

# Level 4 Diploma in Principles of Hospitality Management (7147-44)

September 2017 Version 1.2



## Qualification at a glance

<b>Subject area</b>	<b>Hospitality and Catering</b>
<b>City &amp; Guilds number</b>	7147-44
<b>Age group approved</b>	18+, 19+
<b>Assessment</b>	Centre set and marked assignments
<b>Support materials</b>	<ul style="list-style-type: none"> <li>• Centre handbook</li> <li>• Assessment pack</li> <li>• Exemplar assignments</li> <li>• Centre devised assignment writing guidance</li> <li>• Recording forms</li> <li>• Online tutor and learner support material</li> </ul>
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Diploma in Principles of Hospitality Management	231	370	7147-44	600/6642/8

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.2 September 2017	Added TQT details	<b>Qualification at a glance and Structure</b>
	Deleted QCF	<b>Throughout</b>



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	This qualification is for the candidate who works or wants to work as a hospitality manager, head of department, kitchen manager, head chef, executive chef, front office manager, front of house manager, reception manager, accommodation manager, housekeeping manager, executive housekeeper, food & beverage manager, restaurant manager, bar manager in the hospitality and catering sector.
What does the qualification cover?	It allows candidates to learn and develop the knowledge required for employment and/or career progression in the Hospitality and Catering sector. The qualification also gives opportunities for research, analysis and original thought which are skills valued by higher education institutions.
Is the qualification part of a framework or initiative?	It serves as a knowledge qualification in the Higher level Hospitality and Catering Apprenticeship framework
Who did we develop the qualification with?	It was developed in association with People 1 <sup>st</sup> the SSC for the hospitality leisure, travel and tourism sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to further study such as: <ul style="list-style-type: none"><li>• ILM Level 4 or Level 5 Qualifications in Management</li><li>• City &amp; Guilds Professional Recognition Awards.</li><li>• Foundation Degree or other higher education qualifications</li></ul>

## Structure

To achieve the Level 4 Diploma in Principles of Hospitality Management (7147-44), learners must achieve a minimum of **37** credits.

- **16** credits must come from the Mandatory Units
- a minimum of **16** credits from the Optional Group A, and
- a minimum of **5** credits from Optional Group B.

<b>City &amp; Guilds Level 4 Diploma in Principles of Hospitality Management</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory units</b>			
F/504/2235	401	Understanding leadership and management in hospitality organisations	6
H/504/2230	402	Understand the market in which an organisation operates	5
K/504/2231	403	Understanding how to comply with legal and regulatory, requirements within hospitality organisations	5
<b>Optional Group A</b>			
A/504/2234	404	Understand how to maximise the efficient use of physical resources	5
F/504/2221	405	Principles of financial performance management in hospitality operations	7
H/504/2227	406	Understand how to develop hospitality teams	5
K/504/2228	407	Understand how to manage the provision of customer service in hospitality organisations	6
T/504/2233	408	Understanding how to effectively manage the sales of hospitality services	9
<b>Optional Group B</b>			
A/504/2220	409	Principles of bar and cellar management	6
H/502/0390	410	The principles of food safety management for catering	6
J/504/2222	411	Principles of food and beverage operations management	9
L/504/2223	412	Principles of hospitality accommodation management	7
M/504/2229	413	Understand how to plan and manage kitchen operations	7
Y/504/2225	414	Principles of rooms division operations management	5

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 4 Diploma in Principles of Hospitality Management	231	370



## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot quality assure their own assessments.

#### Assessors and internal quality assurers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualification. However, it is strongly recommended that Assessors and Internal Quality Assurers hold these qualifications or equivalent if they are going to be involved in writing and approving centre set and marked assignments.

#### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.





### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	Available on the qualification pages on the <b>City &amp; Guilds Website</b>
Exemplar assignments	Available on the qualification pages on the <b>City &amp; Guilds Website</b>
Developing centre devised assessments (guidance for centre based assessment writers GM1)	Available on the qualification pages on the <b>City &amp; Guilds Website</b>
Centre devised recording forms	Available on the qualification pages on the <b>City &amp; Guilds Website</b>

#### Recording documents

City & Guilds has developed a set of Centre Devised Recording forms, for new and existing centres to use as appropriate when developing centre set and marked assignments. The Centre Devised Recording Forms are available on the assessment section of the 7147 qualification pages on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualifications Consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

The units within this qualification are assessed by assignments, which are set and marked by the centre.

Detailed assessment guidance for all units is provided in a separate Assessment Pack. Exemplar assignments are also provided for the mandatory units which centres may use as is or tailor to suit local circumstances. Assessment materials are available to download from the qualification pages on the City & Guilds website

**[www.cityandguilds.com](http://www.cityandguilds.com)**

Centre set assignments must be approved by the Qualifications Consultant (QC) before use. For each assignment, the *Assignment Sign Off Sheet* (AD3) must be completed and be made available to the QC for inspection.

### Centre set and marked assessments

City & Guilds has provided separate guidance for writers of centre based assessments which should be read in conjunction with this document, entitled, '**GM1 - Developing centre devised assessments** – *guidance for centre based assessment writers*'.

A set of generic recording forms is also provided as follows:

- Assessment tasks (AD1)
- Assessment grading criteria (AD2)
- Assessment sign off form (AD3)
- Evidence recording form (GF1)
- Assessment unit front and mark sheet (GF2)
- Assessment task front sheet (GF3)
- Assessment unit mark sheet (GF4)
- Assessment feedback and action plan form (GF5)
- Qualification assessment tracking form (GF6)
- Group assessment tracking form (GF7)

A full explanation of the use of these forms can be found in the centre devised assessment writing guidance. All of this material is available to download from the City & Guilds website.



<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
401	Understanding leadership and management in hospitality organisations (Level 4) (6)	Centre devised assignment	City & Guilds Website
402	Understand the market in which an organisation operates (Level 4) (5)	Centre devised assignment	City & Guilds Website
403	Understanding how to comply with legal and regulatory, requirements within hospitality organisations (Level 4) (5)	Centre devised assignment	City & Guilds Website
404	Understand how to maximise the efficient use of physical resources (Level 4) (5)	Centre devised assignment	City & Guilds Website
405	Principles of financial performance management in hospitality operations (Level 4) (7)	Centre devised assignment	City & Guilds Website
406	Understand how to develop hospitality teams (Level 4) (5)	Centre devised assignment	City & Guilds Website
407	Understand how to manage the provision of customer service in hospitality organisations (Level 4) (6)	Centre devised assignment	City & Guilds Website
408	Understanding how to effectively manage the sales of hospitality services (Level 4) (9)	Centre devised assignment	City & Guilds Website
409	Principles of bar and cellar management (Level 4) (6)	Centre devised assignment	City & Guilds Website
410	The principles of food safety management for catering (Level 4) (6)	Centre devised assignment	City & Guilds Website
411	Principles of food and beverage operations management (Level 4) (9)	Centre devised assignment	City & Guilds Website
412	Principles of hospitality accommodation management (Level 4) (7)	Centre devised assignment	City & Guilds Website
413	Understand how to plan and manage kitchen operations (Level 4) (7)	Centre devised assignment	City & Guilds Website
414	Principles of rooms division operations management (Level 4) (5)	Centre devised assignment	City & Guilds Website

### **Time constraints**

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact their Qualifications Consultant for guidance.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 401

# Understanding leadership and management in hospitality organisations

<b>UAN:</b>	<b>F/504/2235</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	33
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidate's ability to recognise the difference between leadership and management and the impact that these two different concepts have when applied to hospitality contexts. The unit also requires the candidate to demonstrate a knowledge of a range of different managerial and behavioural theories.

<b>Learning outcome</b>
The learner will: 1. Understand the difference between leading and managing teams
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>differences</b> between 'leadership' and 'management' 1.2 compare the <b>behaviours</b> that are associated with effective leadership 1.3 explain how leadership and management styles can be <b>adapted to respond</b> to particular work situations.

<b>Range</b>
<b>Differences</b> <b>Leadership:</b> inspires, innovates, develops, challenges, motivates, long-term view. <b>Management:</b> plans, monitors, co-ordinates, maintains systems, organises, develops talent, shorter term goals.
<b>Behaviours</b> Leading by example, setting achievable goals, motivational behaviour ie constructive feedback.
<b>Adapted to respond</b> Directional leadership & management, occasions and circumstances when active participation is required, ability to be proactive ie managing for contingencies.
<b>Learning outcome</b>

<p>The learner will:</p> <p>2. Understand commonly applied theoretical concepts which describe human nature and managerial behaviour in the workplace</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 analyse models which make suppositions about human nature and behaviour at work</p> <p>2.2 explain how <b>attitudes and assumptions</b> can influence managerial behaviour.</p>

<p><b>Range</b></p> <p><b>Attitudes and assumptions</b></p> <p>The importance of positive thinking when managing staff, no pre-conceived ideas about staff relating to gender, age, orientation, culture.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. Understand how management style can influence managerial behaviour</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 analyse <b>models</b> that illustrate different management styles</p> <p>3.2 explain <b>measures</b> of managerial effectiveness</p> <p>3.3 explain <b>links</b> between management style and managerial effectiveness and efficiency</p> <p>3.4 explain how managerial effectiveness can be readily <b>maximised</b> in hospitality contexts.</p>

<p><b>Range</b></p> <p><b>Models</b></p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Paternalistic</li> <li>• Consultative</li> <li>• Democratic .</li> </ul> <p><b>Measures</b></p> <p>Recognise a range of leadership styles and responses they provoke. Recognise and apply techniques for empowering people. Key Performance Indicators (KPI), value of consultation and feedback.</p> <p><b>Links</b></p> <p>Ability to select the appropriate management style to deal with the situation:</p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Paternalistic</li> <li>• Consultative</li> <li>• Democratic.</li> </ul> <p><b>Maximised</b></p> <p>Freedom to make managerial decisions, access to information, confidence of owners and/or board of directors, authority to select staff, ability to delegate and motivate staff.</p>
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**Learning outcome**

The learner will:

4. Understand how to apply managerial styles in hospitality contexts

**Assessment criteria**

The learner can:

- 4.1 identify how the customer interface in hospitality businesses can directly impact on management styles and behaviour
- 4.2 review **situations and circumstances** which require application of differing management styles and behaviour
- 4.3 compare the relationships between individual managerial **performance** and expected organisational managerial performance and behaviour.

**Range****Situations and circumstances**

Some circumstances will require managers to adapt different management styles eg directional leadership & management, occasions and circumstances when active participation is required, ability to be proactive ie managing for contingencies.

**Performance**

Targets, standards, organisational ethos, ability to manage change, influence by delegation and leadership.



# **Unit 401            Understanding leadership and management in hospitality organisations**

Supporting information

## **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## **Guidance**

### **LO2 AC2.1**

Tutors should teach from a range of management theorists. This could include theorists such as Maslow, Herzberg, Tannenbaum & Schmidt, Handy, Myers Briggs, Belbin. Learners should be encouraged to relate the concepts within the management theories to themselves and their teams.

## Unit 402

## Understand the market in which an organisation operates

<b>UAN:</b>	<b>H/504/2230</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	29
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to examine their own organisation and their area of responsibility within it. They should understand how to evaluate the strengths and weaknesses of the operation in the context of emerging trends and consumer demands in hospitality services. They also are required to demonstrate that they know how to present coherent and well structured reports on analysis to colleagues.

<b>Learning outcome</b>
The learner will: 1. Understand how customer needs can be identified
<b>Assessment criteria</b>
The learner can: 1.1 describe the economic environment in which own organisation operates 1.2 describe the needs of customers who use own organisation's products and services 1.3 explain how to analyse customer perception of own organisation's products and services in comparison to competitors.

<b>Learning outcome</b>
The learner will: 2. Understand the characteristics of hospitality markets
<b>Assessment criteria</b>
The learner can: 2.1 describe <b>potential trends</b> and developments in the hospitality market 2.2 identify characteristics of service styles used within the hospitality industry 2.3 explain the <b>benefits and limitations</b> of service styles to the organisation 2.4 describe how own organisation responds to hospitality market characteristics.

<b>Range</b>
<b>Potential trends</b> Value for money, budget hotels, changes to travelling habits ie use of pod bedrooms , fast food outlets including pop ups, carbon footprint ie use of local produce.
<b>Benefits and limitations</b>
<b>Traditional</b> Higher level staffing, increased costs but able to charge more, staff better trained customers have higher expectations (quality).
<b>Economy market</b> Faster turnover, lower prices, lower staffing levels, customer expectations – want value for money.

<b>Learning outcome</b>
The learner will: 3. Understand how to implement a market analysis
<b>Assessment criteria</b>
The learner can: 3.1 identify current and future <b>macro and micro environment</b> trends in own sector 3.2 describe current market trends and opportunities for growth relevant to own organisation 3.3 identify direct and indirect competitors to own organisation’s offer.

<b>Range</b>
<b>Macro environment</b> Impact of changes to global economy, sustainability, carbon footprint.
<b>Micro environment</b> Local economy, local sourcing of products, recycling.

<b>Learning outcome</b>
The learner will: 4. Understand how to report research findings to inform managerial decisions
<b>Assessment criteria</b>
The learner can: 4.1 report research findings to key individuals within own organisation 4.2 evaluate feedback on report findings from <b>key individuals</b> 4.3 describe <b>methods</b> used to communicate updates to reports to key individuals.

<b>Range</b>
<b>Key individuals</b> Staff surveys, department heads, senior management team, external agencies.
<b>Methods</b> Briefings, emails, presentations, senior management and shareholder reports, team meetings, one to one, appraisals.

## **Unit 402            Understand the market in which an organisation operates**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 403

# Understanding how to comply with legal and regulatory requirements within hospitality organisations

<b>UAN:</b>	<b>K/504/2231</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to recognise the regulatory and social parameters within which hospitality organisations operate. It also examines the courses of action that need to be put into place to ensure compliance is maintained.

<b>Learning outcome</b>
The learner will: 1. Understand requirements placed on hospitality organisations by legal, regulatory, ethical and social responsibilities
<b>Assessment criteria</b>
The learner can: 1.1 identify key legal requirements placed on hospitality organisations including those relating to: <ul style="list-style-type: none"><li>• food safety</li><li>• public safety</li><li>• employment</li><li>• financial management</li><li>• data protection</li><li>• trade descriptions</li><li>• licensing</li><li>• discrimination</li></ul> 1.2 describe the <b>impact of ethical guidelines</b> upon hospitality organisations 1.3 explain the <b>obligations</b> placed on hospitality organisations by local communities 1.4 describe the impact that <b>non-compliance</b> with legal, regulatory, ethical and social responsibilities can have on hospitality organisations 1.5 state the impact that <b>non-compliance</b> with legal and regulatory requirements has upon the <b>individual manager</b> working within a hospitality organisation.

<b>Range</b>
<p><b>Impact of ethical guidelines</b> Corporate social responsibility, environmental issues.</p> <p><b>Obligations</b> Neighbourhood considerations eg pubs opening/closing noise, car parks, litter.</p> <p><b>Non-compliance</b> Loss of customer revenue, adverse publicity, fines and penalties, loss of reputation, enforcement notices.</p> <p><b>Non-compliance for individual manager</b> Loss of job, criminal record, fines, impact on career.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. Understand how to monitor the operational compliance of a hospitality organisation in meeting legal, regulatory, ethical and social requirements</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe systems used to <b>monitor compliance</b> against food and safety regulation</p> <p>2.2 analyse how hospitality organisations <b>monitor</b> programmes of work to identify compliance with ethical and social requirements.</p>

<b>Range</b>
<p><b>Monitor compliance</b> HACCP/organisational food safety systems, risk assessment, staff training, external audit.</p> <p><b>Monitor compliance with ethical and social requirements</b> Mystery shoppers, inspections, internal sampling/audits, focus groups.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. Understand how to make recommendations on areas of non-compliance with legal, regulatory, ethical and social requirements</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 identify <b>common courses of action</b> to resolve non-compliance</p> <p>3.2 analyse the <b>responsibilities of the individual managers</b> when identifying areas of non-compliance with legal, regulatory, ethical and social procedures</p> <p>3.3 describe <b>how recommendations</b> for corrections to enable compliance with procedures <b>can be made</b>.</p>

**Range****Common courses of action**

Risk assessment, staff training, internal/external audits, regular inspections of facilities and equipment.

**Responsibilities of the individual managers**

Appraisal and assessment of training needs, reporting procedures, taking remedial actions.

**How recommendations can be made**

Briefings, face to face, emails, presentations, reviews to work schedules, observations, training.



## **Unit 403            Understanding how to comply with legal and regulatory, requirements within hospitality organisations**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 404

## Understand how to maximise the efficient use of physical resources

<b>UAN:</b>	<b>A/504/2234</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' understanding of how financial documents can be developed and applied in hospitality industry contexts.

<b>Learning outcome</b>
The learner will: 1. Understand how to manage physical resources within own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 explain how to evaluate the <b>effective and efficient use of physical resources</b> within own area of responsibility, in line with organisational policies and procedures 1.2 explain the <b>procedures</b> for the maintenance and safe use of physical resources, in line with organisational policies and procedures 1.3 describe the <b>procedures</b> for the security of resources in line with organisational policies and procedures 1.4 identify opportunities for improvement in own organisation's policies and procedures for the management of physical resources.

<b>Range</b>
<b>Effective and efficient use of physical resources</b> Cost, maintenance requirements, guarantee periods, depreciation, speed of service, environmental issues.
<b>Procedures</b> Following manufacturers' instructions, staff training, maintenance schedules, fault reporting.
<b>Procedures</b> Secure storage, limited access, following manufacturers' instructions, stock checks.

<b>Learning outcome</b>
The learner will: 2. Understand how to plan and implement improvements for managing physical resources within own area of responsibility
<b>Assessment criteria</b>
The learner can: 2.1 describe <b>techniques</b> for evaluating the efficient use of physical resources 2.2 identify <b>sources of information</b> which can be used to gain up to date information regarding costs of physical resources 2.3 describe how to compare and contrast the <b>selection of new physical resources</b> 2.4 evaluate different methods for implementing the use of <b>new suppliers</b> of physical resources to an organisation.

<b>Range</b>
<b>Techniques</b> Research eg comparison journals/websites, trade press, previous experience, recommendation.
<b>Sources of information</b> Internet, exhibitions, specialist suppliers, catalogues, trade press.
<b>Selection of new physical resources</b> Efficiency, speed, appropriateness for purpose, sustainability, cost.
<b>New suppliers</b> Quality, cost, effectiveness, terms of supply, supply can meet demand, reliability, reputation, ethical considerations, appropriateness for purpose.

## **Unit 404            Understand how to maximise the efficient use of physical resources**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 405

# Principles of financial performance management in hospitality operations

<b>UAN:</b>	<b>F/504/2221</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	48
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' understanding of how financial documents can be developed and applied in hospitality industry contexts.

<b>Learning outcome</b>
The learner will: 1. Understand financial reporting systems and processes
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>systems</b> for the management of budgets and finances 1.2 explain <b>how financial targets can be set</b> 1.3 analyse the <b>use of financial information</b> contained in management reports 1.4 explain the <b>purpose</b> of cost centres and devolved budgets 1.5 describe how financial forecasts can be developed based on <b>historical</b> financial data.

<b>Range</b>
<b>Systems</b> Accounting tools eg sage, cost centres, devolved budgets.
<b>How financial targets can be set</b> Past performance, future trends and plans, forecasting, wider economic influences.
<b>Use of financial information</b> Budget setting, comparison with similar organisations, year end reports, HMRC returns.
<b>Purpose</b> To set departmental responsibilities, control procedures.
<b>Historical</b> Monthly, quarterly, annually, seasonal, by regular events eg Valentines Day.

<b>Learning outcome</b>
The learner will: 2. Understand the use of capital and revenue budgets in a hospitality operation
<b>Assessment criteria</b>
The learner can: 2.1 explain the differences between capital and revenue budgets 2.2 analyse the budget approval cycle and processes 2.3 describe the <b>techniques</b> used by hospitality operations to manage capital and revenue budgets 2.4 explain the <b>methods</b> used to identify variances in budgets 2.5 describe possible <b>courses of action</b> to rectify variances in budgets.

<b>Range</b>
<b>Techniques</b> Pre-approval, approval with limits, authorisation.
<b>Methods</b> Comparing budget with actual, one to one meetings.
<b>Courses of action</b> Reviews and reports, setting measurable targets.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage cash flow
<b>Assessment criteria</b>
The learner can: 3.1 analyse the basic techniques and processes for using <b>cash flow projections</b> to manage the flow of cash within a hospitality operation 3.2 explain how a profit and loss account should be interpreted 3.3 explain how hospitality businesses <b>manage</b> cash flow.

<b>Range</b>
<b>Cash flow projections</b> Past performance, future trends and plans, forecasting, income and expenditure of previous events.
<b>Manage</b> Loans and overdrafts, expenditure control, sales drives, accruals and prepayments.

<b>Learning outcome</b>
The learner will: 4. Understand how to prepare financial cases for development projects
<b>Assessment criteria</b>
The learner can: 4.1 analyse the <b>principles and techniques</b> associated with preparing financial cases for development projects 4.2 explain how to prepare a financial case for a project within own place of work.

<b>Range</b>
<b>Principles and techniques</b> Market research, produce business case, projection of costs.

## **Unit 405            Principles of financial performance management in hospitality operations**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.



## Unit 406

## Understand how to develop hospitality teams

<b>UAN:</b>	<b>H/504/2227</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	31
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to recognise the impact that team development can have on organisational performance and how training interventions can be identified and implemented.

<b>Learning outcome</b>
The learner will: 1. Understand the role of training in the development of effective teams
<b>Assessment criteria</b>
The learner can: 1.1 explain <b>approaches</b> that hospitality organisations use to increase the capability and performance of teams 1.2 explain how <b>training can increase the effectiveness of teams</b> working in hospitality organisations 1.3 identify the existing development mechanisms available within an organisation.

<b>Range</b>
<b>Approaches</b> Maintaining communication, provision of accurate information, listening and reviewing, clarification of objectives, addressing concerns, handling conflict.
<b>Training can increase the effectiveness of teams</b> Set objectives, assess own performance against objectives, assess team performance, make recommendations for improvements, provide feedback, coaching, mentoring.

<b>Learning outcome</b>
The learner will: 2. Understand how to analyse the training needs of people in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 explain how training needs analysis can be <b>implemented</b> within the workplace 2.2 describe how data derived from a training needs analysis can be analysed to produce reliable information 2.3 explain how organisational priorities can be compared and contrasted with the results of training needs analysis data.

<b>Range</b>
<b>Implemented</b> Training, review, maintenance of records.

<b>Learning outcome</b>
The learner will: 3. Understand how to devise plans for the development of teams in the workplace to improve performance
<b>Assessment criteria</b>
The learner can: 3.1 explain how to balance the <b>development needs</b> of teams and individual team members 3.2 evaluate <b>development methods and tools</b> available within an organisation to accommodate the development needs of individuals in the workplace 3.3 explain how to produce a development plan to progress identified development needs 3.4 explain how to <b>implement individual training interventions</b> identified within a training plan.

<b>Range</b>
<b>Development needs</b> Identifying skills gaps, new techniques/work methods, capacity building, succession planning.
<b>Development methods and tools</b> Internal training and development, external courses/qualifications, application of prior learning, mentoring.
<b>Implement individual training interventions</b> Individual training plans, internal training and development, external courses/qualifications, mentoring.

## **Unit 406                    Understand how to develop hospitality teams**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 407

# Understand how to manage the provision of customer service in hospitality organisations

<b>UAN:</b>	<b>K/504/2228</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess candidates' understanding of the importance of customer service within hospitality organisations and how it can be evaluated and reviewed in order to improve services.

<b>Learning outcome</b>
The learner will: 1. Understand customer service policies within business and service contexts
<b>Assessment criteria</b>
The learner can: 1.1 explain <b>reasons</b> for using customer service policies 1.2 explain the <b>purpose</b> of evaluating a customer service policy 1.3 explain how the review of customer service policies can assist future staff training and development.

<b>Range</b>
<b>Reasons</b> Organisational standards, measuring staff performance, exceeding customer expectations. <b>Purpose</b> Making improvements, identifying training needs, setting new standards.

**Learning outcome**

The learner will:

2. Understand how communication impacts on the promotion of a customer-focused culture

**Assessment criteria**

The learner can:

- 2.1 identify **benefits and limitations** of communication methods
- 2.2 analyse how **communication methods** can be used effectively
- 2.3 analyse how **customer perception** is influenced by customer service provision.

**Range****Benefits and limitations**

- **Email:** speed, attachments, not always accessible to customers.
- **Letter:** provides a guarantee of services, can be slow in delivery.
- **Telephone:** interactive, language barrier, time differences in different countries, can be time consuming.
- **Face to face/non-verbal:** interactive, body language gives clear indication of customer's feelings.
- **Website:** advertising opportunities, interactive images, reviews can be rewarding and damaging, not always accessible to customers.

**Communication methods**

Email, letter, telephone, face to face, non-verbal (body language), website.

**Customer perception**

Positive perception: repeat business recommendations increased profit.  
Negative perception: loss of reputation, loss of business, staff demotivated.

**Learning outcome**

The learner will:

3. Understand how hospitality services to meet customer requirements and expectations can be identified

**Assessment criteria**

The learner can:

- 3.1 identify **sources of data** that can be used to identify customer trends for hospitality services
- 3.2 explain how hospitality services offered can be **evaluated** for their effectiveness in responding to customer requirements.

**Range****Sources of data**

Customer feedback, occupancy statistics, restaurant covers, customer records, external agents.

**Evaluated**

Customer questionnaires, customer records, external agents.

**Learning outcome**

The learner will:

4. Understand how improvements to customer services can be implemented

**Assessment criteria**

The learner can:

- 4.1 identify the **resources available** within hospitality organisations that require use when implementing new customer services
- 4.2 explain the **significance of staff training** for the implementation of new customer services
- 4.3 explain why new customer services need to be implemented to take account of **fluctuations in service demands**
- 4.4 explain how new services can be **reviewed** to check that they are providing the level of customer service intended.

**Range****Resources available**

Staff, equipment, facilities, finances.

**Significance of staff training**

Delivery of organisational standards, exceeding customer expectations.

**Fluctuations in service demands**

Increase or decrease in customers: reduction or increase in staff/resources, impact of special offers and/or events.

**Reviewed**

Customer questionnaires/feedback, staff consultation and feedback.

## **Unit 407            Understand how to manage the provision of customer service in hospitality organisations**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 408

# Understanding how to effectively manage the sales of hospitality services

<b>UAN:</b>	<b>T/504/2233</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	58
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how sales processes in hospitality contexts can be monitored and the performance of sales focused staff increased.

<b>Learning outcome</b>
The learner will: 1. Understand methods of monitoring sales team performance
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>importance of monitoring</b> the sales performance of staff 1.2 explain the importance of <b>providing feedback</b> on sales performance 1.3 describe the <b>use of key performance indicators</b> in monitoring sales performance 1.4 explain the importance of encouraging staff to ask questions, <b>make suggestions</b> and seek clarification regarding hospitality products and services 1.5 explain the use of sales-related information in managing the sales performance of staff team members in formal performance appraisals.

<b>Range</b>
<b>Importance of monitoring</b> Achieving targets, maximise sales, following organisational procedures.
<b>Providing feedback</b> Motivation, personal growth and development, maintaining consistency amongst sales team.
<b>Use of key performance indicators</b> To ensure sales team are achieving overall targets, short term



promotional activity goals, appraisal information, training needs.

### **Make suggestions**

Advising customers of new products to maximise sales, upselling existing sales, additional products and services, future bookings.

### **Learning outcome**

The learner will:

2. Understand how to improve the selling skills of employees in the hospitality sector

### **Assessment criteria**

The learner can:

- 2.1 identify **techniques** used to recognise selling situations and opportunities
- 2.2 evaluate the use of different **sales and communication techniques**
- 2.3 evaluate the use of negotiation skills used by staff when selling hospitality services
- 2.4 explain how to **select sales techniques** for the situation
- 2.5 explain how staff **product knowledge** can be developed
- 2.6 identify **techniques and strategies** used to improve sales skills and performance.

### **Range**

#### **Techniques**

Following sales leads, upselling, special offers, forthcoming events.

#### **Sales and communication techniques**

Printed materials, merchandising displays, audio visual, product viewing/sampling, websites, telephone apps, text messages.

#### **Select sales techniques**

Using judgements about customers, their expectations, their reasons for using the service in order to select the most appropriate sales techniques.

#### **Product knowledge**

Training, product sampling, use of mentors, job rotation.

#### **Techniques and strategies**

Build product knowledge, customer preferences, guest history, reviewing products and services.

**Learning outcome**

The learner will:

3. Understand how to improve sales within hospitality businesses

**Assessment criteria**

The learner can:

- 3.1 explain ways in which **consumer behaviour** impacts on the buying decisions of customers
- 3.2 explain how a **competitor analysis** can be implemented
- 3.3 explain how sales forecasts can be produced
- 3.4 explain how to produce **sales targets** based on sales forecasts
- 3.5 analyse the importance of knowing the **target clients** and their typical consumer behaviour
- 3.6 describe ways to **create competitiveness** within a business
- 3.7 explain how 'up selling' can be maximised within businesses.

**Range****Consumer behaviour**

Brand loyalty, price, value for money, quality.

**Competitor analysis**

Statistical analysis, price, location, number of covers, comparison by mystery shopping.

**Sales targets**

Individual and departmental targets based on forecasts for weeks, months, seasons, events, years.

**Target clients**

Leisure, conference, business, independent traveller, tours.

**Create competitiveness**

Incentives, bonus schemes, team spirit, aspirations, setting targets.

## **Unit 408                    Understanding how to effectively manage the sales of hospitality services**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 409

## Principles of bar and cellar management

<b>UAN:</b>	<b>A/504/2220</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	38
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how the management of cellar and bar areas impacts on the quality of beverages. It also examines the technological and ethical contexts within which bars are operated.

<b>Learning outcome</b>
The learner will: 1. Understand the procedural requirements that impact on bar and cellar management techniques
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>health and safety procedures</b> used in the cellar and bar for own organisation 1.2 evaluate the <b>skills</b> required to work in the bar, considering current legal and social constraints 1.3 analyse the <b>practices and procedures</b> required to implement systems of control 1.4 evaluate the operational requirements needed to ensure consistent product quality.

<b>Range</b>
<b>Health and safety procedures</b> Managing safe practices of self and others, risk assessments, use of PPE, training, reporting, compliance with legislation.
<b>Skills</b> <ul style="list-style-type: none"><li>• <b>Knowledge of legal constraints:</b> age of staff and customers, opening hours, those prohibited from being served, types of licence.</li><li>• <b>Social constraints:</b> dealing with conflict, cultural issues, managing recruitment to ensure bar staff have the appropriate skills.</li></ul>
<b>Practices and procedures</b> Monitoring purchasing process, deliveries, stock take, spot checks, bar control equipment, EPOS, cash handling.

<b>Learning outcome</b>
The learner will: 2. Know how to operate bar and cellar equipment
<b>Assessment criteria</b>
The learner can: 2.1 compare the relative benefits of the different bar equipment available within own organisation 2.2 analyse how cellar equipment should be operated and <b>maintained</b> to maximise its operational efficiency 2.3 explain how cellar conditions should be maintained to ensure consistent product quality.

<b>Range</b>
<b>Maintained</b> Temperature constant, storage suitable for product ie flat, upright, use of shelves, pest free.

<b>Learning outcome</b>
The learner will: 3. Understand the impact of technological developments
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the <b>technological developments</b> in bar and cellar equipment 3.2 analyse the <b>impacts</b> that technological developments may have upon the service of beverages and maintenance of product quality.

<b>Range</b>
<b>Technological developments</b> Improved refrigeration, dispense monitoring, increase in mobile equipment (for events and pop-ups).
<b>Impacts</b> Cost benefits, improved control systems, efficiency of service.

<b>Learning outcome</b>
The learner will: 4. Understand the impact of ethical issues on bar management techniques
<b>Assessment criteria</b>
The learner can: 4.1 assess the impact of <b>ethical issues</b> on bar management techniques 4.2 evaluate the <b>key relationships</b> that need to be effectively maintained by a licensee 4.3 assess the <b>social responsibilities</b> on the sale of alcohol.

**Range****Ethical issues**

Fair trade products, sustainability.

**Key relationships**

Staff, customers, authorities, management company, shareholders.

**Social responsibilities**

Management of sensible drinking, under-age drinking, cultural awareness ie appropriate staff for serving alcohol.

## **Unit 409                    Principles of bar and cellar management**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 410

## The principles of food safety management for catering

<b>UAN:</b>	<b>H/502/0390</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand the principles of food safety management and controls

<b>Learning outcome</b>
The learner will: 1. Understand how food business operators can ensure compliance with food safety legislation.
<b>Assessment criteria</b>
The learner can: 1.1 explain food business operator and staff responsibilities with regard to food safety legislation 1.2 analyse the requirements of food safety legislation and procedures for compliance and enforcement.

<b>Learning outcome</b>
The learner will: 2. Understand the operational requirements needed to ensure food safety
<b>Assessment criteria</b>
The learner can: 2.1 explain how the design, layout, construction and maintenance of premises and equipment can affect food safety 2.2 discuss the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control 2.3 explain procedures for supplier and stock control 2.4 describe operational methods and safe working practices.



<b>Learning outcome</b>
The learner will: 3. Understand how to establish food safety management procedures
<b>Assessment criteria</b>
The learner can: 3.1 outline processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities 3.2 analyse the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business 3.3 communicate food safety management information to staff, visitors and suppliers 3.4 state the need for, and benefits of, staff training and the maintenance of training records.

<b>Learning outcome</b>
The learner will: 4. Understand the controls required for food safety
<b>Assessment criteria</b>
The learner can: 4.1 review controls for microbial, physical, chemical and allergenic hazards in a specified food business 4.2 discuss methods for monitoring and recording food safety hazards 4.3 determine the corrective actions required if food safety hazards are not controlled.

<b>Learning outcome</b>
The learner will: 5. Understand how to maintain food safety management procedures
<b>Assessment criteria</b>
The learner can: 5.1 explain methods for verifying the effectiveness of food safety management procedures 5.2 describe circumstances that require adjustment of food safety management procedures 5.3 describe how to implement adjustments to food safety management procedures 5.4 outline strategies for developing and maintaining a food safety culture within an organisation

## Unit 411

# Principles of food and beverage operations management

<b>UAN:</b>	<b>J/504/2222</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	58
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how food and beverage service operations can be effectively implemented. This includes knowing how menus for events can be developed.

<b>Learning outcome</b>
The learner will: 1. Understand different food and beverage production and service styles
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>characteristics</b> of menus and food and beverage service systems 1.2 analyse <b>factors</b> affecting recipes and menus suitable for particular service systems 1.3 compare the <b>costs and staffing</b> implications for different service systems 1.4 justify the suitability of styles for particular food and beverage outlets.

<b>Range</b>
<b>Characteristics</b> <ul style="list-style-type: none"><li>• <b>Food production:</b> traditional, fast food, industrial, events.</li><li>• <b>Food and beverage service systems:</b> styles of service for traditional, fast food, industrial, events.</li></ul>
<b>Factors</b> Type of establishment, customers, opening hours, seasonality, location.
<b>Costs and staffing</b> Complexity of service skills of staff, staff numbers, status ie full time part time, type of equipment.

<b>Learning outcome</b>
The learner will: 2. Understand the financial controls used in food and beverage operations
<b>Assessment criteria</b>
The learner can: 2.1 explain the use of <b>financial statements</b> in food and beverage operations 2.2 illustrate the use of <b>cost and pricing processes</b> 2.3 explain how purchasing processes can be <b>analysed</b> .

<b>Range</b>
<b>Financial statements</b> <ul style="list-style-type: none"> <li>• <b>Use of:</b> to make comparisons with previous financial periods, calculate and interpret profitability, monitor budgets.</li> <li>• <b>Types of:</b> order, delivery note, statement, invoice stock records, trading account, P&amp;L account.</li> </ul>
<b>Cost and pricing processes</b> Tendering, sales price, mark up, gross/net profit.
<b>Analysed</b> IT/manual systems to quality assure each stage of process.

<b>Learning outcome</b>
The learner will: 3. Know how to develop menus suitable for hospitality
<b>Assessment criteria</b>
The learner can: 3.1 explain how the menu requirements of customers can be identified 3.2 analyse how food trends may impact on menu items included on menus 3.3 analyse how the balance of a menu can take account of flavours, colours, costs and styles.

<b>Range</b>
<b>Menu requirements</b> Type of customer, average spend, dietary needs, special requests, special occasions, menu style, seasonality, cultural and religious.
<b>Food trends</b> Healthy eating, promotion of local produce, dietary awareness, cultural and religious, popularity of ingredients and styles of cooking.

**Learning outcome**

The learner will:

4. Know how to provide food and beverage services for hospitality

**Assessment criteria**

The learner can:

- 4.1 explain how budgets for food and beverage operations should be developed
- 4.2 explain how staff may be coordinated to deliver an efficient delivery of food and beverages to customers
- 4.3 review how the quality of food and beverages can be monitored during service
- 4.4 evaluate the factors that determine the success of the service
- 4.5 explain how recommendations for improvements in service can be communicated to colleagues.

**Range****Developed**

Use allocated revenue budget to formulate selling price, cost price, mark up, tax. Additional budgets for functions and events.

**Coordinated**

Team management, mentoring, shadowing, training, briefing and debriefing.

**Monitored**

Quality assure process through stages from purchase to service, at the pass, from waiter to table.

**Factors**

Quality, speed, customer expectation, ambience, value for money.

**Communicated**

Constructive feedback, debriefings, one to one, training, focus groups, peer observation.

# **Unit 411            Principles of food and                                  beverage operations                                  management**

Supporting information

## **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

<b>UAN:</b>	<b>L/504/2223</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	48
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how accommodation operations can be effectively monitored and managed to ensure sufficient revenue is obtained.

<b>Learning outcome</b>
The learner will: 1. Understand the provision of accommodation services in diverse contexts
<b>Assessment criteria</b>
The learner can: 1.1 analyse the styles of accommodation and front office services provided by <b>different organisations</b> 1.2 analyse the <b>roles and responsibilities of accommodation and front office staff</b> 1.3 explain the <b>legal and statutory requirements</b> that apply to accommodation services 1.4 evaluate the <b>services</b> provided by the accommodation operations of hospitality businesses.
<b>Range</b>
<b>Different organisations</b> Hostels, bed & breakfast, budget hotels, motels, business hotels, conference facilities, tourist and resort hotels, luxury hotels, boutique hotels.
<b>Roles and responsibilities (accommodation)</b> <ul style="list-style-type: none"> <li>• <b>Roles:</b> executive housekeeper, head housekeeper, floor housekeeper, room attendant, cleaning staff.</li> <li>• <b>Responsibilities:</b> customer service, arrivals and departures, communication of information, lost property, cleaning rooms and public areas.</li> </ul>
<b>Roles and responsibilities (front office)</b> <ul style="list-style-type: none"> <li>• <b>Roles:</b> rooms division manager, reception manager, shift leader, receptionist, cashier, reservations staff, concierge.</li> <li>• <b>Responsibilities:</b> customer service, bookings, arrivals and departures, dissemination of information, sales, baggage handling.</li> </ul>

**Legal and statutory requirements**

Compliance with current relevant legislation.

Health & safety: managing safe practices of self and others, PPE, risk assessments, training, reporting.

**Services**

Laundry and dry cleaning, turn down service, provision of complimentary products, communication of information, lost property, cleaning rooms and public areas.

**Learning outcome**

The learner will:

2. Understand the impact of contemporary management issues on the effective management and business performance of accommodation services.

**Assessment criteria**

The learner can:

- 2.1 explain the **importance** of the accommodation offer to the performance of the organisation
- 2.2 explain the key aspects of planning and management of accommodation services for own hospitality organisation
- 2.3 critically discuss the key operational issues affecting the efficient management and business performance of the accommodation services of own hospitality organisation.

**Range****Importance**

Rapid turnaround of rooms to maximise sales, carrying out regular maintenance programmes during quiet periods, ensuring that the accommodation meets customer expectations in terms of cleanliness and appearance.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 3.1 describe the importance of **property interiors and design** to effective performance
- 3.2 explain how hygiene and laundry management practices can be **evaluated**
- 3.3 analyse the critical aspects of planning and management of the accommodation service function for own hospitality organisation
- 3.4 analyse key operational issues affecting the effective management and business performance of the accommodation service function for own operation.

<b>Range</b>
<p><b>Property interiors and design</b></p> <p>Design of public spaces to facilitate visual observation of areas for security purposes, design of public areas and rooms should match customer base and requirements.</p> <p>Ensure that furnishings and fittings can be appropriately maintained and cleaned.</p> <p><b>Evaluated</b></p> <p>Practices should be monitored to ensure they meet organisational and customer standards, practices evaluated for cost effectiveness eg outsourcing as an alternative.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. Understand how to apply techniques to maximise and measure occupancy and rooms revenue</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe how revenue and yield management can be <b>evaluated</b></p> <p>4.2 analyse the <b>sales techniques</b> that rooms division staff can use to promote and maximise revenue</p> <p>4.3 explain the <b>purpose</b> and use of forecasting and statistical data in the management of accommodation services</p> <p>4.4 explain how rooms division performance indicators can be calculated.</p>

<b>Range</b>
<p><b>Evaluated</b></p> <p>Compare with previous occupancy statistics by week, month, year, compare number of rooms by lost nights.</p> <p><b>Sales techniques</b></p> <p>Up selling, special offers and events.</p> <p><b>Purpose</b></p> <p>Planning staffing levels, resources, maintenance programmes, targeted sales at quiet times, adjustments to rack rates.</p>



## **Unit 412                    Principles of hospitality    accommodation management**

Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

## Unit 413

## Understand how to plan and manage kitchen operations

<b>UAN:</b>	<b>M/504/2229</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how kitchen operations and systems should be effectively managed to ensure a consistent delivery of food.

<b>Learning outcome</b>
The learner will: 1. Understand systems and equipment used for volume food production in different contexts
<b>Assessment criteria</b>
The learner can: 1.1 compare <b>systems</b> of volume food production in <b>different contexts</b> 1.2 evaluate <b>specifications</b> for types of volume food production equipment.

<b>Range</b>
<b>Systems</b> Cook-serve, cook-chill, cook-freeze, sous-vide, steamplicity.
<b>Different contexts</b> Industrial catering eg factories, offices hotels, hospitals, restaurants, residential homes, airlines, schools, armed forces.
<b>Specifications</b> Heating, cooling Mechanical, general.

<b>Learning outcome</b>
The learner will: 2. Understand how the purchase of materials and commodities can be managed
<b>Assessment criteria</b>
The learner can: 2.1 explain how <b>changing food requirements</b> of an organisation can be identified 2.2 analyse how the provision of food stuffs can <b>impact</b> on the suppliers used 2.3 analyse the factors associated with <b>supplier selection</b> 2.4 explain how <b>decision-making strategies</b> for selecting materials and commodities can be established.

<b>Range</b>
<b>Changing food requirements</b> New menus, seasonality, supplier special offers, special events.
<b>Impact</b> Use of local suppliers versus national companies.
<b>Supplier selection</b> Are suppliers able to provide the required products at the right price, at the right time, correct delivery, quality and quantity?
<b>Establish decision-making strategies</b> Comparisons of cost price, quality, quantity, reliability, delivery, nominated suppliers.

<b>Learning outcome</b>
The learner will: 3. Understand food quality control processes and policies for volume food production
<b>Assessment criteria</b>
The learner can: 3.1 explain the <b>processes</b> required to maintain a quality assured food production process 3.2 describe how <b>food preparation plans</b> can be critically assessed 3.3 contrast food quality control policies currently used by commercial organisations.

<b>Range</b>
<b>Processes</b> Quality assure process through stages from purchase to service ie orders, deliveries, pre service checks in kitchen, at the pass, from waiter to table.
<b>Food preparation plans</b> Production schedule (mise-en-place) including different sections/parties and equipment needs, any other needs specific to preparation prior to service.

# **Unit 413            Understand how to plan and manage kitchen operations**

## Supporting information

### **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.

### **Guidance**

#### **LO3 AC3.3**

Food quality control policies will vary across organisations ie hospitals schools governed strongly by price whereas upmarket restaurants by quality and appearance. Learners should be encouraged to research a range of different organisations and the quality control policies that they operate and reasons why.

<b>UAN:</b>	<b>Y/504/2225</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	46
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit has been devised to assess the candidates' ability to understand how the rooms division can be effectively managed to maximise profitability. It also requires the candidate to evaluate different styles of accommodation provision.

<b>Learning outcome</b>
The learner will: 1. Understand services provided by the rooms division in diverse contexts
<b>Assessment criteria</b>
The learner can: 1.1 explain different accommodation and front office service styles offered by <b>hospitality organisations</b> 1.2 analyse the <b>roles and responsibilities of accommodation and reception</b> service staff.
<b>Range</b>
<b>Hospitality organisations</b> Hostels, bed & breakfast, budget hotels, motels, business hotels, conference facilities, tourist and resort hotels, luxury hotels, boutique hotels.
<b>Roles and responsibilities (accommodation)</b> <ul style="list-style-type: none"> <li>• <b>Roles:</b> executive housekeeper, head housekeeper, floor housekeeper, room attendant, cleaning staff.</li> <li>• <b>Responsibilities:</b> customer service, arrivals and departures, communication of information, lost property, cleaning rooms and public areas.</li> </ul>
<b>Roles and responsibilities (reception)</b> <ul style="list-style-type: none"> <li>• <b>Roles:</b> rooms division manager, reception manager, shift leader, receptionist, cashier, reservations staff, concierge.</li> <li>• <b>Responsibilities:</b> customer service, bookings, arrivals and departures, dissemination of information, sales, baggage handling.</li> </ul>

<b>Learning outcome</b>
The learner will: 2. Understand the impact of contemporary management issues on the effective management and business performance in the front of house area
<b>Assessment criteria</b>
The learner can: 2.1 state the <b>importance</b> of the front of house area to effective management 2.2 analyse the key aspects of planning and management of the front of house area for own operation 2.3 analyse the key operational issues affecting the management and business performance of the front office area for own operation.

<b>Range</b>
<b>Importance</b> Maximising occupancy and the implications of empty rooms, customer service – creating first and lasting impressions, communication and dissemination of information to all other departments.

<b>Learning outcome</b>
The learner will: 3. Understand the factors that contribute to effective management and business performance in the accommodation service function
<b>Assessment criteria</b>
The learner can: 3.1 analyse the impact of <b>legal and statutory requirements</b> that apply to rooms division operations 3.2 assess the importance of <b>property interiors and design</b> to the efficient management of the operation 3.3 explain the critical aspects of planning and management of accommodation service functions for own operation 3.4 analyse the key operational issues affecting the management and business performance of the accommodation service function for own operation.

<b>Range</b>
<b>Legal and statutory</b> Compliance with current relevant legislation Health & safety: managing safe practices of self and others, risk assessments, training, reporting.
<b>Property interiors and design</b> Design of public spaces to facilitate visual observation of areas for security purposes, to allow for easy flow of customers at arrival and departure, to create a welcoming impression of establishment.

**Learning outcome**

The learner will:

4. Understand how to apply techniques to maximise and measure occupancy and rooms revenue

**Assessment criteria**

The learner can:

- 4.1 describe how to calculate revenue and yield values associated with maximum occupancy and rooms revenue within own organisation
- 4.2 describe the **sales techniques** that staff can use to maximise revenue
- 4.3 explain the **purpose** and use of forecasting and statistical data within the rooms division
- 4.4 describe how to calculate **rooms division performance indicators** to measure the success of accommodation sales within own organisation.

**Range****Sales techniques**

Up selling, special offers and events.

**Purpose**

Planning staffing levels, resources, maintenance programmes, targeted sales at quiet times, adjustments to rack rates.

**Rooms division performance indicators**

Occupancy statistics, let/vacant rooms, average spend per guest, average spend per room, doubles let as single occupancy, RevPAR.

# **Unit 414            Principles of rooms division operations management**

Supporting information

## **Assessment requirements**

This unit focuses on knowledge based concepts, however its assessment should be structured to encourage the candidate to draw on work based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires the candidate to research data and illustrate how the principals can be applied to their place of work.





## Relationships to other qualifications

### Links to other qualifications

#### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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