



ICON College of Technology and Management

**Course Handbook
Hospitality Management (HM)**

ICON COLLEGE
OF TECHNOLOGY AND MANAGEMENT



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Pearson BTEC Level 5 HND in Hospitality Management (QCF)

Course Code: MN769

Unit Details

Unit No	Mandatory Core Units (Seven Units, 110 Credit Value)	Unit Level	Unit Credit
1	The Contemporary Hospitality Industry	5	15
2	Finance in the Hospitality Industry	4	15
3	Customer Service	4	15
4	Research Project	5	20
5	Food and Beverage Operations Management	4	15
6	Rooms Division Operations Management	4	15
7	The Developing Manager	4	15

Unit No	Specialist Units (9 Units, 135 Credit Value)	Unit Level	Unit Credit
8	Marketing in Hospitality	4	15
9	Human Resource Management for Service Industries	5	15
12	Hospitality Operations Management	5	15
13	Conference and Banqueting Management	5	15
17	Quality Management in Business	5	15
18	Facilities Operations and Management	4	15
21	Small Business Enterprise	5	15
38	Sustainable Tourism Development	5	15
41	Personal and Professional Development	5	15



Department of Travel, Tourism and Hospitality

**Semester Structure of Pearson BTEC Level 5 HND in Hospitality Management at ICON
College of Technology and Management (QCF)**

Semester One	Semester Two
Unit 1 The Contemporary Hospitality Industry* L5	Unit 5 Food and Beverage Operations Management* L4
Unit 3 Customer Service* L4	Unit 6 Rooms Division Operations Management* L4
Unit 41 Personal and Professional Development L5	Unit 2 Finance in the Hospitality Industry* L4
Unit 8 Marketing in Hospitality L4	Unit 7 The Developing Manager* L4
Semester Three	Semester Four
Unit 9 Human Resource Management for Service Industries L5	Unit 38 Sustainable Tourism Development L5
Unit 21 Small Business Enterprise L5	Unit 17 Quality Management in Business L5
Unit 18 Facilities Operations and Management L4	Unit 12 Hospitality Operations Management 5
Unit 13 Conference and Banqueting Management L5	Unit 4 Research Project* L5

Total credits: 245

* Mandatory Core units

Important Note

The college reserves the right to amend the above table as and when required without prior notice.

Course Specifications of Hospitality Management

Course title

BTEC Higher National Diploma in Hospitality Management

Awarding body

Pearson Educations Ltd

Teaching institution

ICON College of Technology and Management

Accreditation

Pearson; Qualification Accreditation Number (QAN): **500/8334/X**

Approval from date: 01 September 2010

Approval to date: 31 August 2018

Name of the final award

Pearson BTEC Level 5 HND in Hospitality Management

Progression

A progression path for Pearson BTEC HND students is to the second or third year of a degree or honours degree Course, depending on the match of the Pearson BTEC Higher National units to the Degree Course.

Progression from this qualification may also well be into or within employment in the Hospitality Sector where students may work towards membership of the Institute of Hospitality. HND award provides opportunities for students have the opportunity to apply their knowledge and practical skills in the workplace.

Criteria for admission to the Course

To meet the entry criteria for admission to level 5 HND Courses:

A candidate must have either:

- a level 3 qualification
- a level 2 qualifications and relevant work experience
- or substantial work experience related to the field of proposed study

and,

- Demonstrate capability in English equivalent to CEFR level B2 e.g. IELTS 5.5 (including 5.5 for reading and writing), PTE 51 or equivalent.

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

International qualifications at the appropriate level will also be accepted. The College will use UK NARIC to determine the equivalence of any international qualifications.

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the Colleges written English Language test before an offer of a place on a Course is made. Judgement of their capability in spoken English will be assessed by the Head of Department at the interview. Suitable alternative arrangements to written tests will be made where a student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g. oral questioning, amanuensis etc.

Relevant subject bench mark statement

The QAA Benchmark Statement (s) consulted as part of design of this programme specification:

- QAA subject benchmark statements for Hospitality, leisure, sport and tourism 2008 - QAA 248 05/08
- The qualification remains as intermediate level qualifications on the FHEQ. Please refer to the Pearson programme specification.

Course outcomes:

1. Knowledge and understanding; skills and other attributes:

Pearson BTEC Higher Nationals in Hospitality Management (HM) have been developed to focus on:

- providing education and training for a range of careers in the hospitality sector
- providing opportunities for employees of hospitality facilities to achieve nationally recognized levels 4 and 5 vocationally specific qualification
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in hospitality and related or progress to higher education vocational qualifications such as a degree in a related area.
- developing the knowledge, understanding and skills of learners in the field of hospitality
- providing opportunities for learners to develop a range of skills, techniques and attributes that are essential for successful performance in working life.

This qualification aims to meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in hospitality and related industries
- enabling progression to an undergraduate degree or further professional qualification in hospitality or a related area
- providing opportunities for specialist study relevant to individual vocational contexts

- supporting individuals employed or entering employment in the hospitality and related industries
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in the hospitality sector

2. Skills

Students studying for Pearson BTEC Level 5 Diploma in Hospitality Management will be expected to develop the following skills during the Course of study:

- cognitive skills of critical thinking, analysis and synthesis
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems
- effective communication skills, both oral and in written, using a range of media widely used in HM and TTM, eg the preparation and presentation of reports
- numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of hospitality problems and phenomena
- effective use of communication and information technology for HM and TT applications
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- developing an appropriate learning style
- self-awareness, openness and sensitivity to diversity in terms of people, cultures, HM issues
- effective performance within a team environment including leadership, team-building,
- influencing and project-management skills
- interpersonal skills of effective listening, negotiating, persuading and presentation
- abilities to conduct research into HM issues

Teaching and learning strategies

- Core knowledge is developed through formal lectures, small group tutorials and seminars
- Directed reading and exercises
- An ethos of close lecturer/student interaction
- Encouraging students to take responsibility for independent learning
- Independent learning and research
- Knowledge sharing is encouraged through inviting practicing industry practitioners and arrange visits to outside organisations
- Case study materials
- Field visits to tourist attractions/destinations

Assessment

A range of assessment methods are used including coursework and time constrained assessment (TCA).

Assessment methods are also specified in each unit descriptor of Pearson. All learning outcomes in a unit are assessed and the mode of assessment is specified for each outcome. The nature of the coursework varies from unit to unit. The assessment method for Research Project unit is specified above. It is the College policy to include a time constrained assessment such a class presentation for the student to pass the unit.

The assessment of Pearson BTEC Higher National qualifications is criterion-referenced and learners will be assessed against published learning outcomes and assessment criteria.

All units will be individually graded as 'Pass', 'Merit' or 'Distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Pearson BTEC Higher National qualifications have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

The assessment process is rigorous and comprises both assigned and time constraint assessments, including presentations. Standardizations are undertaken at assessment board meetings. Regular assignment progress monitoring sheet has been introduced to more closely follow student progress and aid success rate.

Student support

The teaching philosophy at Icon requires students to be exposed to a range of learning methods and materials.

All tutors now support their classes by the use of "ICON VLE", a suite of electronic web-based materials that permits students to use the Icon intranet to access materials such as syllabi, Course plan, reading lists, reading assignments, and PowerPoint presentations for each of their Courses.

Student Survey is the primary method of obtaining and gauging student feedback at Icon. The evaluation forms are comprised of both qualitative and quantitative elements. Also Student and Staff Liaison Panel meetings, held each semester, to discuss Course issues and concerns is another way to support the student.

The Personal Tutorial System is an essential part of the College's Teaching and Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year as needed. The relationship between the student and the personal tutor is built on trust and confidentiality. Whether the problem is related to a financial hardship, accommodation matters, or learning disabilities and academic difficulties, the Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student to the right person for further action.

Evaluation and revision

The Assessment Board evaluates the external examiner's reports every year and makes sure the action plans produced from their reports are well managed and the progress is reported to Academic Board. The College also conducts a feedback on assignments to students by a formative feedback (task-by-task) sheet which has been commended by standard verifiers of Pearson as supportive and effective.

Internal verification ensures that before any assignment brief is released to students, clear assessment criteria, and correct administrative information on assignment are included. Internal verifier teams identify what changes if any in the assignment brief are required and what corrective action should be taken by assessor and should ensure that it is fit for purpose. Internal verifiers check a range of assessment decisions for all assessors and modules by sampling some of the assignments. In case of unexpected assessment decisions, (e.g. everybody achieving Distinction in the assignment), additional sampling will be conducted on individual modules/assessors.

Credit value

A total of 245 credits, levels 4 and 5. Please see details in appendix A

Mode of study

Full-time and Part-time.

Four semester taught full-time for all students, with minimum 15 hours study per week.

Language of study

English

Course structure

15 X 15 credits units, 1 X 20 unit research project. Please see the appendix A.

APPENDICES

Appendix A

Pearson BTEC Level 5 HND in Hospitality Management – (QCF)

Unit Details

Unit No	Mandatory Core Units (Seven Units, 110 Credit Value)	Unit Level	Unit Credit
1	The Contemporary Hospitality Industry	5	15
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3	Customer Service	4	15
4	Research Project	5	20
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7	The Developing Manager	4	15

Unit No	Specialist Units (Credit Value of 135)	Unit Level	Unit Credit
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9	Human Resource Management for Service Sector Industries	5	15
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13	Conference and Banqueting Management	5	15
17	Quality Management in Business	5	15
18	Facilities Operations and Management	4	15
21	Small Business Enterprise	5	15
38	Sustainable Tourism Development	5	15
41	Personal and Professional Development	5	15

Total: 245 Credits

Appendix B

Unit Syllabus

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 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 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 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 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 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.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

BTEC HND Diplomas

To achieve the qualification a learner must:

- x achieve at least 240 credits at or above the level of the qualification
- x achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

Qualification grades above pass grade

BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- x The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- x The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.



Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

BTEC Level 5 HND overall qualification grades

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Annexe gives examples of how qualification grades are calculated.

Annexe

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

Qualification grades

BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

Only points from units at or above the level of the qualification can be counted towards the grade.

Examples used are for illustrative purposes only. Other unit combinations are possible.

Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	P	X	(15)
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	30
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
Qualification grade totals		Min 125 at level 5	245			60

Count the points from level 5 units for the best 75 credits
 X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

Example 2

Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
	Qualification grade totals	Min 125 at level 5	260			105

The learner can be considered for a merit: only count the points from **the best 75** credits from a valid combination of 240 credits X these units are **below** the level of the qualification so **cannot** be counted for grading The best 75 credits include both mandatory core and optional units () these units are not counted in the overall score

The learner has sufficient points for a merit grade.

Example 3

Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
Qualification grade totals		Min 125 at level 5	245			150

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits
 () these units are not counted in the overall score
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

