



Level 4 Diploma
Hospitality Management
(Food and Beverage Service)
(HC110-18)

Qualification

Level 4 Diploma in Hospitality Management (Food and Beverage Service) (HC110-18)

Title and level	GLH	TQT	Global Skills Qualification number
Level 4 Diploma in Hospitality Management (Food and Beverage Service)	196	590	HC110-18

Introduction

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

The GSQ Level 4 Diploma in Hospitality Management is a qualification that is either assessed in a workplace or realistic work environment.

The Level 4 Diploma in Hospitality Management qualification is designed to develop students' advanced skills and techniques. You will learn the supervision techniques required to ensure that you are able to supervise your area of the hospitality industry and work closely with staff and managers to run a successful operation.

Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 3 qualification in hospitality. However, experience of working in the industry at the level 3 standard will be adequate to ensure they have the potential to gain the qualification successfully.

Qualification Units

To achieve the **HC100-18 Level 3 Diploma in Hospitality Management**

Students must achieve **59** credits

22 credits from mandatory units, 14 credits from group A 8 credits from group B and a remaining 15 credits from A or B

Mandatory Units

All mandatory units must be achieved (22 Credits)

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
519	Y/504/1057	Manage the performance of teams and individuals	6	16
520	D/504/1058	Work as part of a hospitality management team to achieve strategic goals	6	16
521	H/504/1059	Manage compliance with regulatory and legislative requirements in hospitality	6	28
523	A/615/8558	Manage own professional development within an organisation	4	20

Optional Group A

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
524	H/504/1045	Manage purchasing costs in hospitality	9	39
525	J/504/1054	Manage the payroll costs of a hospitality team	8	30
526	K/504/1063	Manage staffing rotas for a hospitality team	6	18
527	L/504/1055	Manage feedback from customers of hospitality services	8	23
528	R/504/1056	Manage a team meeting	3	14
529	Y/504/1060	Recruit and select hospitality staff	8	29
530	K/504/1046	Devise and implement training and development plans	7	30
531	M/504/1047	Information systems management in hospitality	11	50
532	T/504/1048	Determine market opportunities for hospitality services	11	44
533	A/504/1049	Maximise sales and profit from hospitality services	10	47
534	M/504/1050	Manage operational aspects of hospitality premises refurbishment programmes	9	40
535	T/504/1051	Manage supplier contracts	7	36
536	A/504/1052	Manage hospitality functions	8	34
537	T/615/8560	Manage physical resources	3	25

538	J/617/8859	Implement change in own area of responsibility	6	25
539	A/617/8860	Managing grievance procedures	3	10
540	F/617/8861	Know how to follow disciplinary procedures	4	20
541	M/615/8556	Manage a budget for own area or activity of work	7	30
542	K/601/1524	Handle referred customer complaints	10	67
543	D/601/1228	Use customer service as a competitive tool	8	53
544	D/601/1231	Organise the promotion of additional services or products to customers	7	47
545	J/601/1238	Review the quality of customer service	8	53
546	H/615/8571	Manage the environmental impact of work activities	5	10
466	T/601/7214	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Optional Group B Accommodation Management

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
567	R/504/1039	Manage a food and beverage service	7	32
568	J/504/1040	Manage the organisation of the food and beverage service area	6	24
569	L/504/1041	Develop beverage lists to complement menus	6	26
570	R/504/1042	Manage the production and presentation of menus	6	21
571	Y/504/1043	Manage cellar and beverage operations	7	26
216572	D/504/1044	Develop enhanced levels of food and beverage service	7	26

Total Qualification Time

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

Title and level	GLH	TQT
Level 4 Diploma in Hospitality Management (Food and Beverage Service)	196	590

Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Centre Requirements

As a minimum, it is expected that centres seeking approval for this qualification have a functioning facility where the candidates can work in a real life situation to be able to develop their skills or be employed in the industry.

Centre Staffing

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer,

but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

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

Qualification Structure

Unit 519 **Manage the performance of teams and individuals**

UAN: **Y/504/1057**

Level: 4

Credit value: 6

GLH: 16

Aim

This unit enables learners to gain the understanding and skills to make the best use of their teams and its members so that they can help to achieve the organisation's objectives. It covers agreeing objectives and setting out plans. It also involves monitoring and evaluating team members' work and providing feedback to them on their performance.

Achieving knowledge outcomes

Your knowledge and understanding will be assessed using some of the following methods

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Learning outcome 1 1. Be able to set objectives and work plans with teams and individuals	1.1 Facilitate the development of SMART objectives and work plans with team members 1.2 Confirm that the objectives, work plans and schedules meet: a) equal opportunities legislation b) team members' abilities and development needs c) organisational objectives
Learning outcome 2 2. Be able to communicate, manage and evaluate objectives and work plans	2.1 Present organisational objectives and work plans to team members 2.2 Complete documentation as required by an organisation 2.3 Confirm at appropriate intervals that team members understand and are committed to objectives and work plans 2.4 Provide advice to team members on how to achieve objectives 2.5 evaluate objectives and work plans regularly, taking into account individual, team and organisational changes 2.6 Monitor objectives and work plans to give equality of opportunity to all team members

Learning outcome 3 3. Be able to assess the performance of teams and individuals against objectives and work plans	3.1 Explain the purpose of monitoring and assessment of performance to teams and individuals 3.2 Give team members the opportunity to monitor and assess own performance against SMART objectives and work plans 3.3 Conduct assessments against agreed criteria at appropriate times 3.4 Ensure that performance assessments take account of team members' personal circumstances in line with organisational constraints
Learning Outcome 4 4. Be able to provide feedback to teams and individuals on performance in line with organisational guidelines	4.1 Provide feedback to team members, giving individuals an opportunity to respond 4.2 Manage poor performance and performance above expectation, in line with an organisation's guidelines 4.3 Agree actions for improved performance with team members
Learning outcome 5 5. Understand how to agree and set objectives and work plans with teams and individuals	5.1 Explain which factors to consider when developing objectives and work plans for the short, medium and long term which are realistic and achievable 5.2 Describe the types of issues that teams and individuals may need advice and guidance on how to achieve objectives 5.3 Identify methods that can be used to clearly communicate to team members 5.4 Explain the importance of following legal and organisational policy relating to equal opportunities when agreeing objectives and work plans 5.5 Explain the importance of consulting teams and individuals to encourage involvement in the development of their own objectives and work plans 5.6 Explain how to match objectives and work plans to teams and individuals' abilities and development needs 5.7 Identify organisational constraints that have an impact on objectives and work plans 5.8 Explain the implications for work planning when managing teams and individuals outside own area of responsibility 5.9 Explain the importance of accurately completing documentation and why copies should be retained
Learning outcome 6 6. Understand how to assess the performance of teams and individuals	6.1 Explain why it is important to monitor and assess the on-going performance of team members 6.2 Explain how to make fair and objective assessments when assessing team and individuals, taking into account their personal circumstances 6.3 Evaluate different methods of monitoring and assessment 6.4 Identify the key information needed to assess performance

	6.5	Identify the sources of obtaining key information, which can be validated for assessment purposes
	6.6	Explain how to enable team members to monitor and assess their own performance.
Learning outcome 7 7. Understand how to provide feedback to teams and individuals on performance	7.1	Evaluate methods for providing positive and negative feedback to teams and individuals
	7.2	Explain how to provide clear and accurate feedback in a way which demonstrates respect, confidentiality and acknowledges personal circumstances
	7.3	Evaluate methods to motivate team and individuals and gain their on-going commitment when providing feedback
	7.4	Explain the importance of providing constructive suggestions on how to improve performance giving teams and individuals the opportunity to suggest how they could improve their own performance

Unit 520 **Work as part of a hospitality management team to achieve strategic goals**

UAN: D/504/1058

Level: 4

Credit value: 6

GLH: 16

Aim

This unit enables learners to gain an understanding and the skills to contribute fully as part of the leadership team in their organisation. Learners will have to attend and contribute to leadership meetings, agree operational objectives in line with those of the organisation and be prepared to respond resourcefully to situations that threaten the achievement of these objectives.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Prepare for meetings in readiness to contribute to agenda items
1 Be able to participate in management team meetings	1.2	Present information, to meet the requirements of the meeting
	1.3	articulate opinions, risks and issues, representing the interests of others, ensuring that proposed steps for resolution are discussed
	1.4	Respond to information and opinions provided by colleagues
	1.5	Communicate information in a timely manner to the relevant people, in line with any communication protocol agreed at the meeting

Learning outcome 2 2. Be able to work interactively with the management team	2.1 Work with other members of the team to achieve organisational objectives 2.2 Work with the management team to achieve strategic goals 2.3 Participate in ad-hoc management team meetings as required
Learning outcome 3 3. Be able to recruit and develop team members	3.1 Confirm that the team's recruitment needs are: a) discussed and justified with the management team b) factored into the organisation's recruitment plans c) based on approved budgets 3.2 Monitor that own teams' training and development plans are aligned with other teams and with the organisation's objectives 3.3 Benchmark own team's performance against others teams to confirm that it is maintaining the organisation's standards 3.4 Seek advice on identified disparities in the team's performance from management colleagues
Learning outcome 4 4. Be able to take responsibility for the management team at periodic times	4.1 Clarify instructions from management team colleagues 4.2 Monitor the effective operation of work activities 4.3 Respond to queries and unplanned events in line with organisational policies and procedures 4.4 Develop reports of key activities
Learning outcome 5 5. Understand how to participate in management team meetings	5.1 Explain ways of preparing for potential agenda items to achieve the required result at meeting 5.2 Explain how to prioritise information in own area of responsibility to raise at meetings 5.3 Explain the importance of consulting members of own team that have an interest in agenda items 5.4 Explain the importance of setting objectives for a meeting 5.5 Explain the importance of articulating any issues and problems emerging from discussion 5.6 Outline how to help resolve problems that emerge during management meetings

	5.7 Explain why it is important to respond constructively to information and opinions provided by other people 5.8 Explain how to communicate decisions in an appropriate manner in line with communication protocol agreed at the meeting
Learning outcome 6 6. Understand how to work interactively with the management team	6.1 Describe the type of crisis management issues that require the suspension of normal duties to achieve resolution 6.2 Explain when management colleagues can assist in dealing with conflict within own team 6.3 Describe ways to offer assistance to management colleagues in a supportive and non-judgemental manner 6.4 Evaluate the organisation's procedures for managing large functions or events 6.5 Explain how to make contribution to management meetings, to address key priorities when they are called at short notice 6.6 Explain how to align team objectives with organisational objectives, cascading these appropriately through the team structure
Learning outcome 7 7. Understand how to review own team's performance	7.1 Assess the alignment of recruitment needs of own team with those of other teams, to support organisational objectives and budgets 7.2 Examine own team's performance through internal benchmarking 7.3 Identify ways to rectify discrepancies to improve own team's performance

Unit 521 **Manage compliance with regulatory and legislative requirements in hospitality**

UAN: H/504/1059
Level: 4
Credit value: 6
GLH: 28

Aim

This unit enables learners to gain the understanding and skills needed to understand legislative and regulatory requirements that can commonly be expected to govern hospitality management operations. Managers in hospitality will be expected to ensure that they and their teams comply with these requirements; that they are able to report on compliance and deal with external people, such as inspection staff, as and when required.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Select and justify methods to keep up to date with regulatory and legislative requirements in hospitality
1. Be able to keep up to date with regulatory and legislative requirements	1.2	Use selected methods to monitor new developments relating to regulatory and legislative requirements in hospitality
	1.3	Review relevance of current regulatory and legislative requirements for own area of responsibility

Learning outcome 2 2. Be able to monitor team member's compliance to regulatory and legislative requirements	2.1 Develop policies and procedures to ensure team members meet all regulatory and legislative requirements 2.2 Confirm the delivery of all regulatory and compliance training, including refresher training 2.3 Check that team members understand relevant regulatory and legislative requirements before working in related areas 2.4 Maintain records, as required by the guidelines for due diligence contained in relevant legislation and regulations 2.5 Evaluate team member's performance in relation to regulatory and legislative requirements
Learning outcome 3 3. Be able to plan for and action outcomes of regulatory and legislative inspections and compliance visits	3.1 Prepare for inspections and compliance visits ensuring that own area of responsibility meets requirements 3.2 Respond to issues raised by inspection and compliance visits 3.3 Report on areas that are not compliant to relevant colleagues 3.4 Propose changes that will improve compliance with regulatory and legislative requirements, as necessary
Learning outcome 4 4. Understand how to monitor an organisation's compliance to regulatory and legislative requirements	4.1 Explain the regulatory and legislative requirements relating to a hospitality organisation 4.2 Explain the sources of information that may be used to keep up to date with regulation and legislation that impacts the hospitality industry 4.3 Explain the consequences of non-compliance to regulatory and legislative requirements 4.4 Identify compliance matters that should be escalated, because of the potential impact on the organisation
Learning outcome 5 5. Understand how to manage team member's compliance to regulatory and legislative requirements	5.1 Evaluate methods for checking team members' understanding of relevant regulatory and legislative requirements 5.2 Explain own responsibility for the team's compliance with regulatory and legislative requirements 5.3 Explain consequences of not conveying compliance messages to team members 5.4 Identify methods to evaluate teams' performance in relation to regulatory and legislative requirements

Learning outcome 6 6. Understand how to plan for and action outcomes of regulatory and legislative inspections and compliance visits	6.1 Explain the key factors in preparing for inspections and compliance visits, in line with relevant criteria 6.2 Explain how to maintain future compliance when issues are raised at inspections and compliance visits 6.3 Evaluate the organisation's reporting process following inspection and compliance visits
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Unit 523 **Manage own professional development within an organisation**

UAN: A/615/8558
Level: 4
Credit value: 4
GLH: 20

Aim

This unit is about managing your professional development in order to achieve your work objectives and your career and personal goals.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to assess own career goals and personal development	1.1 Identify own career and personal goals 1.2 Assess how own career goals affect work role and professional development
Learning outcome 2 2. Be able to set personal work objectives	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives
Learning outcome 3 3. Be able to produce a personal development plan	3.1 Identify gaps between objectives set, own current knowledge and skills 3.2 Produce a development plan
Learning outcome 4 4. Be able to implement and monitor own personal development plan	4.1 Plan activities identified in own development plan 4.2 Explain how to monitor and review own personal development plan.

Unit 524 **Manage purchasing costs in hospitality**

UAN: **H/504/1045**

Level: 4

Credit value: 4

GLH: 39

Aim

This unit enables learners to gain the understanding and skills needed to cost effectively manage resources by developing and using systems and procedures for purchasing, receipt of delivery, storage, minimising waste and promoting sustainability.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to manage the supply of goods from suppliers	1.1 Negotiate with suppliers to maximise the potential for profit adhering to an organisation's quality criteria and procedures 1.2 Monitor the use of suppliers to meet organisational objectives 1.3 Evaluate purchasing costs against those of other potential suppliers 1.4 Identify resources that are cost effective to purchase in bulk
Learning outcome 2 2. Be able to manage the delivery of supplies	2.1 Develop a system for checking deliveries against orders ensuring discrepancies, including damage or defects, are reported as they occur 2.2 Ensure an organisation's procedures for using purchase orders

	are followed 2.3 Confirm that the team has the required knowledge to check delivered supplies for: a) quality points b) expiry date c) discrepancies 2.4 Monitor the correct storage of resources 2.5 Monitor the correct implementation of stock control procedures
Learning outcome 3 3. Be able to establish procedures to reduce waste and promote sustainability	3.1 Establish a system of waste management to minimise resource waste within own area of responsibility 3.2 Brief staff on how to use waste management systems 3.3 Develop procedures to promote sustainability amongst colleagues and customers
Learning outcome 4 4. Understand how to manage purchasing costs	4.1 Analyse the methods used for negotiating with suppliers to achieve required results, within limits of own responsibility 4.2 Explain how to maximise the advantages of economies of scale when purchasing resources 4.3 Evaluate the organisation's procedures for obtaining suitable recompense when terms and conditions for supplied resources are not met 4.4 Assess the essential procedures that need to be incorporated into a system for checking deliveries 4.5 Explain how to deal with discrepancies when monitoring invoices for accuracy 4.6 Explain the importance of dealing with damages, defects or discrepancies with existing resources as soon as possible 4.7 Explore current developments regarding suppliers to the hospitality industry

Unit 525 **Manage the payroll costs of a hospitality team**

UAN: **J/504/1054**

Level: 4

Credit value: 8

GLH: 30

Aim

This unit enables learners to gain understanding and the skills to manage payroll costs for their hospitality team, ensuring that staffing is as cost-effective as possible; kept within budget and meets operational needs.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to budget for required team staffing levels in line with legal requirements	1.1 Calculate the direct and indirect cost of employing staff, taking into account the cost of meeting legal obligations 1.2 Lead negotiations with recruitment agencies as necessary to meet operational needs, whilst remaining within budget 1.3 Manage the suitable balance of permanent, temporary and casual staff to reflect fluctuating levels of operational activity
Learning outcome 2 2. Be able to manage a team payroll	2.1 Confirm that the team provides documentation needed for a payroll to be processed accurately and on time 2.2 Monitor a system for gathering, recording, storing and retrieving payroll information

	2.3 Maintain the payroll system through regular review of payroll data and costs against: a) actual records of hours worked b) allocated staff budgets, identifying potential cost savings where appropriate 2.4 Manage discrepancies relating to the payroll system 2.5 Respond to payroll queries from team within limits of own responsibility 2.6 Prepare work-related management information about own team to inform organisational planning
Learning outcome 3 3. Understand how to plan for and review payroll costs	3.1 Evaluate different options available for employing staff 3.2 Explain how to identify potential cost savings in relation to staffing, without affecting staff morale or efficiency 3.3 Assess circumstances when it is necessary to use recruitment agencies to meet operational needs 3.4 Explain methods of negotiating with recruitment agents to achieve the best rate
Learning outcome 4 4. Understand how to monitor the operation of a payroll system	4.1 Analyse the key requirements for processing payroll, including the documentation required according to legal and organisational requirements 4.2 Explain the main differences in the payroll documentation requirements between the UK, EU and non-EU members of staff 4.3 Assess the implications for team and organisation of not meeting payroll cut-off dates 4.4 Assess the features of the payroll system that are essential to meet financial management requirements 4.5 Evaluate the organisation's procedure for dealing with payroll discrepancies 4.6 Assess the implications of not keeping personal data confidential 4.7 Explain the procedures for the security of personal data 4.8 Explain circumstances when payroll queries and problems should be referred to an alternative source of expertise

	4.9	Explain own responsibility for seeing all problems and queries through to resolution
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Unit 526 **Manage staffing rotas for a hospitality team**
UAN: **K/504/1063**
Level: 4
Credit value: 6
GLH: 18

Aim

This unit enables learners to gain understanding and the skills to produce staff rotas for their team to ensure that there is a sufficient level of skilled staff on duty to meet operational needs. The unit requires learners to develop clear and precise plans and rotas which take into account relevant legislation and contracts of employment.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to plan staffing rotas for own team	1.1 produce staffing rotas for own area of responsibility, that meet operational needs, including: a) accurate staff numbers b) appropriate levels of staff skill for hospitality services c) specification of work areas d) start and finish times e) annual leave and sick leave f) contingency to deal with unplanned situations or ad-hoc workloads 1.2 Plan scheduled activities for own team in a way that maximises productivity
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	1.3 Schedule hours of work to adhere to relevant legislation, organisational policy and contracts of employment 1.4 Develop staffing plans and shift patterns for own team which allow for fluctuations in organisational activity demand
Learning outcome 2 2. Be able to produce rotas for own team	2.1 Produce rotas that are: a) clear for staff to understand and use b) equitable in the allocation of shifts c) reflective of individual needs and circumstances 2.2 Disseminate the rota in line with an organisation's policy 2.3 Communicate the rota to relevant people within the organisation
Learning outcome 3 3. Understand how to plan and produce staffing rotas for a hospitality team	3.1 Explain how legislation, organisational policy and contract terms and conditions affect the planning of staffing rotas 3.2 Select and justify the pool of skills needed to meet operational needs 3.3 Compare the skills required to meet operational needs to the skill-set of team members 3.4 Explain how to utilise the skills of individuals to benefit an organisation 3.5 Explain how to incorporate staff development time when planning rotas 3.6 Explain how to plan for fluctuations of organisational activity demand when developing staffing plans 3.7 Select and justify methods of contingency planning that will cope with unplanned staffing requirements 3.8 Explain the importance of being fair and impartial, when allocating work in rotas 3.9 Evaluate an organisation's procedures to manage unplanned absence

Unit 527 **Manage feedback from customers of hospitality services**

UAN: **L/504/1055**

Level: 4

Credit value: 8

GLH: 23

Aim

This unit enables learners to gain understanding and the skills to research and obtain customer feedback; analysing and implementing actions that will improve work processes and support managing staff performance.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to obtain customer feedback on hospitality services	1.1 Identify which features of hospitality services require customer feedback in order to meet an organisation's objectives 1.2 Develop systems to obtain customer feedback, in line with an organisation's requirements 1.3 Collect feedback from customers and staff
Learning outcome 2 2. Be able to analyse customer feedback on hospitality services	2.1 Analyse feedback from customers and staff 2.2 Match an organisation's customer profiles to feedback 2.3 Review feedback against organisational objectives

	2.4	select and justify improvements required to meet customers' needs in line with an organisation's objectives
Learning outcome 3 3. Be able to use customer feedback to improve work processes and staff performance	3.1 3.2 3.3	Check that staff understand the results of the feedback analysis Demonstrate how feedback is used to improve the work processes and staff performance Report actions taken as a result of customer feedback to the management team
Learning outcome 4 4. Understand how to obtain, analyse and implement actions in response to customer feedback	4.1 4.2 4.3 4.4 4.5 4.6	Explain an organisation's policy, procedures and systems for obtaining customer feedback Explain how to maximise the use of feedback to improve working processes and staff performance Select and justify research methods used to identify data sources which support the methodology and analysis Assess how qualitative and quantitative feedback can be used to inform analysis Explain the legal requirements relating to the use of customer information Identify when feedback received could be of importance to the wider organisation

Unit 528 **Manage a team meeting**

UAN: **R/504/1056**

Level: 3

Credit value: 3

GLH: 14

Aim

This unit enables learners to gain understanding and the skills to plan, organise and manage a meeting. These may be team meetings or other internal meetings involving colleagues and/or external participants.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Establish the purpose and objectives for the meeting
1. Be able to organise and manage meetings	1.2	Identify a cost effective venue that meets the requirements of the meeting
	1.3	Identify the role of required participants, advising them with sufficient notice of the time, location, content and purpose of the meeting
	1.4	Produce an agenda which covers the required objectives of the meeting, including flexibility to cover additional items as necessary
	1.5	Disseminate agenda and other relevant documentation to the appropriate persons, within specified deadlines

	1.6 Manage the meeting to time, adhering to allocated time slots for each item, adjusting times slots as necessary 1.7 Provide opportunities for all participants to have an opportunity to contribute 1.8 Summarise discussion points and confirm points of agreement 1.9 Allocate agreed action points with timescales to participants 1.10 Confirm that all decisions, action points and other minutes are recorded and distributed to all relevant stakeholders in the agreed timescale
Learning outcome 2 2. Be able to follow up the actions of a meeting to achieve objectives	2.1 Follow up on action points after the meeting confirming that they are implemented within the agreed time scale 2.2 Raise recurrent or serious themes with the management team when help is needed.
Learning outcome 3 3. Understand how to organise and manage meetings	3.1 Explain key facts when establishing the purpose of a meeting to meet required objectives 3.2 Explain how to set the agenda with sequence and timings that will achieve the objectives of the meeting 3.3 Explain how to prepare self to lead a meeting 3.4 Explain what materials will assist in leading a meeting 3.5 Understand how to run a meeting to achieve the required objectives 3.6 Explain how to keep agenda items to their respective time slots and when flexibility should be applied 3.7 Describe methods of dealing with internal and external disruptions 3.8 Identify potential barriers to effective communication 3.9 Describe how to give participants opportunities to contribute to the meeting 3.10 Explain the limits of own authority when making decisions at meetings
Learning outcome 4 4. Understand how to follow up the actions of a meeting to achieve objectives	4.1 Evaluate an organisation's procedures for disseminating minutes and action points 4.2 Explain the consequence of not following up on agreed action points

	4.3	Explain when issues should be raised arising from meetings with management team
Learning outcome 5 5. Understand how own performance can be improved at future meetings	5.1 5.2 5.3	Identify ways to obtain feedback on own performance at meetings Explain ways to use feedback obtained to improve own performance Explain the importance of self-reflection of own performance at meetings

Unit 529 **Recruit and select hospitality staff**

UAN: **Y/504/1060**

Level: 4

Credit value: 8

GLH: 29

Aim

This unit enables learners to gain understanding and the skills to recruit and select people; having identified a justified need for additional staff. It involves taking a fair and objective approach to recruitment and selection to ensure that the right person is appointed. As recruitment and selection can be a very expensive and time-consuming process the unit also assesses the learner's understanding of addressing staff turnover.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to identify the need for hospitality staff	1.1 Identify any shortfalls in the skills, knowledge, understanding and experience of teams and individuals through regular review 1.2 Evaluate options for identifying ways to address shortfalls in the team
Learning outcome 2 2. Be able to prepare to recruit and select hospitality staff	2.1 Develop job descriptions and person specifications relevant to job roles identified for recruitment 2.2 Agree the stages in the recruitment and selection process, with colleagues including: a) the appropriate methods to use

	b) the associated timings c) who will be involved 2.3 Review information on vacancies to ensure it is clear, accurate and in line with legislation before roles are advertised
Learning outcome 3 3. Be able to manage the recruitment and selection process of hospitality team members	3.1 Utilise specialist expertise in relation to recruiting, selecting and retaining team members 3.2 Recruit staff ensuring the process: a) is objective b) complies with relevant anti-discrimination legislation 3.3 Confirm the appropriate checks are made to ensure applicants have the necessary legal permission to work in the country in which the role is based 3.4 Manage the use of recruitment agencies to ensure correct procedures are in place before selecting agency staff 3.5 Manage the use of probationary periods
Learning outcome 4 4. Be able to evaluate the recruitment, selection and retention of team members	4.1 Evaluate the effectiveness of the recruitment and selection process in relation to recent appointments in own area 4.2 Identify areas for improvement in the recruitment and selection process 4.3 Evaluate own management performance including its impact on staff retention 4.4 Conduct exit interviews to identify reasons for staff turn over 4.5 Employ methods to address staff turnover problems, within own area of responsibility 4.6 Share methods for addressing staff turnover with the management team
Learning outcome 5 5. Understand how to identify the need for additional hospitality team members	5.1 Review the workload in own area of responsibility to identify any shortfall with the team 5.2 Determine the different options for addressing identified shortfalls 5.3 Explain the key content requirements for job descriptions and person s specifications 5.4 Explain why it is important to give clear, accurate and legally compliant information on vacancies to potential applicants

Learning outcome 6 6. Understand how to manage the recruitment and selection process	6.1 Evaluate sources of specialist expertise in relation to recruitment, selection and retention 6.2 Explain the importance of recruiting team members with the personality and attitude to complement an organisation's value and culture 6.3 Explain the documentation required by applicants which prove their right to work in the country in which the role is based 6.4 Explain the different stages in the recruitment and selection process, including who to consult 6.5 Evaluate different recruitment and selection methods 6.6 Explain the implications of using agencies to fulfil staffing needs 6.7 Explain how to ensure the selection process meets the requirements of anti-discrimination legislation 6.8 Outline how to judge whether applicants meet the stated vacancy requirements 6.9 Explain how to use references to assist in the selection process 6.10 Explain how judicious use of probationary periods can benefit the recruitment process
Learning outcome 7 7. Understand how to evaluate the loss and retention of team members	7.1 Explain the importance of understanding why staff leave 7.2 Explain how to measure staff turnover 7.3 Compare the causes and effects of high and low staff turnover 7.4 Select and justify measures which can be employed to address staff turnover problems

Unit 530 **Devise and implement training and development plans**

UAN: **K/504/1046**

Level: 4

Credit value: 7

GLH: 30

Aim

The unit enables learners to gain understanding and the skills to devise and implement training and development plans for their team members, balancing the development needs with the skills and knowledge required to achieve the organisation's objectives.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to identify training needs in relation to an organisation's aims and objectives	1.1 Evaluate existing training that takes place in an organisation 1.2 Establish the scope of the available training budget 1.3 Analyse opportunities to identify and implement generic training 1.4 Establish links with training providers to deliver generic training in line with requirements 1.5 Implement a training needs analysis with team members to jointly agree the skills and knowledge that need to be further developed
Learning outcome 2	2.1 Devise development plans for individual team members by identifying with them:

2. Be able to produce and implement personal development plans with team members	a) ways of achieving both their short-term and long-term aims b) the most suitable training, that will fulfil their training needs 2.2 Monitor the training process to ensure it takes place in a timely and organised manner 2.3 Implement regulatory training to ensure it complies with legal requirements and is conducted within the required timescales
Learning outcome 3 3. Be able to monitor staff training and identify the need for further development	3.1 Maintain records of training that has taken place 3.2 Obtain feedback on staff training 3.3 Evaluate the short and long-term effects of the training, including the benefits to an organisation 3.4 Make recommendations for improvements to training based on the outcomes of evaluation 3.5 Agree further support and training required with teams and individuals.
Learning outcome 4 4. Understand how to identify training needs in relation to the organisation's aims	4.1 Explain the importance of reviewing provision that is already in place within an organisation when identifying training needs 4.2 Identify key components to a training needs analysis process 4.3 Explain how the training needs of individual team members must relate to organisational aims
Learning outcome 5 5. Understand how to produce and implement personal development plans with team members	5.1 Explain the importance of producing development plans with team members that are achievable, relevant and time and cost effective 5.2 Explain the importance of checking that regulatory training is carried out in line with legal requirements 5.3 Explain how to allocate the training budget to areas where it is most needed 5.4 Explain how to ensure team members understand the importance of taking responsibility for agreed personal development 5.5 Compare the advantages and disadvantages of using external training providers to deliver certain types of training

	5.6 Describe methods of identifying the learning outcomes of different types of training 5.7 Evaluate how different types of training can meet an organisation's and individual's aims 5.8 Explain why it is important to consider the long-term benefits as well as the short-term benefits of training
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Unit 531 **Information systems management in hospitality**

UAN: **M/504/1047**
Level: 4
Credit value: 11
GLH: 50

Aim

This unit enables learners to gain understanding and the skills to use a variety of management information systems. These are likely to be computerised systems, although other types of system may be in use. Learners will also manage their team's use of systems, ensuring training takes place which promotes methodical and secure working methods.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to manage information systems to meet operational needs	1.1	Use information systems in line with the organisation's requirements
	1.2	Confirm that the relevant training is provided to team members
	1.3	Manage information systems to comply with regulatory requirements
	1.4	Utilise information systems to procure information that supports the analysis of performance
	1.5	Manage the use of information systems to help the effective planning of the workforce
Learning outcome 2	2.1	Evaluate the suitability of existing information systems to meet

2. Be able to evaluate information systems to meet operational needs	operational needs 2.2 Review the latest developments relating to information systems in the hospitality industry 2.3 Propose improvements to an organisation's information systems to the relevant people
Learning outcome 3 3. Understand how to manage information systems to meet operational needs	3.1 Explain the relevant legislation regarding the use of confidential information 3.2 State to whom confidential information is accessible 3.3 Explain how to maintain records to comply with legislative and regulatory requirements 3.4 Explain the importance of training when new information systems are implemented 3.5 Explain how to use information systems in a methodical manner and the impact on efficiency 3.6 Explain the importance of restricted access to an organisation's systems 3.7 Explain methods of analysing data drawn from management information systems 3.8 Explain how to deal with different information system faults 3.9 Identify when changes and improvements can be effected within limits of own authority 3.10 Identify who should be notified when changes and improvements are effected

Unit 532 **Determine market opportunities for hospitality services**

UAN: **T/504/1048**

Level: 5

Credit value: 11

GLH: 44

Aim

This unit enables learners to gain understanding and the skills needed for strategic planning when ascertaining what services the organisation should be offering and where the most commercially viable opportunities exist for its future success.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Obtain qualitative feedback on an organisation's service offer
1. Be able to determine market opportunities for hospitality services based on research and analysis	1.2	Obtain structured quantitative customer feedback on service offer
	1.3	Identify which aspects of existing service offer could be modified for improved profitability and quality
	1.4	Conduct market analysis to assess an organisation's service offer in the context of the wider hospitality market
	1.5	Develop competitor profiles using a SWOT analysis
	1.6	Use outcomes of qualitative and quantitative feedback to produce a SWOT analysis for an organisation.

Learning outcome 2 2. Be able to interpret the analysis to determine market opportunities for hospitality services	2.1 Interpret the outcomes of the SWOT analysis to establish a realistic assessment of market opportunities 2.2 Identify gaps in the provision of local hospitality services, which align to an organisation's strategic objectives and brand image, from which it could profit 2.3 Develop opportunities which meet the needs of an organisation's existing and potential target markets 2.4 Prioritise opportunities, taking into account ease of implementation, ROI and alignment with existing service offer 2.5 Confirm that an organisation is adequately resourced to offer a new and modified service
Learning outcome 3 3. Be able to prepare for the implementation of new and modified hospitality services	3.1 Consult with the management team to reach conclusions regarding the provision of new and modified services 3.2 Identify success factors for new and modified services that fall within own area of responsibility 3.3 Produce a project plan for the successful launch of new and modified services
Learning outcome 4 4. Understand how to research and analyse data to help determine market opportunities for hospitality services	4.1 Explain the differences and benefits between qualitative and quantitative feedback 4.2 Explain how to obtain structured quantitative customer feedback on an organisation's existing service offer 4.3 Explain how to obtain detailed market research analysis for the hospitality industry
Learning outcome 5 5. Understand how to interpret the analysis to determine market opportunities in line with an organisation's objectives	5.1 Describe the benefits of conducting a SWOT analysis 5.2 Explain how to weight the outcomes of a SWOT analysis in order of relative importance 5.3 Explain the profitability and customer satisfaction levels for an organisation's existing service offer 5.4 identify an organisation's chief competitors 5.5 Evaluate the hospitality services available in the local area 5.6 Explain an organisation's strategic objectives, brand image and existing target market 5.7 Explain how to calculate ROI

	5.8	Explain the impact on resources that the provision of a new and modified hospitality service would make
Learning outcome 6 6. Understand how to prepare for the implementation of new or modified hospitality services	6.1 6.2 6.3 6.4	Explain how to make an effective contribution to an organisation's decision-making process for new and modified services Identify the factors that will define the success of new and modified services Explain how to develop a project plan which takes account of all necessary resources and deadlines Explain the limits of own authority for planning and managing an organisation's service offer

Unit 534 **Maximise sales and profit from hospitality services**

UAN: **A/504/1049**

Level: 5

Credit value: 10

GLH: 47

Aim

This unit enables learners to gain the understanding and skills needed to maximise sales and profits and is relevant to all hospitality managers. One of the most important elements of the role is that the team make the most of sales opportunities and when doing so, maximise profit margins, without affecting the customer experience. Managers are required to ensure staff are trained and able to do this effectively.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Obtain current data on an organisations existing sales and profitability
1. Be able to obtain information that can help maximise sales and profit	1.2	Obtain qualitative and quantitative data which describes factors that impact on sales and profitability including: a) known competitor activity b) trends c) customer behaviour d) costs e) return on Investment f) sales targets g) sales volume

		h) changing market conditions i) possible responses to competitor behaviour
Learning outcome 2 2. Be able to implement strategies for maximising sales and profit	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Determine actions to be taken to maximise sales and profit, based on data findings Confirm actions to be taken to maximise sales and profit with the management team Maintain relationships with suppliers in order to maximise buying power and reduce purchasing costs Develop strategies for: a) minimising waste b) saving energy c) maximising the profit potential of high performing products Establish contingency plans to manage risks that may arise from actions to maximise profit Manage training of own team to ensure opportunities to up sell and maximise profits are taken advantage of Meet own sales and profit targets with the aim of exceeding them
Learning outcome 3 3. Be able to analyse strategies for maximising sales and profit	3.1 3.2	Evaluate the relative impact of strategies taken to maximise sales and profits Make recommendations for future strategies based on evaluation outcomes
Learning outcome 4 4. Understand how to obtain information that can help develop strategies to maximise sales and profit	4.1 4.2 4.3	Explain why it is critical to ensure that data used to inform decision-making is accurate and up to date Analyse information to identify opportunities which maximise sales and profit Explain how to run a break-even analysis
Learning outcome 5 5. Understand how to agree and implement strategies for maximising sales and profit	5.1 5.2 5.3 5.4 5.5	Explain the process for agreeing actions with the management team Explain ways to obtain the best deal from suppliers Identify an organisation's policies related to product pricing strategies Explain the impact that consumer protection legislation has upon product pricing strategies Explain strategies to minimise waste and excess energy usage

	5.6 Explain how minimising waste and excess energy usage contributes to profit margins 5.7 Explain methods used to ensure teams and individuals are trained to recognise and take advantage of opportunities to up sell and maximise profits 5.8 Explain strategies which will maximise the sale of high performing products 5.9 Explain the importance of protecting return on investment 5.10 Explain how to conduct a risk analysis 5.11 Explain the strategic planning needed to meet profit targets for own area 5.12 Explain why it is important to be aware of any action needed by suppliers and others within an organisation when implementing strategies
Learning outcome 6 6. Understand how to analyse strategies for maximising sales and profit	6.1 Explain the importance of monitoring and evaluating the impact of actions taken to maximise sales and profits 6.2 Explain how to use evaluation data to inform future decision making

Unit 534 **Manage operational aspects of hospitality premises refurbishment programmes**

UAN: **M/504/1050**

Level: 4

Credit value: 9

GLH: 40

Aim

This unit enables learners to gain understanding and the skills to manage refurbishment programmes. Managers may not be responsible for décor or construction decisions, but they will have the responsibility of implementing those decisions.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Identify areas of the establishment both within and outside own area of responsibility which are in need of general refurbishment
1. Be able to plan refurbishment programmes	1.2	Calculate a refurbishment budget
	1.3	Plan refurbishment designs, in line with limits of own responsibility
	1.4	Obtain quotations for refurbishment as required
	1.5	Inform the management team and other potentially affected staff of the planned refurbishment
	1.6	Ensure that refurbishment work takes account of relevant legislation
	1.7	Ensure procedures are in place to enable external contractors to work,

		while maintaining the security of private and secure areas
Learning outcome 2 2. Be able to oversee refurbishments	2.1 2.2 2.3 2.4	Manage the refurbishment work in own area of responsibility to minimise disruption, without compromising the quality and speed of completion Monitor the adherence to timelines and refurbishment plans Minimise disruption to guests and team member's work during refurbishment work Check the adherence of completed refurbishment work to the initial plans
Learning outcome 3 3. Be able to evaluate refurbishments	3.1 3.2 3.3	Evaluate the success of the refurbishment project Communicate the outcome of the refurbishment project to the leadership team Provide recommendations for potential improvements in the way refurbishments are managed
Learning outcome 4 4. Understand how to plan refurbishments	4.1 4.2 4.3 4.4 4.5	Explain the quality and condition points which may indicate the need for large-scale refurbishment Identify the various elements that need to be factored into a refurbishment budget Explain how refurbishment plans should be designed to meet organisational standards and customer expectations and cause minimum disruption to guests Identify levels of business activity which help to decide the best time to undertake a refurbishment programme Explain how to obtain reasonable quotes for refurbishment within limits of own authority
Learning outcome 5 5. Understand how to oversee refurbishments	5.1 5.2 5.3 5.4	Explain how to ensure the security of areas off-limit to contractors during refurbishment work Identify the relevant legislation that governs safe working practices for refurbishment work Explain how to keep refurbishment programmes to the planned timescales explain how to deal with problems relating to refurbishment work promptly, minimising disruption

	5.5	Identify checks that must be made to assess the satisfactory completion of refurbishment work
Learning outcome 6	6.1	Explain how to evaluate the success of a refurbishment project
6. Understand how to evaluate refurbishments	6.2	Explain how to use evaluation data to inform future refurbishment projects

Unit 535 **Manage supplier contracts**

UAN: **T/504/1051**

Level: 4

Credit value: 7

GLH: 36

Aim

This unit enables learners to gain understanding and the skills to research, source, negotiate and agree managing contracts with suppliers and contractors. The unit includes monitoring of suppliers contracts and costs.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Identify the resources needed to satisfy operational requirements
1. Be able to initiate contracts with suppliers and contractors to meet identified organisational needs	1.2	Establish the purchasing budget for each resource
	1.3	Research potential suppliers for each resource
	1.4	Promote invitations to tender to a range of potential suppliers
	1.5	Evaluate tenders against established criteria
	1.6	Select suppliers based on the closest fit to an organisation's requirements

	1.7	Negotiate contracts that maximise the potential for profit whilst adhering to an organisation's quality criteria
Learning outcome 2 2. Be able to manage supplier/contractor contracts	2.1 2.2 2.3 2.4 2.5 2.6	Identify where it is cost effective for groups of resources to be supplied together Implement arrangements for resources to be supplied together Oversee contracts with suppliers to ensure they are consistent and meet both legal and organisational requirements Establish service level agreements that are clear and acceptable to an organisation and a supplier Maintain supplier relationships to achieve the outcomes required by an organisation Monitor compliance with contracts, taking into account legal, regulatory and organisational requirements
Learning outcome 3 3. Be able to evaluate the success of contractual arrangements for the future benefit of an organisation	3.1 3.2 3.3	Evaluate the success of contractual arrangements on a regular basis Re-negotiate contract terms to the benefit of an organisation, without detriment to the supplier relationship Report on supplier contracts to management team, identifying possible synergies with other areas of an organisation
Learning outcome 4 4. Understand how to initiate contracts with suppliers/contractors	4.1 4.2 4.3 4.4 4.5 4.6 4.7	Compare different types of supplier contracts and agreements Explain when it is appropriate to have different types of supplier contracts and agreements Explain own authority to select suppliers on an organisation's preferred list and with those which are not Explain the importance of clearly communicating requirements and specifications when establishing supplier contracts Explain the key points to consider when evaluating tenders Explain why it is important to invite a range of potential suppliers to bid for contracts Explain the different types of information and sources of information that can be used to evaluate contracts

Learning outcome 5 5. Understand how to manage supplier/contractor contracts	5.1 Identify the basic legal, regulatory and organisational requirements governing supplier contracts 5.2 Explain the benefits of productive working relationships with suppliers 5.3 Explain how to balance the maintenance of good supplier relationships with achieving the best terms for an organisation 5.4 Evaluate which groups of resources could be best supplied together within one contract 5.5 Evaluate different methods of monitoring contract compliance 5.6 Explain how to select the most appropriate method of monitoring contract compliance for an organisation and contractor 5.7 Explain the importance of using a service level agreement 5.8 Explain the process for dealing with supplier disputes 5.9 Identify to whom supplier disputes should be referred when outside the limits of own authority 5.10 Identify how to utilise other supplier relationships within an organisation
Learning outcome 6 6. Understand how to evaluate suppliers in line with an organisation's requirements	6.1 Explain why it is important to evaluate and report on suppliers strengths and areas for improvement 6.2 Explain how to raise the need for improvements with suppliers

Unit 536 **Manage hospitality functions**

UAN: **A/504/1052**

Level: 4

Credit value: 8

GLH: 34

Aim

This unit enables learners to gain understanding and the skills to manage a successful function through careful planning, operating and evaluation. The unit is aimed at duty managers or conference organisers who need to show that they are able to plan and review; communicate effectively with the internal or external customers; use resources effectively; solve problems; keep accurate documentation and meet all customer expectations.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to manage the organisation of a hospitality function	1.1 Obtain information on the specific requirement of the function 1.2 Establish procedures to meet the agreed requirements of the function 1.3 Conduct checks prior to the function, to confirm that the: a) venue meets the agreed specification b) equipment and materials required for the function are available and on site at the required time
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	c) food preparation and service takes account of specified requirements (eg allergies) d) function and associated activities, comply with relevant legislation e) customers and team members are aware of relevant legislation 1.4 Co-ordinate with customers and other departments to confirm details of the function 1.5 Check that customers have full schedules and costing for the function 1.6 Establish a system to inform the customers of any changes of plan prior to the function
Learning outcome 2 2. Be able to monitor the function	2.1 Monitor the function to make sure it is running to plan 2.2 Assess that the function is meeting customer requirements 2.3 Check that records of agreements made with internal and external suppliers are being maintained 2.4 Maintain information that will assist with planning and running of future functions
Learning outcome 3 3. Be able to evaluate the success of a function	3.1 Review feedback from customers, team members and other colleagues 3.2 Investigate problems and areas for improvement, distinguishing problems that were unavoidable and those resulting from systemic or individual fault 3.3 Make recommendations to avoid problems being repeated and to improve future functions 3.4 Establish a system to maintain records of evaluation 3.5 Report the findings to the management team
Learning outcome 4 4. Understand how to plan a function	4.1 Explain how to minimise the inconvenience of a function that has the potential for causing a disturbance 4.2 Explain how to calculate function schedules and costings 4.3 Describe the essential information required to plan different types of functions 4.4 Explain methods for dealing with customers' special requirements

	4.5 Explain the process to select appropriate suppliers 4.6 Explain how to manage suppliers' contracts to benefit an organisation, within the limit of own responsibility 4.7 Explain how to ensure that staff and contractors have the right skills and knowledge to fulfil their responsibilities 4.8 Outline key considerations when arranging food and beverages for functions 4.9 Explain how to use the outcomes of risk assessment
Learning outcome 5 5. Understand how to monitor a function	5.1 Describe requirements of managing staff at a function 5.2 Describe factors that can influence the ambience of functions 5.3 Identify ways of anticipating problems and requests from customers during a function 5.4 Identify the health and safety and other legal requirements that can affect the running of a function 5.5 Explain why certain legal requirements must be communicated to customers 5.6 Explain how to determine a procedure to evacuate the premises safely in the event of an emergency 5.7 Explain the importance of having qualified first aiders in the team 5.8 Explain how to carry out an inspection of equipment used during functions 5.9 Outline the procedure for dealing with loss or damage to equipment 5.10 Evaluate an organisation's procedures for maintaining records during functions
Learning outcome 6 6. Understand how to evaluate a function	6.1 Explain the process of evaluating different types of functions 6.2 Explain how to deal with different types of problems including those that are one-off and unavoidable and those that are systematic and individual 6.3 Explain how to deal with confidential material in evaluation reports

Unit 537 **Manage physical resources**

UAN: **T/615/8560**

Level: 4

Credit value: 3

GLH: 25

Aim

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand the importance of sustainability when using physical resources	1.1	Explain the importance of using sustainable resources
	1.2	Explain the potential impact of resource use on the environment
	1.3	Explain how to use resources effectively and efficiently
	1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources
Learning outcome 2 2. Be able to identify resource requirements for own area of responsibility	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs
	2.2	Evaluate past resource use to inform expected future demand
	2.3	Identify resource requirements for own

		area of responsibility.
Learning outcome 3	3.1	Submit a business case to procure required resources
3. Be able to obtain required resources for own area of responsibility	3.2	Review and agree required resources with relevant individuals
	3.3	Explain an organisation's processes for procuring agreed resources
Learning outcome 4	4.1	Monitor the quality of resources against required specifications
4. Be able to monitor and review the quality and usage of resources in own area of responsibility	4.2	Identify differences between actual and planned use of resources and take corrective action
	4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility
	4.4	Make recommendations to improve the effectiveness and efficiency of resource use

Unit 538 **Implement change in own area of responsibility**

UAN: **J/617/8859**
Level: 4
Credit value: 6
GLH: 25

Aim

This unit helps learners to implement and evaluate a plan for change in their area of Responsibility.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand how to implement change in own area of responsibility	1.1 Explain the main models and methods for managing change
Learning outcome 2 2. Be able to involve and support others through the change process	2.1 Communicate the benefits of and reasons for change and how they relate to business objectives 2.2 Implement and agree a plan to support change
Learning outcome 3 3. Be able to implement and monitor a plan for change in own area of responsibility	3.1 Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change 3.2 Assess opportunities and barriers to change

	3.3	Review action plans and activities according to identified opportunities and barriers to change
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Unit 539 **Managing grievance procedures**

UAN: **A/617/8860**

Level: 4

Credit value: 3

GLH: 10

Aim

This unit is about initiating and following organisational grievance procedures in response to a concern, problem or complaint raised by team members.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Identify situations that are likely to lead to grievances in an organisation
1. Understand how to prevent potential grievances	1.2	Explain how to prevent potential grievances
Learning outcome 2	2.1	Explain an organisation's grievance policy and procedure
2. Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally	2.2	Identify the circumstances where a concern may be dealt with informally
	2.3	Explain the methods used to deal informally with concerns.
Learning outcome 3	3.1	Explain how to follow an organisation's written grievance procedure
3. Understand how to follow grievance procedures	3.2	Explain the importance of communicating grievance procedures

	3.3 Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances 3.4 Explain how to record and store information throughout the grievance process
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Unit 540 **Know how to follow disciplinary procedures**

UAN: **F/617/8861**

Level: 4

Credit value: 4

GLH: 20

Aim

This unit is about initiating and following organisational disciplinary procedures in response to misconduct or unsatisfactory performance of team members.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to understand performance expectations of an organisation	1.1 Explain an organisation's required standards of conduct and performance 1.2 Explain an organisation's formal disciplinary procedure
Learning outcome 2 2. Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance	2.1 Explain how to identify when an individual's performance falls below organisational standards 2.2 Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance
Learning outcome 3 3. Be able to know how to informally with cases of minor misconduct or unsatisfactory performance	3.1 Identify the differences between misconduct, gross misconduct and unsatisfactory performance and how each should be handled

	3.2 Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally 3.3 Assess methods available to improve performance or behaviour 3.4 Explain the importance of recording informal disciplinary proceedings
Learning outcome 4 4. Be able to follow an organisation's formal disciplinary procedure	4.1 Explain the importance of seeking advice and guidance from specialists prior to taking action 4.2 Explain when to follow formal disciplinary procedures 4.3 Assess the importance of communicating disciplinary procedures to individuals 4.4 Explain how to record and store information throughout the disciplinary process

Unit 541 **Manage a budget for own area or activity of work**

UAN: **M/615/8556**
Level: 5
Credit value: 7
GLH: 30

Aim

This unit helps learners to prepare a budget, address variance and monitor a budget for own area of activity or work.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to prepare a budget for own area of responsibility	1.1 Evaluate information on resource requirements for own area of activity or work 1.2 Produce a draft budget 1.3 Communicate the final budget with relevant stakeholders
Learning outcome 2 2. Be able to manage a budget	2.1 Analyse variances between planned and actual expenditure 2.2 Provide information on performance to relevant stakeholders 2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments

	2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority
Learning outcome 3 3. Understand how to supervise practices for handling payments	3.1 3.2 3.3	Review performance against budget Assess improvements for future budget planning and management Monitor budget performance and implement changes within the limits of own authority or obtain agreement

Unit 542 **Handle referred customer complaints**

UAN: **K/601/1524**

Level: 4

Credit value: 10

GLH: 67

Aim

However effectively customer service is organised, customers make complaints from time to time. In some organisations, it is simply a matter of procedure for all complaints to be handled by particular people. Sometimes, front-line staff or supervisors can deal with these complaints; often however more senior staff must deal with the complaint. This is either because of the severity of the complaint and its implications for the organisation, or because the customer will accept the solution only if it is dealt with at a senior level. This may require someone with the authority and influence to adapt existing policies and procedures to find an acceptable solution. It is also important for this person to explore patterns and trends in significant complaints and recommend changes to policies and procedures to avoid repetition.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Collect all the available information on the nature of the complaint and identify and analyse the organisational implications of the complaint
1. Investigate referred customer complaints	1.2	Take personal responsibility for dealing with the complaint subject to the limits of their authority
	1.3	Keep their customer informed about what steps are being taken to deal with the customer's complaint

	1.4	Follow the correct procedures if their customer wishes to escalate the complaint even higher or if the complaint has wider implications for the organisation
Learning outcome 2 2. Take action to deal with referred customer complaints	2.1 2.2 2.3 2.4	Identify a range of possible solutions that balance customer expectations and the organisation's service offer Liaise with their customer and colleagues to negotiate an acceptable solution Agree a solution that adapts current policies and procedures within their own authority and furthers their organisation's aims and objectives Implement the agreed solution and liaise with their customer to ensure that the customer is satisfied with the action that has been taken
Learning outcome 3 3. Identify repeated customer complaints and recommend changes to policies and procedures	3.1 3.2 3.3 3.4 3.5 3.6	Identify patterns and trends in customer complaints Analyse trends in customer complaints Identify solutions acceptable to their customers that fit the organisation's service offer Identify possible changes to customer service policies and procedures Consider the benefits and drawbacks of each possible change in terms of balancing customer service and organisational aims Select an option for change and follow organisational procedures to ensure that their recommendations come to the attention of decision makers
Learning outcome 4 4. Understand how to handle referred customer complaints	4.1 4.2 4.3 4.4 4.5	Explain the importance of minimising customer complaints and dealing with them effectively and promptly when they occur Explain their organisation's complaints procedures and the limits of their authority Describe the procedures they must follow if a complaint is likely to be escalated or have wider implications Describe the types of complaints that could have wider implications for their organisation Explain why it is important to communicate with their customer

	at all stages of the complaints procedure
4.6	Explain how to devise solutions that balance customer expectations and organisational aims
4.7	Explain why it is important to identify and present to the customer a range of possible options
4.8	Explain why it may be necessary sometimes to adapt organisational policies and procedures to provide a solution acceptable to their customer and how they could justify this
4.9	Research how to identify trends and patterns in customer complaints and solutions
4.10	Describe how to explore the implications of these patterns and trends for their organisations policies and procedures
4.11	Explain how to recommend changes to organisational policies and procedures

Unit 543 **Use customer service as a competitive tool**

UAN: **D/601/1228**

Level: 3

Credit value: 8

GLH: 53

Aim

Customer service contributes to an organisation's competitive position. Customers of many organisations have choice about the services or products they use and who supplies them. Often the technical features and cost of the service or product are almost identical. If this is the case, the quality of the customer service offered makes all the difference about which supplier the customer chooses. This unit is about how the learner can play their part in ensuring that their organisation makes the best possible use of the competitive advantage that can be gained from offering superior customer service. It covers how the learner can use customer service as a tool to compete effectively with other providers of similar services and product. The unit is not for a learner whose organisation does not compete actively with others.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Develop their own and colleagues' understanding of the services and products offered by their organisation
1. Organise customer service to gain a competitive advantage	1.2	Define their organisation's service offer and the ways in which it compares with those of their competitors
	1.3	Set an example for colleagues and present an image to their customers that reinforces their organisation's service offer

	1.4	Encourage customer service actions that create and develop customer loyalty
Learning outcome 2 2. Deliver a competitive service	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8	Take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer Remind customers about their service offer and the extra benefit it provides over those of their competitors Offer additional technical advice to customers within their organisation's service offer Show awareness of the financial implications of any added value actions that they or their colleagues might offer Meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor Re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer Ensure that customers who have shown a previous interest in repeat and additional services are reminded of this Encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them
Learning outcome 3 3. Understand how to use customer service as a competitive tool	3.1 3.2 3.3 3.4 3.5 3.6	Identify the factors that lead to customers' belief that they are enjoying value for money Describe the services and products offered by their organisation Describe the services and products offered by competitors Identify the features and benefits of services and products that are seen by customers as added value explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty Explain how to portray a positive image that reinforces their organisation's competitive position

	3.7 Explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position 3.8 Describe complementary services and products that may be of interest to their customers
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Unit 544 **Organise the promotion of additional services or products to customers**

UAN: **D/601/1231**

Level: 3

Credit value: 7

GLH: 47

Aim

This unit is about expanding and extending the learner's relationship with customers by persuading them to make use of the additional services and products offered by the organisation. The services or products will only remain viable if they are used by customers. This unit covers the way customer service is organised to promote additional use of the organisation's services or products, by communicating with customers and then delivering those services or products effectively. It is also about the learner monitoring their successes and failures and recognising the best way to approach customers with additional services or products in the future.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Offer additional services or products to customers
1. Offer additional services or products	1.2	Identify the benefits of offering additional services or products for customers and the organisation
	1.3	Explain the features and benefits of additional services or products to customers
	1.4	Identify ways of encouraging customers to ask about additional services or products

Learning outcome 2 2. Organise support to promote use of additional services or products	2.1 Discuss with others ways of promoting additional services or products to customers 2.2 Implement procedures to ensure that customers interested in additional services or products are dealt with promptly 2.3 Promote services or products which will suit customers but which are supplied from outside their own area of the organisation 2.4 Help customers to access services or products which are supplied outside of their own area of the organisation
Learning outcome 3 3. Monitor the promotion of additional services or products	3.1 Devise methods to inform customers about additional services or products 3.2 Use different methods to inform customers about additional services and products and record successes and failures against each method 3.3 Use their record of successes and failures to identify the best approach for offering additional services or products 3.4 Share information with others regarding the best approach to take when offering additional services or products to customers
Learning outcomes 4 4. Understand how to organise and promote services or products to customers	4.1 Describe their organisation's procedures and systems for encouraging the use of additional services or products 4.2 Explain how the use of additional services or products will benefit their customers 4.3 Describe the main factors that influence customers to use their services or products 4.4 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products 4.5 Describe how to give appropriate, balanced information to customers about services or products

Unit 545 **Review the quality of customer service**

UAN: **J/601/1238**

Level: 4

Credit value: 8

GLH: 53

Aim

People managing customer service need to know how effectively it is being delivered. Without this information, they have no way of knowing if their customers are satisfied and are likely to remain loyal. They also need to know what to do to improve customer service to meet and exceed customer expectations.

This unit is about planning how to measure standards of customer service by collecting and analysing information. The learner must develop conclusions and recommendations and then report their findings to relevant people. Most of all, this unit is about approaching the review of customer service quality systematically and making full use of the findings.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Plan how to measure customer service	1.1	Identify the features of customer service delivery that affect customer satisfaction
	1.2	Plan how they will monitor the features of customer service delivery that affect customer satisfaction
	1.3	Plan how they will analyse the information they have collected
Learning outcome 2	2.1	Implement their plans for monitoring customer service processes and outcomes

2. Collect and analyse information on customer service	2.2 Analyse the monitoring information they have collected 2.3 Compare the conclusions of their analysis with the criteria they identified 2.4 Adapt their plans if the agreed methods of collecting and analysing information are not proving effective 2.5 Communicate the results of their measurement of customer service to colleagues 2.6 Agree actions to improve customer service that result from their measurements and analysis
Learning outcome 3 3. Understand how to review the quality of customer service	3.1 Explain the importance of measuring the quality of customer service 3.2 Explain which aspects of the customer service process affect customer satisfaction 3.3 Explain how to select the criteria they will use for measurement of customer service 3.4 Explain how to construct representative samples 3.5 Describe the types of information collection methods they could use 3.6 Describe methods of analysing information on the quality of service 3.7 Explain how to identify recommendations that flow from their measurement of customer service 3.8 Explain the procedures for making recommendations on customer service improvements within their organisation

Unit 442 **Manage the environmental impact of work activities**

UAN: **H/615/8571**

Level: 4

Credit value: 5

GLH: 10

Aim

This unit is about the learner managing work activities and resources in their area of responsibility, in order to minimise the negative, and maximise the positive, impact they may have on the environment. It involves organising work activities and the use of resources efficiently, understanding their impact on the environment and finding ways to reduce their negative and increase their positive impact. Advice from environmental specialists may be needed when carrying out this function. This Unit is particularly recommended for first line, and middle, managers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1	Explain the legal requirements that impact on own area of responsibility
	1.2	Explain the environmental policies that impact on own area of responsibility
Learning outcome 2 2. Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1	Explain what specialist advice is available to manage the environmental impact of work activities
	2.2	Explain how to assess the impact of work activities and resources on the environment

	2.3	Explain how to minimise the environmental impact of work activities
Learning outcome 3 3. Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1 3.2	Assess the environmental impact of work activities and resource use Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement
Learning outcome 4 4. Be able to organise work activities and resource use to minimise environmental impact	4.1 4.2	Adapt the use of resources in own area of responsibility to reduce environmental impact Organise activities in own area of responsibility to reduce environmental impact
Learning outcome 5 5. Be able to promote ongoing improvement in environmental performance	5.1 5.2	Establish means by which individuals can identify and report opportunities for improving environmental performance Communicate environmental benefits resulting from changes to work activities

Unit 466 **Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector**

UAN: **T/601/7214**
Level: 2
Credit value: 2
GLH: 16

Aim

Successful assessment of the unit proves that the candidate has achieved the National Occupational Standard to understand employment rights and responsibilities.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Know employer and employee rights, responsibilities and own organisational procedures	1.1 State importance of having employment rights and responsibilities 1.2 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation 1.3 Describe organisational procedures for health & safety, including documentation 1.4 Describe organisational procedures for equality & diversity, including documentation 1.5 Identify sources of information and advice on employment rights and
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		responsibilities, including Access to Work and Additional Learning Support
Learning outcome 2	2.1	Describe the role played by own occupation within organisation and industry
2. Know factors that affect own organisation and occupation	2.2	Describe career pathways available to them
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

Unit 567 **Manage a food and beverage service**

UAN: **R/504/1039**

Level: 4

Credit value: 7

GLH: 32

Aim

This unit enables learners to gain the understanding and skills necessary to ensure that team members provide a food and beverage service that consistently meets organisational standards. They are likely to have supervisory staff actually managing the execution of service, however, the training and ultimately the standards of service are the responsibility of these managers.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to manage a food and beverage team to meet organisational standards	1.1	Monitor supervisory staff to achieve an organisation's service standards with their respective team members
	1.2	Assess business activity to confirm that staff resources are flexible to meet fluctuations in service
	1.3	Confirm that members of a service team understand their specific objectives
	1.4	Confirm that supervisors and other service staff are trained to meet an organisation's standards
Learning outcome 2	2.1	Comply with relevant legislative and regulatory requirements

2. Be able to manage a food and beverage operation to meet an organisation's standards	2.2 Develop food and beverage procedures for the: a) preparation of the service areas b) clearing, cleaning and stocking of the service area 2.3 Monitor the preparation of service areas for special events, such as functions or promotions 2.4 Maintain a comfortable and attractive environment in line with the expectations of the existing customer base and the target market 2.5 Implement corrective action when service operations are threatened with disruption 2.6 Maximise profit without compromising the quality of the service 2.7 Monitor the flow of service
Learning outcome 3 3. Be able to manage the quality of food and beverage operations	3.1 Monitor the quality of service 3.2 Monitor the quality of the food and beverages being served 3.3 Respond to deviations from the quality standard 3.4 Monitor the scheduled maintenance of equipment 3.5 Evaluate the performance of service on an on-going basis
Learning outcome 4 4. Understand how to manage a food and beverage team to consistently meet an organisation's standards	4.1 Explain the level of responsibility that can be delegated to the service team 4.2 Compare different approaches to motivating and inspiring service teams 4.3 Evaluate methods of staff development which can improve service standards 4.4 Explain how to allocate staff objectives taking into account of their ability.
Learning outcome 5 5. Understand how to manage food and beverage operations to meet an organisation's standards	5.1 Explain the relevant legislative and regulatory requirements relating to food and beverage services 5.2 State standard industry practices which help the smooth running of the service 5.3 Explain how to develop new procedures to make best use of available resources 5.4 Explain the particular requirements of functions and special promotions with regard to staffing, equipment, supplies and organisation

	5.5 State the organisation's quality standards for all food and beverage menu items 5.6 State the quality standards for food and beverage services which reflect the organisation's business objectives 5.7 Describe how to monitor service performance unobtrusively 5.8 Explain the required maintenance schedules for equipment in own area of responsibility 5.9 Describe the type of circumstances that require direct intervention to prevent disruption to services
Learning outcome 6 6. Understand how to manage the performance of food and beverage services	6.1 Explain the basis on which short and long term projected levels of business activity have been set 6.2 Explain own budgetary responsibilities, including 'profit and loss' targets 6.3 Explain how profit margins are calculated for food and beverage service items 6.4 Explain how to encourage staff to maximise profit margins when selling 6.5 Explain how to evaluate the performance of food and beverage Services
Learning outcome 7 7. Understand how to meet the needs of an organisation's customers	7.1 Describe the standard of service the organisation's target market expects 7.2 Explain what elements create an attractive environment 7.3 Describe the impact of ambient factors on the customer experience

Unit 568 **Manage the organisation of the food and beverage service area**

UAN: **J/504/1040**

Level: 4

Credit value: 6

GLH: 24

Aim

This unit enables learners to gain the understanding and skills necessary to organise food and beverage service areas, balancing the needs of both the customer and the organisation.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Monitor projected business activity to inform planning of a food and beverage service
1. Be able to plan the organisation of the food and beverage service area	1.2	Identify staff allocation based on projected business activity
	1.3	Monitor the food and beverage service area to ensure: a) the layout conforms to all relevant regulatory and legislative requirements b) the layout assists the normal flow of food service from kitchen to table c) the layout maximises available space without compromising the quality of the customer experience

		d) all signage is clearly displayed for the benefit of customers e) supervisory staff are effectively managing schedules of service
Learning outcome 2 2. Be able to manage the food and beverage service area	2.1 2.2 2.3 2.4	Change the layout of food and beverage service areas in line with an organisation's requirements Monitor reservation systems which capture the required booking information Implement a system for shift handover which eliminates confusion in a team Intervene when serious disruption is caused to the organisation of food and beverage service
Learning outcome 3 3. Be able to review the organisation of a food and beverage service area	3.1 3.2	Evaluate the strengths and weaknesses of the current organisation of food and beverage service areas Inform future planning and organisation of the food and beverage service area based on reservation data and other sources of relevant information
Learning outcome 4 4. Understand how to manage the organisation of food and beverage service areas	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Explain the basis on which an organisation's projected business activity has been set Explain how projected business activity informs the planning of a food and beverage service area Explain the regulatory and legislative requirements relating to food and beverage service Explain the best layout of the service area for: a) normal flow from kitchen to table b) functions, special promotions or large reservations Evaluate the available options for table reservation systems Explain how best to utilise the abilities of team members to benefit the individual and organisation Explain the operational risks that can occur during shift handover and how to prevent them State the information that needs to be prominently displayed in service areas

	to ensure an enjoyable and safe customer experience 4.9 Explain why service schedules are important to a food and beverage service 4.10 Explain ways to ensure that team members can deal with problems and complaints to the satisfaction of customers and the organisation 4.11 Compare methods of reviewing and evaluating the success of the organisation of the food and beverage service area
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Unit 569 **Develop beverage lists to complement menus**
UAN: **L/504/1041**
Level: 4
Credit value: 6
GLH: 26

Aim

This unit enables learners to gain the understanding and skills necessary to manage beverage lists (including wine lists) that complement the food provision and the organisation's image.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to produce beverage lists for the organisation that meet legal requirements	1.1 Develop beverage lists that reflect the organisation's image, pricing structures and target market 1.2 Develop beverage lists to ensure they: a) comply with relevant regulatory requirements b) contribute to gross profit c) meet the needs of existing and potential markets
Learning outcome 2 2. Be able to manage beverage lists to complement menus and service styles	2.1 Provide the service team with information to advise customers about available beverages 2.2 Monitor the relevance of beverage lists to menu items 2.3 Identify potential complementary beverages in consultation with relevant people

	2.4 Identify varieties of beverages that are considered complementary to each food group 2.5 Utilise product information from food suppliers to help identify complementary beverage items for their products 2.6 Develop alternative beverage lists for special occasions and different times of the year 2.7 Develop separate beverage lists where different (or no) food menus are in operation 2.8 Develop beverage lists that complement different menus 2.9 Check that the visual design of beverage lists complement food menus and the organisation's style
Learning outcome 3 3. Be able to manage the purchase of beverages	3.1 Select beverage items for which there is sufficient facilities to store 3.2 Liaise with suppliers to inform the beverage list 3.3 Negotiate with beverage suppliers to obtain the best deal for the organisation, within limits of own responsibility
Learning outcome 4 4. Be able to review the organisation's beverage list	4.1 Analyse customer feedback on the beverage offer 4.2 Evaluate the impact of newly developed beverage lists 4.3 Report on feedback from customers to the senior management team
Learning outcome 5 5. Understand how to develop beverage lists which reflect organisational style and comply with relevant legislation	5.1 Explain the impact that legislation relating to licensing, weights and measures has upon the development of beverage lists 5.2 Explain the beverage offer's contribution to an organisation's gross profit margins 5.3 Identify types of beverages that fit with the organisation's style, pricing structures and target markets and those that would not
Learning Outcome 6 6. Understand different types of beverage and their source	6.1 Explain the differences between the range of beverages included in a beverage list 6.2 Evaluate the benefits of locally and sustainably produced beverages 6.3 Explain how locally and sustainably produced beverages can be sourced

	6.4	Explain the various beverage quality standards
Learning outcome 7 7. Understand how to manage beverage lists that complement menus and service styles	7.1 7.2 7.3 7.4 7.5	Explain how beverages on the organisation's list complement menu items Explain the type of information that can be obtained from food suppliers on potential complementary beverages Explain the types of beverages that are suitable for special occasions Explain the types of beverages that are suitable for different times of year Explain how different menus and styles of food service require different accompanying beverage options

Unit 570 **Manage the production and presentation of menus**

UAN: **R/504/1042**

Level: 4

Credit value: 6

GLH: 21

Aim

This unit enables learners to gain the understanding and skills necessary to produce and present menus. It concerns the manager's responsibilities for helping to develop menus, in conjunction with the head chef, kitchen manager or others in charge of food preparation and production.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to source information to develop new menus	1.1 Review existing menus with the management team taking into account profit margins, style and current trends 1.2 Analyse qualitative and quantitative feedback from customers and other sources, to help inform menu development 1.3 Respond to feedback from the kitchen management team regarding any issues with the production of menu items
Learning outcome 2 2. Be able to produce and present menus	2.1 Develop menus to: a) comply with an organisation's guidelines and style

	b) reflect ingredient prices and availability c) maximise profit margins without compromising the quality of ingredients and dishes d) ensure menu items complement each other and the beverage list e) provide attractive presentation of menu options 2.2 Establish the practicality of cooking and serving proposed menu items with available resources by consulting the relevant people 2.3 Develop menus for special occasions and events, which appeal to the target market 2.4 Communicate new menu content to service teams in a manner which is easy to understand 2.5 Provide guidance to a service team on specialist service techniques 2.6 Obtain feedback on proposed menus from the management team
Learning outcome 3 3. Be able to evaluate the impact of new menus to inform the management team	3.1 Evaluate the impact of new menus using feedback from relevant people 3.2 present menu evaluation to the management team
Learning outcome 4 4. Understand how to source information to develop new menus	4.1 Analyse current trends in gastronomy across the industry 4.2 Explain how an organisation can utilise current trends in gastronomy in menu development 4.3 Explain the sales figures and profit margins of the existing menu items
Learning outcome 5 5. Understand how to produce and present menus	5.1 Explain an organisation's guidelines which determine the menu content 5.2 Compare the likelihood of future price variations and changes in availability of raw materials to existing prices and availability 5.3 Explain how resources such as staff, equipment and space impact on the menu items that can be offered 5.4 Explain how to calculate the profit margin for proposed menu items 5.5 Explain the relationship between cost and profits

	5.6 Describe the best way for a service team to learn about the content and service of new menu items 5.7 Explain ways of presenting menus that will help to guide and inform customers
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Unit 571 **Manage cellar and beverage operations**

UAN: **Y/504/1043**

Level: 4

Credit value: 7

GLH: 26

Aim

This unit enables learners to gain the understanding and skills necessary to manage a cellar, which may involve controlled temperature locations for the storage of wines, beers and other beverages. Although others are likely to be responsible for the day-to-day cellar operations, the manager will closely monitor consumption levels, stock rotation and availability as well as quality points and health and safety.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1 Be able to manage the implementation of cellar and beverage storage procedures	1.1 Monitor the implementation of cellar and beverage storage procedures to: a) comply with relevant legislation and an organisation's policies b) maintain the quality of beverage products 1.2 Implement training in cellar and beverage storage procedures for team members and for other staff that have occasional responsibilities in those areas
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	1.3 Monitor the implementation of stock ordering and rotation procedures which will maximise the shelf-life of beverages 1.4 Audit cellar and beverage stocks on a regular basis
Learning outcome 2 2. Be able to manage the efficient running of the cellar and beverage operations	2.1 Advise customer-facing team members on any cellar or beverage storage issues 2.2 Brief a team to take appropriate action when addressing problems relating to cellar and beverage storage 2.3 Develop contingency plans that can be implemented in the event of a problem with the cellar and beverage storage 2.4 Respond to any recurrent issue with beverage suppliers 2.5 Monitor the accurate supply of beverages to different bars and departments, where relevant and any variations required in terms of product and price 2.6 Confirm that supplied beverages are at agreed prices, quantity and quality 2.7 Confirm that team members deal with any discrepancies in line with the organisation's procedures
Learning outcome 3 3. Be able to implement and communicate changes to the cellar and beverage operations	3.1 Review the cellar and beverage procedures when changes are made to cellar and beverage operations 3.2 Implement changes to the cellar and beverage operation as required 3.3 Explain planned changes to cellar and beverage stock lists, including storage procedures 3.4 Report on implemented changes on cellar and beverage operations to the management team
Learning outcome 4 4. Understand how to manage the cellar and beverage storage procedures	4.1 Explain the current legislation relating to licensing, weights and measures and any licensing objectives applicable to the country of the operating premises 4.2 State the health, safety and hygiene legislation and codes of practice which relate to cellar and drink storage operations 4.3 Summarise the different storage procedures for the commonly used beverage products, in order to maintain their quality

	4.4	Explain how an organisation's policies impact on the development of cellar and beverage storage procedures
	4.5	Describe methods of monitoring a team's performance with relation to stock audits and rotation
Learning outcome 5 5. Understand how to manage the efficient running of the cellar and beverage operations	5.1	Explain methods of communicating cellar and beverage storage procedures to the service team
	5.2	Explain the importance of all members of the food and beverage service team remaining aware of cellar and beverage stock issues
	5.3	Explain how to plan contingencies to deal with threats to the smooth performance of cellar operations
	5.4	Explain the type of problems that may be highlighted by audits that are sufficiently serious to require personal intervention
	5.5	Explain the process of managing supplier contracts to benefit the organisations, taking into account the different factors which inform supplier actions
	5.6	Explain salient points regarding cellar operation performance that need to be reported to the management team

Unit 572 **Develop enhanced levels of food and beverage service**

UAN: **D/504/1044**

Level: 4

Credit value: 7

GLH: 26

Aim

This unit enables learners to gain the understanding and skills needed to provide a high quality food and beverage service, which will be delivered by a well-trained team that can advise customers with sound product knowledge.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. Be able to establish procedures and guidelines to enhance levels of food and beverage service	1.1	Establish food and beverage service procedures that are appropriate to the level of dining for each food and beverage service area
	1.2	Establish procedures that promote anticipative, yet unobtrusive, service
	1.3	Establish guidelines for behaviour, dress and performance which align to an organisation's standards
	1.4	Establish procedures that ensure customers with additional requirements are assisted in an unobtrusive manner
Learning outcome 2	2.1	Confirm that the team is trained to:

2. Be able to develop a team to enhance levels of food and beverage service	a) understand the principles of high-quality food and beverage service b) use appropriate body language in line with the standard of service being provided 2.2 Develop the team to: a) confirm customers receive the required product information on food and beverages b) achieve an efficient flow of food and beverage service from kitchen and bar to table c) recognise when customers may be celebrating an occasion and adapt service accordingly d) deal with customer incidents in a manner that balances their needs and those of the organisation
Learning outcome 3 3. Be able to use appropriate sources of information to improve the food and beverage service	3.1 Identify areas of a service team's procedures that could be improved 3.2 Benchmark an organisation's quality of food and beverage service against competitors that operate at a similar level 3.3 Implement improvements to food and beverage services as required 3.4 Respond to customer complaints and suggestions
Learning outcome 4 4. Understand key facts to providing enhanced levels of food and beverage service	4.1 Identify the industry standards for different styles of food and beverage service 4.2 Explain how industry standards impact on providing enhanced levels of food and beverage service 4.3 Analyse the fundamental principles of high-quality food and beverage service
Learning outcome 5 5. Understand how to develop team members to enhance levels of food and beverage service	5.1 Explain why anticipative, yet unobtrusive, service can enhance the customer experience 5.2 Explain the importance of a service team's adherence to an organisation's standards for dress, behaviour and performance 5.3 Explain how a service team's product knowledge can improve customer relationships

	5.4 Outline methods to ensure that a service team has the required product knowledge to recommend the appropriate beverages for all menu items 5.5 Explain how body language helps a service team portray high quality service 5.6 Explain how to develop a service team to achieve an efficient service from service areas to the customer 5.7 Explain how to develop a service team to respond to customer's special occasions in a way that enhances the customer experience 5.8 Explain how a service team should deal with customer incidents in a way that enhances service levels and balances the needs of an organisation 5.9 Explain how a service team should deal with customers with additional requirements unobtrusively
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