the social contexts of travel and tourism.

Various government papers and reports on the cultural and heritage industry would also be an advantage as well as documents produced by a range of organisations.

Unit 35: The Entertainment Industry and Venue Management

Unit code: H/601/1828

QCF level: 5

Credit value: 15

● Aim

This unit enables learners to gain an understanding of the entertainment industry, the activities offered, the management and operation of venues and trends in the industry.

● Unit abstract

This unit is designed to give an over-arching view of the entertainment industry with a particular emphasis on venue management, operation and funding of live performance, conference/banqueting and on-licensed trade.

The unit explores the industry's dynamic structure through an identification of trends in the public, private and voluntary sectors' involvement in the world of entertainment.

A range of activities and venues and the corresponding levels of public usage and support are explored. This will provide learners with an insight into the management and operation of a range of activities and venues; the influence of contrasting financial practices and the underlying trends within the entertainment industry.

The impact of large-scale venues needs to be considered in the wider context of leisure management given the vast range of possible entertainment opportunities offered by multipurpose arena and stadia offering venues for major sporting events, popular music concerts, opera, ice shows, televised events and the attendant venue management problems relating to licensing, health, safety and security.

Learners must ensure that their evidence relates to the hospitality industry.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the contribution of the entertainment industry to the economy
- 2 Understand types of activities offered by the entertainment industry
- 3 Understand the management and operation of different types of venues
- 4 Understand trends in the entertainment and venue industries.

Unit content

1 Understand the contribution of the entertainment industry to the economy

Data: analysis of data from the entertainment and venue industry eg Department for Culture, Media and Sport (DCMS) Annual Reports, Leisure Tracking Survey; the Henley Centre; Target Group Index, BMRB International; General Household Survey

Economy: ways the entertainment and venue industries have contributed to the national economy; the development and distribution of different activities

Agencies: comparison of funding agencies (local, regional and national); their impact on the entertainment and venue industries

2 Understand types of activities offered by the entertainment industry

Activity: by performers eg professional, semi-professional, amateur; by venue eg venue-specific, touring, festivals; by art forms eg live music, opera, theatre, dance, cabaret, comedy, visual arts (exhibitions, film and video)

Audiences: national data usage figures; age and socio-economic breakdown; spectator and participatory activity; widening choice

Venues: major entertainment venues eg arenas, stadia, exhibition centres; dedicated spaces eg theatres, concert halls, arts centres, clubs, cinemas, galleries; non-dedicated spaces eg streets, schools, pubs, homes, outdoor spaces, community halls; urban/rural provision

For-profit sector: provision eg concerts, festivals, cinema, theatre, popular music and recording industry, bingo, television, clubs; opportunity-led provision; 'space to sell' concept; commercial sponsorship

Not-for-profit sector: public and voluntary sectors; role of Government and funding agencies; non statutory provision; Arts Council; regional arts boards; local authorities; voluntary organisations eg 'Friends'; principles of revenue and capital subsidy; National Lottery; arts sponsorship; direct and indirect economic benefits

3 Understand the management and operation of different types of venues

Strategies: management and operational strategies of organisations within the industry

Income generation: revenue generation and procedures within the industry; front of house operations; box office

Influences: status eg for-profit, not-for-profit; direction eg programming, scheduling; administration eg licensing, staffing, budgeting, resource planning

Audience and performance needs: health, safety and security; cleaning and maintenance; catering and bars; technical and production staff; performers

Marketing needs: publicity; promotion; merchandising and point-of-sale; media relations

Employment: managerial and supervisory levels in each sector

Staffing: work and responsibilities for selected venues commenting on current practices; deployment of staff to ensure a smooth and effective organisation

4 Understand trends in the entertainment and venue industries

Opportunities: current opportunities in the entertainment industry

Future trends: trends eg purpose built, multi-purpose facilities, partnership funding, commercial approach to management; cultural provision as part of major international sports events

Technological influences: technical; production; new technologies; effect of technological changes

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the contribution of the entertainment industry to the economy	1.1 analyse the contribution of the entertainment industry to the economy and the development and distribution of different activities 1.2 compare local, regional and national funding agencies and their impact on the entertainment and venue industry
LO2 Understand types of activities offered by the entertainment industry	2.1 compare the scope of the entertainment and venue industry and the range of activities offered 2.2 classify entertainment activities using audience profiles and venues
LO3 Understand the management and operation of different types of venues	3.1 compare management and operational strategies for selected venues, commenting on their revenue generation and procedures 3.2 evaluate different areas of work and responsibilities for selected venues, commenting on current practices, deployment of staff to ensure a smooth and effective organisation
LO4 Understand trends in the entertainment and venue industries	4.1 analyse current trends in the entertainment and venue industries 4.2 discuss the effect of current funding arrangements in the entertainment industry and future potential developments 4.3 analyse the impact of technological changes in the management and operation of entertainment activities and venues

Guidance

Links

This unit links to:

- *Unit 4: Research Project*
- *Unit 8: Marketing in Hospitality.*

Essential requirements

Learners must be given access to a wide range of publications to reflect the diverse nature of this subject area.

Employer engagement and vocational contexts

Employer engagement should be encouraged. Presentations and talks from the industry, including event managers should be included in this unit.

Unit 36: Sport and Leisure Tourism in the UK

Unit code: A/601/1785

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the tourism sector in relation to sport and leisure in the UK. Learners will examine strategies to maximise sport- and leisure-related tourism.

- **Unit abstract**

In this unit, learners will be able to examine the theoretical concept of tourism, its structure and organisation. Emphasis is given to the role of sport- and leisure-related tourism in the UK economy and its socio-cultural and environmental implications.

Throughout the unit, learners will be expected to use relevant data in order to analyse the trends and nature of demand for sport and leisure tourism. Learners will also be expected to prepare data to support a particular sport- and leisure-related activity.

Learners must ensure that their evidence relates to the hospitality industry.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the structure of the sport- and leisure-related tourism sector in the UK
- 2 Understand the trends and demands for sport and leisure tourism
- 3 Understand the economic, socio-cultural and environmental issues that affect sport and leisure tourism
- 4 Be able to evaluate strategies that can be used to maximise the growth of sport- and leisure-related tourism.

Unit content

1 Understand the structure of the sport- and leisure-related tourism sector in the UK

Concept of tourism: models and approaches; definitions of tourism and tourists; tourism motivators and barriers; classification of tourism types; tourism sectors including products and services

Historical developments: introduction of paid holidays; role of transport; mass tourism; eco-tourism; technological developments in sport and leisure-related tourism

Role of public sector: government legislation; tourism authorities; national and regional tourist boards; local government; amenity agencies; public sector initiatives; comparative government structures

Role of private and voluntary sectors: private sector organisations eg tourist attractions and accommodation providers; voluntary sector organisations eg hostel; partnerships, national and international professional organisations

Tourism law: effects of EU and international legislation; tourist movement law eg passports; passenger carriage law; consumer protection law eg Package Holidays Act; planning regulations; laws relating to tourist attractions and sports stadia

2 Understand the trends and demands for sport and leisure tourism

Sources of tourism data and statistics: international sources; National Training Organisations; regional tourist boards; sector-specific studies eg accommodation surveys, independent surveys; local, national, international statistics

Characteristics and contribution of tourism: patterns of demand; supply characteristics; future markets; contribution to national economy and balance of payments; tourism-related employment; career pathways

Tourism resources: natural; constructed; labour; tourism infrastructure including air, sea and road; effects of deregulation; ownership and operation of airports, airlines, shipping, rail and coach travel; impact of tourism and infrastructure on tourism demand

3 Understand the economic, socio-cultural and environmental issues that affect sport and leisure tourism

Economic: national, local and regional impacts; measuring economic impact; multiplier and leakage effects; cost and benefit analysis; sources of finance for tourism; funding and grants; political costs and benefits

Socio-cultural: social impact models; socio-cultural costs and benefits; effects of intercultural contact on host communities; effects of intercultural contact on tourists

Environmental: positive and negative environmental impacts; environmental impact assessments; protection measures; sustainable development; competition and conflict issues; government and organisational body initiatives

4 **Be able to evaluate strategies that can be used to maximise the growth of sport- and leisure-related tourism**

Regional and national strategies: strategies eg 'Health of the Nation, crime prevention, anti-social behaviour, juvenile crime, accessibility, transport sustainability, education and training, new technologies eg interactive software, corporate-related, strategies related to employee recruitment and training and management expertise

Events: types eg sporting and leisure events, corporate, educational

Influence: of major initiatives eg Modern Olympics, World Student Games, Commonwealth Games, Ryder Cup, Grand National, Wimbledon, Premier League events

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the structure of the sport- and leisure-related tourism sector in the UK	1.1 compare the structure and operation for two selected sport- and leisure-related tourism providers analysing their audience profiles and range of activities 1.2 evaluate the contribution of the public, commercial and voluntary sectors to the growth and development of the sport- and leisure-related tourism sector 1.3 analyse the impact of historical developments and concepts on the growth of the sport- and leisure-related tourism industry 1.4 evaluate the value of EU and international law that affect the sport- and leisure-related tourism industry
LO2 Understand the trends and demands for sport and leisure tourism	2.1 present a statistical analysis identifying trends and the nature of demand for sport- and leisure-related tourism in the UK 2.2 evaluate the nature and availability of sport- and leisure-related tourism resources
LO3 Understand the economic, socio-cultural and environmental issues that affect sport and leisure tourism	3.1 evaluate the contribution of the sport- and leisure-related tourism industry to the UK economy 3.2 analyse the socio-cultural and environmental factors and their impact on the sport- and leisure-related tourism industry
LO4 Be able to evaluate strategies that can be used to maximise the growth of sport- and leisure-related tourism	4.1 evaluate regional, national and local strategies that have influenced the growth and demand for sport- and leisure-related tourism activities 4.2 prepare data that can be used to manage the growth and demand for a selected sport- and leisure-related tourism activity

Guidance

Links

This unit links to *Unit 33: The Sport and Leisure Sector*.

This unit also links to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

Learners will need access to a range of sport- and leisure-related tourism venues as well as suitable case-study material.

Access to material produced by the English Tourism Council and other organisations such as tour operators providing sports, and other leisure-related programmes is essential.

Employer engagement and vocational contexts

Delivery of this unit will be enhanced by employer engagement involving, for example, local sports and leisure providers. Extending the learning environment to incorporate real-life experiences will enable learners to develop personal learning and thinking skills and Functional Skills in the workplace.

Learners could, for example, meet with employers from the local sports- and leisure-related tourism providers, to learn about the growth and influence of the sector. A talk by a representative of the local authority sports and leisure department would help learners' understanding of the role of government and the current issues affecting sport and leisure-related tourism.

Unit 37: The Travel and Tourism Sector

Unit code: A/601/1740

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the travel and tourism sector, the influence of government, the effects of supply and demand, and the impacts of tourism.

- **Unit abstract**

This unit will provide learners with an understanding of the global environment within which the travel and tourism sector operates. The unit examines the historical evolution of tourism, the current structure of the tourism sector, the external influences on tourism and the impact tourism has on host communities and the environment.

Learners will also undertake an investigation of international and national policies and assess their influence on the tourism sector. The effects of political change on the sector's operation will also be examined.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the history and structure of the travel and tourism sector
- 2 Understand the influence of local and national governments and international agencies on the travel and tourism sector
- 3 Understand the effects of supply and demand on the travel and tourism sector
- 4 Understand the impacts of tourism.

Unit content

1 Understand the history and structure of the travel and tourism sector

History: pilgrimages, the grand tours, post industrial revolution, post war, current; factors facilitating growth eg technology, time, money, freedom of movement, infrastructure, social conditions; possible future developments eg sustainability

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport; relationships and links, levels of integration; Liepers tourist system, chain of distribution; private, public and voluntary sectors

2 Understand the influence of local and national governments and international agencies on the travel and tourism sector

Influence: direct, indirect; economic policy, political change, planning to minimise negative effects of tourism

Government: levels eg local, regional, national, European Union; Government sponsored bodies, regional tourist boards; functions, interrelationships

International agencies: agencies eg United Nations, World Tourism Organisation, World Travel and Tourism Council, International Civil Aviation Organisation, International Air Transport Association; functions, interrelationships with governments

3 Understand the effects of supply and demand on the travel and tourism sector

Demand: demographics; technological; emerging economies; political stability; changing work patterns and workforce; environmentalism; globalisation; macro-economics eg influence of currency exchange rates, interest rates, inflation, level of disposable income

Supply: provision eg accommodation, tour operators, quality, service, types of products, seasonality, technology intermediaries, sustainability

4 Understand the impacts of tourism

Positive: economic eg direct and indirect income, direct and indirect employment, multiplier effects, contribution to gross national product, influence on the growth of other sectors within the economy, generation of foreign exchange and government revenues; environmental eg conservation and enhancement of natural areas, historic and cultural sites, infrastructure improvement, increasing environmental awareness by tourists and host communities; social eg conservation/preservation of cultural heritage, cross cultural exchange and education

Negative: economic eg leakage, inflation, seasonality, overdependence; environmental eg pollution, damage to natural and built environment, wildlife, water overuse, waste disposal; social eg loss of amenity to host community, overcrowding, commercialisation of culture, reinforcement of stereotypes, loss of authenticity, rise in crime

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the history and structure of the travel and tourism sector	1.1 explain key historical developments in the travel and tourism sector 1.2 explain the structure of the travel and tourism sector
LO2 Understand the influence of local and national governments and international agencies on the travel and tourism sector	2.1 analyse the function of government, government sponsored bodies and international agencies in travel and tourism 2.2 explain how local and national economic policy influences the success of the travel and tourism sector 2.3 discuss the implications of political change on the travel and tourism sector in different countries
LO3 Understand the effects of supply and demand on the travel and tourism sector	3.1 explain factors affecting tourism demand 3.2 explain how supply has changed to meet the effects of demand
LO4 Understand the impacts of tourism	4.1 evaluate the main positive and negative economic, environmental and social impacts of tourism 4.2 explain strategies that can be used to minimise the negative impacts while maximising the positive impacts

Guidance

Links

This unit introduces learners to the travel and tourism sector and links with most units in this qualification.

This unit maps to the following Management NVQ unit:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements.

Essential requirements

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 and identify how the specific criteria have been met.

The assessment strategy must be designed to suit the needs of the individual learners and the local work environment of the country in which they are studying.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about the supply and demand of the travel and tourism sector. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of the role of government and the negative and positive effects of tourism in their area.

Learners would benefit from visiting travel and tourism businesses. A range of guest speakers would also be beneficial. Learners must also be encouraged to become student members of professional organisations.

Unit 38: Sustainable Tourism Development

Unit code: D/601/1746

QCF level: 5

Credit value: 15

- **Aim**

The aim of this unit is for learners to gain understanding of the rationale and different approaches to tourism planning and development, sustainable tourism, current issues and impacts of tourism.

- **Unit abstract**

This unit aims to increase learners' awareness of the need to plan and manage tourism at all levels within an international, national, regional and local framework. Emphasis is placed on current trends in planning for tourism development in a range of destinations. The stages in the planning process are identified and learners will be encouraged to apply theoretical models to practical case studies and site visits.

The principles and philosophy of sustainable development are introduced in this unit and learners will be required to show an in-depth understanding of issues such as carrying capacities, environmental impact and the guest–host relationships as they relate to current tourism initiatives, eg access, conservation, enclave tourism.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the rationale for planning in the travel and tourism industry
- 2 Understand different approaches to tourism planning and development
- 3 Understand the need for planning for sustainable tourism
- 4 Understand current issues related to tourism development planning
- 5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Unit content

1 Understand the rationale for planning in the travel and tourism industry

Rationale: to achieve the determined objectives eg improved employment opportunities, protection and conservation of wildlife, landscape, co-ordination between public/private partners, to maximise benefits, provide infrastructure, co-ordinate development, consumer protection; involvement of stakeholders eg developers, tourism industry, tourists and host community; public/private partnerships and advantages/disadvantages of; effective use of resources eg infrastructure; natural, cultural, heritage, human resources

2 Understand different approaches to tourism planning and development

Planning: environmental; economic; social; international; national; regional; local; strategic; short term; qualitative; quantitative; methods of measuring tourism impact eg Cambridge Economic Impact Model (STEAM), Environmental Impact Studies, Pro Poor Tourism; Responsible Tourism, interactive planning systems and processes

Development: preservation, conservation, new build

3 Understand the need for planning for sustainable tourism

Sustainable tourism: definitions eg Brundtland Report (1987), Triple Bottom Line, World Travel and Tourism Council (WTTC) Principles for Sustainable Development (1995)

Principles: planning considerations, benefits to the environment, the host community, the tourism industry, the visitor; factors of supply of facilities and resource weighed against demand; proposed developments eg infrastructure required; interdependence eg of society, economy and the natural environment; citizenship eg rights and responsibilities, participation and cooperation; future generations; sustainable change eg development

4 Understand current issues related to tourism development planning

Current issues: conflict eg tension between the planner, tour operator, tourist, government, developer, local community, guest-host relationship; impacts eg economic, social, environmental; access eg balance of supply and demand, imposition of limits, pressure on finite resources; enclave tourism eg advantages and disadvantages to the local community, moral and ethical issues of enclave tourism

5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations

Socio-cultural: social change, changing values, crime and gambling, moral behaviour, change in family structure and roles, tourist/host/relationships, provision of social services, commercialisation of culture and art, revitalisation of customs and art forms, destruction and preservation of heritage

Environmental: types of conservation and pollution eg air, visual, noise etc, land use, ecological disruption, pressures on infrastructure and finite resources, erosion, preservation of environment eg national parks, drainage, irrigation

Economic: generation of employment, provision of foreign exchange, multiplier effect of tourism as contribution to the balance of payments, economic leakage, development of the private sector, foreign ownership and management

Developing countries: countries eg India, Thailand, Jordan

Emerging destinations: destinations for medical tourism eg India, Thailand, Hungary; other destinations eg Bulgaria, Qatar, Shanghai

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the rationale for planning in the travel and tourism industry	1.1 discuss how stakeholders can benefit from planning of tourism developments with reference to a current case study 1.2 discuss the advantages and disadvantages of public/private sector tourism planning partnerships drawing on a current example
LO2 Understand different approaches to tourism planning and development	2.1 analyse features of tourism development planning at different levels 2.2 evaluate the significance of interactive planning systems and processes in tourism developments 2.3 evaluate different methods available to measure tourist impact
LO3 Understand the need for planning for sustainable tourism	3.1 justify the introduction of the concept of sustainability in tourism development 3.2 analyse factors that may prevent/hinder sustainable tourism development 3.3 analyse different stages in planning for sustainability
LO4 Understand current issues related to tourism development planning	4.1 evaluate methods of resolving a conflict of interests to ensure the future well-being of a developing tourism destination 4.2 analyse the implications of balancing supply and demand 4.3 evaluate the moral and ethical issues of enclave tourism
LO5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations	5.1 compare current issues associated with tourism development in a developing country and an emerging destination where the impacts of tourism are different 5.2 evaluate, with recommendations, the future development of tourism in these destinations

Guidance

Links

This unit has links with:

- *Unit 4: Research Project*
- *Unit 37: The Travel and Tourism Sector*
- *Unit 39: Tourist Destinations.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates.

Essential requirements

Tutors must make considerable use of case studies (educational, TV current affairs and travel videos) and texts to bring the planning issues to life. Learners must be strongly encouraged to become familiar with the Brundtland Report and with various definitions of 'sustainable tourism' and 'responsible tourism'.

Tutors must make use of local case studies and guest speakers from interested/involved organisations. There are a number of examples throughout the UK of planned urban regeneration schemes, new hotel/country club/health club developments, airport extensions and upgrades, new tourism attractions have benefited from interactive planning processes, public/private partnerships and the adoption of sustainable principles. These must be studied as examples of best practice and will support the theoretical study of tourism planning processes, systems, models and techniques.

Learners will need to analyse different stages in planning for sustainability and apply the stages to a case study/destination that has been through such a planning process.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about current issues related to tourism development planning. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of different approaches to tourism planning and development, the need for planning for sustainable tourism and the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Where possible, learners should undertake visits to relevant destinations in the UK and abroad.

Unit 39: Tourist Destinations

Unit code: K/601/1748

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of UK and worldwide destinations, their cultural, social and physical features, their characteristics and issues affecting their popularity.

- **Unit abstract**

This unit introduces learners to the main UK and worldwide tourist destinations in terms of visitor numbers and income generation and their location. Learners will look into the cultural, social and physical features of those destinations and the issues and trends that affect their popularity, as part of the essential selling skills and knowledge needed by managers within the travel and tourism sector.

Through studying visitor numbers, statistics and other relevant data, learners should be more aware of past issues affecting tourism, enabling them to appreciate the impact they can have on a destination and its continued popularity.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the scope of key UK and worldwide tourist destinations
- 2 Understand the cultural, social and physical features of tourist destinations
- 3 Understand how the characteristics of destinations affect their appeal to tourists
- 4 Understand issues likely to affect the popularity of tourist destinations.

Unit content

1 Understand the scope of key UK and worldwide tourist destinations

Main destinations: by income generated, visitor numbers and tourism statistics

Tourist destinations: major tourist destinations selected from UK, Europe and the rest of the world

Generators: source of tourists

2 Understand the cultural, social and physical features of tourist destinations

Cultural: resources eg museums, monuments, churches, megaliths, festivals, food, drink, music

Social: social groups eg national, regional, religious; needs of different customer groups; impact of tourism on resources and the local community; carrying capacity; sustainability; local and national government policies; alternatives to mass market

Physical: landscape eg geology of lakes, mountains, coastline, profile of beaches, flora and fauna, preferences of landscape; effects of people and the need for conservation eg urban infrastructure, water supply, sanitation, transport networks

3 Understand how the characteristics of destinations affect their appeal to tourists

Economic characteristics: economic growth and development; the process of economic development in countries eg pre-industrial society, industrial to a service economy; components of gross domestic product; provision of consumer goods; exportation of primary products; fluctuation of process in export markets; dependency on industrial countries; tourism as an economic alternative

Physical characteristics: physical conditions eg poor urban infrastructure, lack of clean water supply, inadequate sanitation, lack of utilities, poor transport network

Social characteristics: eg population pressures, infant mortality, life expectancy, migration from rural to urban living, levels of poverty, construction and roles of family units, quality of life, incidence of disease, literacy levels, role of women and children

Political characteristics: forms of government eg absolutist, democratic, emergent democracy, tribal, theocratic; corruption, international links; use of tourism as a political tool eg Cuba, Burma

Destinations: selected from UK, Europe and the rest of the world, leading destinations, developing destinations

Appeal: popularity, change in visitor numbers, types of visitor eg business, pleasure, visiting friends and relatives; change, product life cycle

4 Understand issues likely to affect the popularity of tourist destinations

Issues: eg climate, global warming, Arctic flows, ocean current, natural disasters, natural phenomena; sustainability; political eg use of tourism as a political tool, human rights, growth of nationalism and religious fundamentalism; terrorism; economics; trade links, sports links, linguistic links, ethical, role of the media, conflict with agriculture

Popularity: visitor numbers, statistics, economic data; tourist generation eg factors determining demand, reason for growth; world distribution – domestic and international

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the scope of key UK and worldwide tourist destinations	1.1 analyse main tourist destinations and generators of the world in terms of visitor numbers and income generation 1.2 analyse statistics to determine tourism destination trends and predict future trends
LO2 Understand the cultural, social and physical features of tourist destinations	2.1 analyse cultural, social and physical features of tourist destinations explaining their appeal to tourists 2.2 compare features of developing and leading tourist destinations
LO3 Understand how the characteristics of destinations affect their appeal to tourists	3.1 compare the appeal of current leading tourist destinations with that of currently developing tourist destinations 3.2 evaluate how characteristics of a tourist destination affect its appeal
LO4 Understand issues likely to affect the popularity of tourist destinations	4.1 analyse issues that affect the popularity of tourist destinations 4.2 discuss the potential for responsible tourism to enhance the host community at worldwide tourist destinations

Guidance

Links

This unit links with:

- *Unit 4: Research Project*
- *Unit 37: The Travel and Tourism Sector*
- *Unit 40: Tour Operations Management.*

This unit maps to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

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

The assessment strategy must be designed to suit the needs of individual learners and the local work environment of the country in which they are studying. Assessment must encourage learners to apply and reflect on their studies within and across units.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local tour operators or the tourist board. Learners could, for example, meet with a representative from a national tourist board to learn about the features and characteristics of and issues affecting their country.

It would be beneficial for learners to visit tour operators or have a talk from a tourist board representative. Tutors must also encourage learners to become student members of professional organisations such as the Institute of Travel and Tourism and the Tourism Society. If a visit to another country is planned as part of the programme, then the experience of this visit would enhance the delivery of this unit. Local tourist board officials should then be encouraged to discuss the topics with the learners.

Unit 40: Tour Operations Management

Unit code: T/601/1753

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the tour operators industry, the stages involved in creating holidays, brochures and methods of distribution used to sell holidays, and strategic decision making.

- **Unit abstract**

Learners will investigate the tour operators industry of the travel and tourism sector, including the different types of operator, their products and services, the scale of the industry and how it has been affected by trends and developments. Management issues will be covered by examining strategic and tactical decision making in order to develop learners' decision-making skills.

Learners will explore the stages involved in creating a holiday and develop skills associated with determining a selling price for a holiday from given information.

The role of the brochure will be reviewed against the introduction of new methods of promoting holidays. Learners will also review distribution methods used by tour operators to sell holidays, including the traditional use of travel agencies and the emergence of methods such as the internet and television.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the tour operators industry within the travel and tourism sector
- 2 Understand stages involved in creating holidays
- 3 Be able to review brochures and methods of distribution used to sell holidays
- 4 Understand strategic and tactical decision making for tour operators.

Unit content

1 Understand the tour operators industry within the travel and tourism sector

Tour operators: as defined by EU Package Travel Directive; different types of tour operators including outbound operators, domestic operators, incoming operators, specialist operators, direct sell operators

Industry: identification of major tour operators including their origins, ownership, market segments, competition, identification of specific operators within each category; scale eg number of passengers carried, market share, turnover; products and services to meet different markets; vertical and horizontal integration in leading operators; impact of integration; European and global links; trends to include changing trends in holidays (eg mass market tourism to customisation, product range, all-inclusive holidays), expansion of the cruise market; environmental awareness of tour operators, responsible tourism; effect of economy and other external factors eg discounting, emergence of e-commerce, budget airlines; role of trade bodies including The Travel Association (ABTA), Association of Independent Tour Operators (AITO), Federation of Tour Operators (FTO), UKinbound, the UK Civil Aviation Authority (CAA)

2 Understand stages involved in creating holidays

Stages: steps eg market research; planning and scheduling; forecasting; contracting eg allocation, commitment, ad hoc, time series charters, split charters, ad hoc chartering, scheduled services, using air brokers; costing the holiday (fixed and variable costs, direct and indirect costs, load factors, mark-up, profit margins, seasonal flexing, competitive pricing, skimming, special offers, discounting strategies, currency exchange eg forward buying of currency, interest earning, cash flow); timescales

3 Be able to review brochures and methods of distribution used to sell holidays

Brochures: recognition of the planning issues including deciding the format (content, structure, style, paper quality, size), based on product, target market and budget, determining print specifications, print run, multiple editions; timescales and stages of production including creative brief, copywriting, proofing, colour proof, printing; brochure launch; recognition of legal implications; other formats eg CD, video, internet, intranet, television; examination of distribution channels eg direct mail, specialist carriers, haulier, consolidated delivery companies, travel agencies, intensive/selective distribution systems; racking agreements

Methods of distribution: methods eg direct sell, agencies, call centres, internet, teletext, telephone

4 Understand strategic and tactical decision making for tour operators

Strategic: examination of strategic decisions eg volume, pricing strategies, surcharge policy, positioning and image/branding, choice of product in relation to customer portfolio, distribution decisions; investment funded by capitalisation eg cruise ships and aircraft

Tactical: responses eg triggered by competition, price wars, external factors; decisions eg fluid pricing, yield management, maximising occupancy of contracted beds, utilisation of coach and aircraft seats, consolidations; tactical marketing eg discounting, late sales

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the tour operators industry within the travel and tourism sector	1.1 analyse the effects of current and recent trends and developments on the tour operators industry
LO2 Understand stages involved in creating holidays	2.1 assess the stages and timescales involved in developing holidays 2.2 evaluate the suitability of different methods of contracting for different components of the holiday and different types of tour operator 2.3 calculate the selling price of a holiday from given information
LO3 Be able to review brochures and methods of distribution used to sell holidays	3.1 evaluate the planning decisions taken for the design of a selected brochure 3.2 assess the suitability of alternatives to a traditional brochure for different types of tour operator 3.3 evaluate the suitability of different methods of distribution used to sell a holiday for different types of tour operator
LO4 Understand strategic and tactical decision making for tour operators	4.1 evaluate the strategic decisions made by different types of tour operator 4.2 compare the tactical decisions that could be taken by a selected tour operator in different situations

Guidance

Links

This unit can be linked successfully with:

- *Unit 8: Marketing in Hospitality*
- *Unit 37: The Travel and Tourism Sector.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F4: Develop and review a framework for marketing.

Essential requirements

The assignments must encourage learners to research extensively and independently, to appreciate how the industry has developed, the size, scale and complexities of tour operators today, and to examine the implications of current trends and decision making for the industry.

It is essential that a visit to at least one tour operator is organised, supported by a variety of guest speakers, to enable learners to gather sector-specific information which cannot be found elsewhere.

Given the diversity of the tour operators' industry, it is important that learners are given first-hand experience of different types of tour operator to support learning. This can be achieved by using specialist guest speakers and through visits to tour operators to support independent research and delivery.

Employer engagement and vocational contexts

The unit requires a visit to at least one tour operator.

The unit requires a series of presentations from visiting speakers in the industry, from whom specific information can be gained.

Visits to tour operators and talks by tour operating personnel would help to support knowledge and understanding for others units within the qualification. Aspects of core subjects such as marketing and finance would be included automatically on a well-structured visit to a tour operator, while specialist subjects including overseas resort management could be covered in some depth with selected operators. An integrative approach to visits and industry guest speakers should be explored to ensure maximum benefit is derived from such activities.

Unit 41: Personal and Professional Development

Unit code: T/601/0943

QCF level: 5

Credit value: 15

- **Aim**

This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

- **Unit abstract**

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

Its emphasis is on the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their learning, be involved with teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand how self-managed learning can enhance lifelong development
- 2 Be able to take responsibility for own personal and professional development
- 3 Be able to implement and continually review own personal and professional development plan
- 4 Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 Understand how self-managed learning can enhance lifelong development

Self-managed learning: self-initiation of learning processes; clear goal setting eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, newsgroups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, recognition of prior learning, apprenticeships, credit accumulation and transfer schemes

Assessment of learning: improved ability range with personal learning; evidence of improved levels of skill; feedback from others; learning achievements and disappointments

2 Be able to take responsibility for own personal and professional development

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 Be able to implement and continually review own personal and professional development plan

Learning styles and strategies: types of styles; awareness of personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

4 Be able to demonstrate acquired interpersonal and transferable skills

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect of others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how self-managed learning can enhance lifelong development	1.1 evaluate approaches to self-managed learning 1.2 propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 evaluate the benefits of self-managed learning to the individual and organisation
LO2 Be able to take responsibility for own personal and professional development	2.1 evaluate own current skills and competencies against professional standards and organisational objectives 2.2 identify own development needs and the activities required to meet them 2.3 identify development opportunities to meet current and future defined needs 2.4 devise a personal and professional development plan based on identified needs
LO3 Be able to implement and continually review own personal and professional development plan	3.1 discuss the processes and activities required to implement the development plan 3.2 undertake and document development activities as planned 3.3 reflect critically on own learning against original aims and objectives set in the development plan 3.4 update the development plan based on feedback and evaluation
LO4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 select solutions to work-based problems 4.2 communicate in a variety of styles and appropriate manner at various levels 4.3 evaluate and use effective time management strategies

Guidance

Links

This unit links with:

- *Unit 42: Employability Skills.*

This unit maps to the following Management NVQ units:

- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- D2: Develop productive working relationships with colleagues and stakeholders
- D9: Build and manage teams
- D12: Participate in meetings
- E11: Communicate information and knowledge.

Essential requirements

Activities in this unit could be part of the mainstream academic activity and could be integrated into the whole programme of study. Learners will benefit if there are established links with the learning outcomes of other units and if review meetings were held regularly.

A personal development portfolio or progress file should be put together comprising information and personal records 'owned' by the learner, including the planning and monitoring of progress towards the achievement of personal objectives. The format for this could be web based, paper based or an alternative method. Potentially this could form the basis of an extended account of a lifelong record of learning and achievement.

Tutors should be aware that textbooks are frequently updated and that they should use the latest editions where available. This is a practical unit and textbook materials should be used for reference purposes.

Employer engagement and vocational contexts

Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Sustained links with the travel agency may support further units as well as work placement opportunities.

Unit 42: Employability Skills

Unit code: A/601/0992

QCF level: 5

Credit value: 15

- **Aim**

This unit provides learners with the opportunity to acquire honed employability skills required for effective employment.

- **Unit abstract**

All learners at all levels of education and experience require honed employability skills as a prerequisite to entering the job market. This unit gives learners an opportunity to assess and develop an understanding of their responsibilities and performance in or when entering the workplace.

Learners will consider the skills required for general employment such as interpersonal and transferable skills, and understand the dynamics of working with others in teams or groups, and the importance of leadership and communication skills.

The unit also deals with the everyday working requirement of problem solving, which includes the identification or specification of the 'problem', strategies for its solution, and then evaluation of the results of the solution through reflective practice.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to determine own responsibilities and performance
- 2 Be able to develop interpersonal and transferable skills
- 3 Understand the dynamics of working with others
- 4 Be able to develop strategies for problem solving.

Unit content

1 Be able to determine own responsibilities and performance

Own responsibilities: personal responsibility; direct and indirect relationships and adaptability, decision-making processes and skills; ability to learn and develop within the work role; employment legislation, ethics, employment rights and responsibilities

Performance objectives: setting and monitoring performance objectives

Individual appraisal systems: uses of performance appraisals eg salary levels and bonus payments, promotion strengths and weaknesses, training needs; communication; appraisal criteria eg production data, personnel data, judgemental data; rating methods eg ranking, paired comparison, checklist, management by objectives

Motivation and performance: application and appraisal of motivational theories and techniques, rewards and incentives, manager's role, self-motivational factors

2 Be able to develop interpersonal and transferable skills

Effective communication: verbal and non-verbal eg awareness and use of body language, openness and responsiveness, formal and informal feedback to and from colleagues; ICT as an effective communication medium; team meetings

Interpersonal skills: personal effectiveness; working with others; use of initiative; negotiating skills; assertiveness skills; social skills

Time management: prioritising workload; setting work objectives; making and keeping appointments; working steadily rather than erratically; time for learning; reliable estimate of task time

Problem solving: problem analysis; researching changes in the workplace; generating solutions; choosing a solution

3 Understand the dynamics of working with others

Working with others: nature and dynamics of team and group work; informal and formal settings, purpose of teams and groups eg long-term corporate objectives/strategy; problem solving and short-term development projects; flexibility/adaptability; team player

Teams and team building: selecting team members eg specialist roles, skill and style/approach mixes; identification of team/work group roles; stages in team development eg team building, identity, loyalty, commitment to shared beliefs, team health evaluation; action planning; monitoring and feedback; coaching skills; ethics; effective leadership skills eg setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

4 **Be able to develop strategies for problem solving**

Specification of the problem: definition of the problem; analysis and clarification

Identification of possible outcomes: identification and assessment of various alternative outcomes

Tools and methods: problem-solving methods and tools

Plan and implement: sources of information; solution methodologies; selection and implementation of the best corrective action eg timescale, stages, resources, critical path analysis

Evaluation: evaluation of whether the problem was solved or not; measurement of solution against specification and desired outcomes; sustainability

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
LO2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work-based problems 2.2 communicate in a variety of styles and appropriate manner at various levels 2.3 identify effective time-management strategies
LO3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals
LO4 Be able to develop strategies for problem solving	4.1 evaluate tools and methods for developing solutions to problems 4.2 develop an appropriate strategy for resolving a particular problem 4.3 evaluate the potential impact on the business of implementing the strategy

Guidance

Links

This unit links with:

- *Unit 4: Research Project*
- *Unit 10: Work-based Experience*
- *Unit 41: Personal and Professional Development.*

It also links with the following Asset Skills cross-sectoral Employability Matrix:

- B2.4: Plan and manage time, money and other resources to achieve goals
- B3.3: Find and suggest new ways to achieve goals and get the job done and achieve goals
- B4.5: Plan for and achieve your learning goals
- C1.1: Understand the roles people play in a group and how you can best work with them
- C1.7: Lead or support and motivate a team to achieve high standards
- C2.6: Find new and creative ways to solve a problem.

Essential requirements

Access to a range of work-related exemplars (for example appraisal and development systems, team health checks, job descriptions, action plans, communication strategies etc) would be of assistance in delivering this unit. Case studies based on relevant sectors, workshops, career talks, work-based mentors would also be useful in the teaching and learning aspect of the unit.

Learners can generate assessment evidence through a range of possible activities, including individual work placements, project management, research reports, development of case studies, the process of working with others (eg employee-supervisor roles, teamwork, group work) and everyday communication within the workplace.

Employer engagement and vocational contexts

Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Sustained links with a travel agency may support further units as well as work placement opportunities.