

# Level 4 Diploma in Hospitality Management (7148-41)

November 2019, version 2.0



## Qualification at a glance

<b>Subject area</b>	<b>Hospitality Management</b>
<b>City &amp; Guilds number</b>	7148 - 41
<b>Age group approved</b>	18+, 19+
<b>Assessment</b>	Portfolio
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Diploma in Hospitality Management	196	590	7148-41	600/6626/X

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 April 2013	Amended assessment criteria 1.5 and 1.6 to match Ofqual Register	Unit 409
1.3 October 2017	Added TQT details	Qualification at a glance & Structure
	Deleted QCF	Throughout
2.0 November 2019	Structure amended to include units 504, 518, 519, 520, 521, 522, 527	Structure, Assessment and Units
	Amended City & Guilds address	End of document



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is the qualification for?	This qualification is for the candidate who works or wants to work as a hospitality manager, head of department, kitchen manager, head chef, executive chef, front office manager, front of house manager, reception manager, accommodation manager, housekeeping manager, executive housekeeper, food & beverage manager, restaurant manager, bar manager in the hospitality and catering sector.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the hospitality and catering sector.
Is the qualification part of a framework or initiative?	It serves as the competence based qualification in the Hospitality and Catering Higher Level Apprenticeship Framework.
Who did we develop the qualification with?	It was developed in association with People 1 <sup>st</sup> the SSC for the hospitality leisure, travel and tourism sector.
What opportunities for progression are there?	It allows candidates to progress into hospitality and catering management or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• City &amp; Guilds Hospitality and Catering Higher Level Apprenticeship</li></ul>

## Structure

To achieve the Level 4 Diploma in Hospitality Management (7148), learners must achieve a total of 59 credits:

- a minimum of 22 credits must come from the mandatory units
- a minimum of 14 credits must come from Optional Group A and
- a minimum of 8 credits from Optional Group B
- the remaining 15 credits may come from Optional Group A and/or Optional Group B.

### Note:

Unit (404) has been replaced by unit (504).

Unit (418) has been replaced by unit (518).

Unit (419) has been replaced by unit (519).

Unit (420) has been replaced by unit (520).

Unit (421) has been replaced by unit (521).

Unit (422) has been replaced by unit (522).

Unit (427) has been replaced by unit (527).

## Level 4 Diploma in Hospitality Management

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory units</b>			
Y/504/1057	401	Manage the performance of teams and individuals	6
D/504/1058	402	Work as part of a hospitality management team to achieve strategic goals	6
H/504/1059	403	Manage compliance with regulatory and legislative requirements in hospitality	6
L/600/9586	404	Manage own professional development within an organisation	4
A/615/8558	Or 504	Manage own professional development within an organisation	4
<b>Optional group A</b>			
<b>Generic management units</b>			
H/504/1045	405	Manage purchasing costs in hospitality	9
J/504/1054	406	Manage the payroll costs of a hospitality team	8
K/504/1063	407	Manage staffing rotas for a hospitality team	6
L/504/1055	408	Manage feedback from customers of hospitality services	8

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
R/504/1056	409	Manage a team meeting	3
Y/504/1060	410	Recruit and select hospitality staff	8
K/504/1046	411	Devise and implement training and development plans	7
M/504/1047	412	Information systems management in hospitality	11
T/504/1048	413	Determine market opportunities for hospitality services	11
A/504/1049	414	Maximise sales and profit from hospitality services	10
M/504/1050	415	Manage operational aspects of hospitality premises refurbishment programmes	9
T/504/1051	416	Manage supplier contracts	7
A/504/1052	417	Manage hospitality functions	8
K/600/9711	418	Manage physical resources	3
<i>T/615/8560</i>	<i>Or 518</i>	<i>Manage physical resources</i>	3
M/600/9659	419	Implement change in own area of responsibility	6
<i>J/617/8859</i>	<i>Or 519</i>	<i>Implement change in own area of responsibility</i>	6
K/600/9692	420	Managing grievance procedures	3
<i>A/617/8860</i>	<i>Or 520</i>	<i>Managing grievance procedures</i>	3
H/600/9691	421	Know how to follow disciplinary procedures	4
<i>F/617/8861</i>	<i>Or 521</i>	<i>Know how to follow disciplinary procedures</i>	4
A/600/9695	422	Manage a budget for own area or activity of work	7
<i>M/615/8556</i>	<i>Or 522</i>	<i>Manage a budget for own area or activity of work</i>	7
K/601/1524	423	Handle referred customer complaints	10
D/601/1228	424	Use customer service as a competitive tool	8
D/601/1231	425	Organise the promotion of additional services or products to customers	7
<i>J/601/1238</i>	426	Review the quality of customer service	8
M/600/9712	427	Manage the environmental impact of work activities	5
<i>H/615/8571</i>	<i>Or 527</i>	<i>Manage the environmental impact of work activities</i>	5



<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
T/601/7214	428	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2
<b>Optional group B</b>			
<b>Kitchen management units</b>			
A/504/0998	429	Design, implement and manage a food safety management system	7
H/504/1000	430	Develop and create innovative dishes and recipes	11
H/504/1062	431	Develop menus to meet the organisation's cost requirements	10
H/504/1028	432	Manage the presentation and portion size of dishes	7
M/504/1064	433	Manage a team to prepare, cook and present food	12
K/504/1029	434	Current hospitality industry and food trends	10
A/504/1066	435	Plan and design food production areas	8
<b>Front of house reception units</b>			
J/504/1068	436	Manage customer profile information to improve service	11
L/504/1069	437	Manage statutory fire and security procedures for a hospitality establishment	9
D/504/1030	438	Manage arrivals and departures of guests to maximise revenue	9
F/504/1070	439	Manage the billing and payment processes	10
J/504/1071	440	Manage front of house and guest relations	10
H/504/1031	441	Manage the reservation systems	7
<b>Accommodation management units</b>			
K/504/1032	442	Implement and manage housekeeping procedures in hospitality	8
M/504/1033	443	Manage the security and privacy of hospitality guests	4
A/504/1035	444	Manage room availability to maximise revenue potential	5

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
T/504/1034	445	Monitor maintenance and repair work within a hospitality premises	6
F/504/1036	446	Manage the provision of additional services	4
J/504/1037	447	Manage the linen service	4
L/504/1038	448	Manage the supply of uniforms and housekeeping of staff areas	4
<b>Food and beverage service units</b>			
R/504/1039	449	Manage a food and beverage service	7
J/504/1040	450	Manage the organisation of the food and beverage service area	6
L/504/1041	451	Develop beverage lists to complement menus	6
R/504/1042	452	Manage the production and presentation of menus	6
Y/504/1043	453	Manage cellar and beverage operations	7
D/504/1044	454	Develop enhanced levels of food and beverage service	7

## Total Qualification Time

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 4 Diploma in Hospitality Management	196	590



## 2 Centre requirements

### Approval

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

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

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

### Resource requirements

#### Centre staffing

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

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

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

## Assessors and internal quality assurers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and quality assuring this qualification, or meet the relevant experience requirements as set out in the People 1<sup>st</sup> Assessment Strategy [www.people1st.co.uk](http://www.people1st.co.uk) and outlined below. Please refer to the People 1<sup>st</sup> Assessment Strategy for full requirements

‘The requirements set out below relate to all assessors and internal quality assurers (formerly called internal verifiers). The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verifier units based on the arrangement referred to in Section 4.1 of the Assessment Strategy’

<b>Assessors and internal quality assurers must:</b>	<b>A</b>	<b>QC</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally assure competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		
D34 or V1 - In the case that the internal quality assurer is working towards their V1 unit, a representative sample of internal quality decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and assuring, which has been gained through ‘hands on’ experience in the industry.	✓	✓
Adhere to the awarding organisation's/body's assessment requirements and practice standardised assessment principles	✓	✓
Have sufficient resources to carry out the role of assessor or quality assurer, ie time and budget	✓	✓

Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.	✓	
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D of the People 1st Assessment Strategy).	✓	Good practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E of the People 1st Assessment Strategy).	✓	✓

### **Continuing Professional Development (CPD)**

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

### **Candidate entry requirements**

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

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



## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

### **Assessment of the qualification**

Candidates must:

- have a completed portfolio of evidence for each unit.

#### **Note:**

Unit (404) has been replaced by unit (504).

Unit (418) has been replaced by unit (518).

Unit (419) has been replaced by unit (519).

Unit (420) has been replaced by unit (520).

Unit (421) has been replaced by unit (521).

Unit (422) has been replaced by unit (522).

Unit (427) has been replaced by unit (527).



<b>Level 4 Diploma in Hospitality Management</b>		
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
401	Manage the performance of teams and individuals (Level 4) (6)	Portfolio
402	Work as part of a hospitality management team to achieve strategic goals (Level 4) (6)	Portfolio
403	Manage compliance with regulatory and legislative requirements in hospitality (Level 4) (6)	Portfolio
404/504	Manage own professional development within an organisation (Level 3) (4)	Portfolio
405	Manage purchasing costs in hospitality (Level 4) (9)	Portfolio
406	Manage the payroll costs of a hospitality team (Level 4) (80)	Portfolio
407	Manage staffing rotas for a hospitality team (Level 4) (6)	Portfolio
408	Manage feedback from customers of hospitality services (Level 4) (8)	Portfolio
409	Manage a team meeting (Level 3) (3)	Portfolio
410	Recruit and select hospitality staff (Level 4) (8)	Portfolio
411	Devise and implement training and development plans (Level 4) (7)	Portfolio
412	Information systems management in hospitality (Level 4) (11)	Portfolio
413	Determine market opportunities for hospitality services (Level 5) (11)	Portfolio
414	Maximise sales and profit from hospitality services (Level 5) (10)	Portfolio
415	Manage operational aspects of hospitality premises refurbishment programmes (Level 4) (9)	Portfolio
416	Manage supplier contracts (Level 4) (7)	Portfolio
417	Manage hospitality functions (Level 4) (8)	Portfolio
418/518	Manage physical resources (Level 4) (3)	Portfolio
419/519	Implement change in own area of responsibility (Level 4) (6)	Portfolio
420/520	Managing grievance procedures (Level 4) (3)	Portfolio

<b>Level 4 Diploma in Hospitality Management</b>		
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
421/521	Know how to follow disciplinary procedures (Level 4) (4)	Portfolio
422/522	Manage a budget for own area or activity of work (Level 5) (7)	Portfolio
423	Handle referred customer complaints (Level 4) (10)	Portfolio
424	Use customer service as a competitive tool (Level 3) (8)	Portfolio
425	Organise the promotion of additional services or products to customers (Level 3) (7)	Portfolio
426	Review the quality of customer service (Level 4) (8)	Portfolio
427/527	Manage the environmental impact of work activities (Level 4) (5)	Portfolio
428	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector (Level 2) (2)	Portfolio
429	Design, implement and manage a food safety management system (Level 4) (7)	Portfolio
430	Develop and create innovative dishes and recipes (Level 4) (11)	Portfolio
431	Develop menus to meet the organisation's cost requirements (Level 4) (10)	Portfolio
432	Manage the presentation and portion size of dishes (Level 4) (7)	Portfolio
433	Manage a team to prepare, cook and present food (Level 4) (12)	Portfolio
434	Current hospitality industry and food trends (Level 4) (10)	Portfolio
435	Plan and design food production areas (Level 4) (8)	Portfolio
436	Manage customer profile information to improve service (Level 4) (11)	Portfolio
437	Manage statutory fire and security procedures for a hospitality establishment (Level 4) (9)	Portfolio
438	Manage arrivals and departures of guests to maximise revenue (Level 4) (9)	Portfolio
439	Manage the billing and payment processes (Level 4) (10)	Portfolio

<b>Level 4 Diploma in Hospitality Management</b>		
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
440	Manage front of house and guest relations (Level 4) (10)	Portfolio
441	Manage the reservation systems (Level 4) (7)	Portfolio
442	Implement and manage housekeeping procedures in hospitality (Level 4) (8)	Portfolio
443	Manage the security and privacy of hospitality guests (Level 4) (4)	Portfolio
444	Manage room availability to maximise revenue potential (Level 4) (5)	Portfolio
445	Monitor maintenance and repair work within a hospitality premises (Level 4) (6)	Portfolio
446	Manage the provision of additional services (Level 4) (4)	Portfolio
447	Manage the linen service (Level 4) (4)	Portfolio
448	Manage the supply of uniforms and housekeeping of staff areas (Level 4) (4)	Portfolio
449	Manage a food and beverage service (Level 4) (7)	Portfolio
450	Manage the organisation of the food and beverage service area (Level 4) (6)	Portfolio
451	Develop beverage lists to complement menus (Level 4) (6)	Portfolio
452	Manage the production and presentation of menus (Level 4) (6)	Portfolio
453	Manage cellar and beverage operations (Level 4) (7)	Portfolio
454	Develop enhanced levels of food and beverage service (Level 4) (7)	Portfolio

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

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. This qualification is subject to the People 1<sup>st</sup> assessment strategy [www.people1st.co.uk](http://www.people1st.co.uk)



## 5 Units

### Structure of units

These units each have the following:

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

## Unit 401

## Manage the performance of teams and individuals

<b>UAN:</b>	<b>Y/504/1057</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to PPL4GNE8 Manage the performance of teams and individuals.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to set objectives and work plans with teams and individuals
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to communicate, manage and evaluate objectives and work plans
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to assess the performance of teams and individuals against objectives and work plans
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Be able to provide feedback to teams and individuals on performance in line with organisational guidelines
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to agree and set objectives and work plans with teams and individuals
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to assess the performance of teams and individuals
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 7. Understand how to provide feedback to teams and individuals on performance
<b>Assessment criteria</b>
The learner can: 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 401            Manage the performance of                                  teams and individuals**

## Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1 & 1.2 and 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 and 3.1, 3.2, 3.3 & 3.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 & 5.9 and 6.1, 6.2, 6.3, 6.4, 6.5 & 6.6 and 7.1, 7.2, 7.3 & 7.4 through questioning or witness testimony if no naturally occurring evidence is available.

### **Unit guidance**

#### **Personal circumstances:**

such as those relating to culture, age, gender, health or background.

## Unit 402

## Work as part of a hospitality management team to achieve strategic goals

<b>UAN:</b>	<b>D/504/1058</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN9 Contribute to the strategic goals of the organisation's leadership team.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to participate in management team meetings
<b>Assessment criteria</b>
The learner can: 1.1 prepare for meetings in readiness to contribute to agenda items 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.

<b>Learning outcome</b>
The learner will: 2. Be able to work interactively with the management team
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to recruit and develop team members
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Be able to take responsibility for the management team at periodic times
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to participate in management team meetings
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>	
The learner will:	
6.	Understand how to work interactively with the management team
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	
The learner will:	
7.	Understand how to review own team's performance
<b>Assessment criteria</b>	
The learner can:	
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 402

## Work as part of a hospitality management team to achieve strategic goals

### Supporting information

#### Evidence requirements

##### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1, 2.2 & 2.3 and 3.1, 3.2 & 3.3 and 4.1, 4.2, 4.3 & 4.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.4 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.8 and 6.1, 6.2, 6.3, 6.4, 6.5 & 6.6 and 7.1, 7.2 & 7.3 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 403

## Manage compliance with regulatory and legislative requirements in hospitality

<b>UAN:</b>	<b>H/504/1059</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN17 Comply with legislative requirements in hospitality.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to keep up to date with regulatory and legislative requirements
<b>Assessment criteria</b>
The learner can: 1.1 select and justify methods to keep up to date with regulatory and legislative requirements in hospitality 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.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor team member's compliance to regulatory and legislative requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to plan for and action outcomes of regulatory and legislative inspections and compliance visits
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to monitor an organisation's compliance to regulatory and legislative requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to manage team member's compliance to regulatory and legislative requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to plan for and action outcomes of regulatory and legislative inspections and compliance visits
<b>Assessment criteria</b>
The learner can: 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.



# Unit 403            Manage compliance with regulatory and legislative requirements in hospitality

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2 & 1.3 and 2.1, 2.2, 2.3, 2.4 & 2.5 and 3.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2 & 3.3 and 4.1, 4.2, 4.3 & 4.4 and 5.1, 5.2, 5.3 & 5.4 and 6.1, 6.2 & 6.3 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There **must** be performance evidence, gathered through evaluating products of the candidate's work that they have reviewed at least **five** of the following **regulatory and legislative requirements**:

- a. Licensing (including weights and measures and licensing objectives relevant to the country they operate in)
- b. Health and Safety (eg COSHH, HACCP, risk assessments, Health & Safety at Work Act)
- c. Food Safety
- d. Environmental Health
- e. Fire regulations
- f. Data Protection
- g. Trade Description
- h. Human Resources (eg permission to work, working time regulations, night-time working, absence management).

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 404/504 Manage own professional development within an organisation

<b>UAN:</b>	<b>404: L/600/9586</b> <b>504: A/615/8558</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to Council for Administration Management NOS: MSC A2 Manage your own resources and professional development.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
<b>Aim:</b>	This unit is about managing your professional development in order to achieve your work objectives and your career and personal goals.

<b>Learning outcome</b>
The learner will: 1. Be able to assess own career goals and personal development
<b>Assessment criteria</b>
The learner can: 1.1 identify own career and personal goals 1.2 assess how own career goals affect work role and professional development.

<b>Learning outcome</b>
The learner will: 2. Be able to set personal work objectives
<b>Assessment criteria</b>
The learner can: 2.1 agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.

<b>Learning outcome</b>
The learner will: 3. Be able to produce a personal development plan
<b>Assessment criteria</b>
The learner can: 3.1 identify gaps between objectives set, own current knowledge and skills 3.2 produce a development plan.

<b>Learning outcome</b>
The learner will: 4. Be able to implement and monitor own personal development plan
<b>Assessment criteria</b>
The learner can: 4.1 plan activities identified in own development plan 4.2 explain how to monitor and review own personal development plan.

## Unit 405

## Manage purchasing costs in hospitality

<b>UAN:</b>	<b>H/504/1045</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN2 Manage purchasing costs in hospitality.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to manage the supply of goods from suppliers
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the delivery of supplies
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to establish procedures to reduce waste and promote sustainability
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage purchasing costs
<b>Assessment criteria</b>
The learner can: 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 405      Manage purchasing costs in hospitality

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 and 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There **must** be performance evidence, gathered through evaluating the candidate's work for:

- at least **one** from **resources**:
  - a. stock
  - b. equipment.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 406

## Manage the payroll costs of a hospitality team

<b>UAN:</b>	<b>J/504/1054</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN3 Manage payroll costs for your team.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to budget for required team staffing levels in line with legal requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage a team payroll
<b>Assessment criteria</b>
The learner can: 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: <ol style="list-style-type: none"> <li>a) actual records of hours worked</li> <li>b) allocated staff budgets, identifying potential cost savings where appropriate</li> </ol>
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.

<b>Learning outcome</b>	
The learner will:	
3.	Understand how to plan for and review payroll costs
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	
The learner will:	
4.	Understand how to monitor the operation of a payroll system
<b>Assessment criteria</b>	
The learner can:	
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.



## **Unit 406            Manage the payroll costs of a                                   hospitality team**

Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3 and 2.1, 2.2, 2.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.4 & 2.5 and 3.1, 3.2, 3.3, 3.4 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 407

## Manage staffing rotas for a hospitality team

<b>UAN:</b>	<b>K/504/1063</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN4 Manage rotas for your hospitality team.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to plan staffing rotas for own team
<b>Assessment criteria</b>
The learner can: 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 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.

<b>Learning outcome</b>
The learner will: 2. Be able to produce rotas for own team
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Understand how to plan and produce staffing rotas for a hospitality team
<b>Assessment criteria</b>
The learner can: 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 407            Manage staffing rotas for a    hospitality team**

Supporting information

## **Evidence requirements**

### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 and 2.1, 2.2 & 2.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 & 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

## **Unit guidance**

### **Types of hospitality staff**

This refers to the different working arrangements under which hospitality staff are often employed, eg full-time, part-time, seasonal, casual, as well as different levels and types of staff who may use the rotas and plans.

## Unit 408

## Manage feedback from customers of hospitality services

<b>UAN:</b>	<b>L/504/1055</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN5 Obtain, analyse and implement customer feedback.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to obtain customer feedback on hospitality services
<b>Assessment criteria</b>
The learner can: 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 regarding the effective delivery of hospitality services.

<b>Learning outcome</b>
The learner will: 2. Be able to analyse customer feedback on hospitality services
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to use customer feedback to improve work processes and staff performance
<b>Assessment criteria</b>
The learner can: 3.1 check that staff understand the results of the feedback analysis 3.2 demonstrate how feedback is used to improve the work processes and staff performance 3.3 report actions taken as a result of customer feedback to the management team.

<b>Learning outcome</b>
The learner will: 4. Understand how to obtain, analyse and implement actions in response to customer feedback
<b>Assessment criteria</b>
The learner can: 4.1 explain an organisation's policy, procedures and systems for obtaining customer feedback 4.2 explain how to maximise the use of feedback to improve working processes and staff performance 4.3 select and justify research methods used to identify data sources which support the methodology and analysis 4.4 assess how qualitative and quantitative feedback can be used to inform analysis 4.5 explain the legal requirements relating to the use of customer information 4.6 identify when feedback received could be of importance to the wider organisation.

# Unit 408      Manage feedback from customers of hospitality services

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3 & 2.1, 2.2, 2.3, 2.4 & 3.1, 3.2, 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating the candidate's work for:

- at least **two** from **feedback**:
  - a. ad-hoc/face-to-face
  - b. systemised
  - c. customer complaints
  - d. external sources
  
- at least **two** from **customer profiles**:
  - a. age
  - b. gender
  - c. booking type (eg leisure, business)
  - d. social demographics.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<b>UAN:</b>	<b>R/504/1056</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN6 Lead, manage and follow up the meeting process.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will:
1. Be able to organise and manage meetings
<b>Assessment criteria</b>
The learner can:
1.1 establish the purpose and objectives for the meeting
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.



<b>Learning outcome</b>
The learner will: 2. Be able to follow up the actions of a meeting to achieve objectives
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Understand how to organise and manage meetings
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to follow up the actions of a meeting to achieve objectives
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how own performance can be improved at future meetings
<b>Assessment criteria</b>
The learner can: 5.1 identify ways to obtain feedback on own performance at meetings 5.2 explain ways to use feedback obtained to improve own performance 5.3 explain the importance of self-reflection of own performance at meetings.

## **Unit 409            Manage a team meeting**

### Supporting information

#### **Evidence requirements**

##### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 & 1.10 and 2.1 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.2 and 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 & 3.10 and 4.1, 4.2, 4.3 and 5.1, 5.2 & 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 410

## Recruit and select hospitality staff

<b>UAN:</b>	<b>Y/504/1060</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN7 Recruit and select hospitality staff.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to identify the need for hospitality staff
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to prepare to recruit and select hospitality staff
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will:
3. Be able to manage the recruitment and selection process of hospitality team members
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
4. Be able to evaluate the recruitment, selection and retention of team members
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
5. Understand how to identify the need for additional hospitality team members
<b>Assessment criteria</b>

The learner can:	
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 specifications
5.4	explain why it is important to give clear, accurate and legally compliant information on vacancies to potential applicants.

<b>Learning outcome</b>	
The learner will:	
6.	Understand how to manage the recruitment and selection process
<b>Assessment criteria</b>	
The learner can:	
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 values 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.

<b>Learning outcome</b>	
The learner will:	
7.	Understand how to evaluate the loss and retention of team members
<b>Assessment criteria</b>	
The learner can:	
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 410            Recruit and select hospitality staff**

## Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1 & 1.2 and 2.1, 2.2 & 2.3 and 3.1, 3.2, 3.3, 3.4 & 3.5 and 4.1, 4.2, 4.3, 4.5 & 4.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.4 and 5.1, 5.2, 5.3 & 5.4 and 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9 & 6.10 and 7.1, 7.2, 7.3 & 7.4 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 411

## Devise and implement training and development plans

<b>UAN:</b>	<b>K/504/1046</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN10 Devise and implement training and development plans for your hospitality team.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Be able to identify training needs in relation to an organisation's aims and objectives
<b>Assessment criteria</b>
The learner can: 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.



<b>Learning outcome</b>
The learner will: 2. Be able to produce and implement personal development plans with team members
<b>Assessment criteria</b>
The learner can: 2.1 devise development plans for individual team members by identifying with them: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to monitor staff training and identify the need for further development
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to identify training needs in relation to the organisation's aims
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to produce and implement personal development plans with team members
<b>Assessment criteria</b>
The learner can: 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.

# Unit 411      Devise and implement training and development plans

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1 & 2.2 and 3.1, 3.2, 3.3, 3.4 & 3.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.3 and 4.1, 4.2 & 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.8 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work that they:

- have identified **two** of the following **training needs**:
  - a. individual's
  - b. team's
  - c. organisation's
  
- and assessed **one** from **aims**:
  - a. to meet organisational objectives
  - b. to meet individuals aspirations.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 412

## Information systems management in hospitality

<b>UAN:</b>	<b>M/504/1047</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	11
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN11 Manage the use of the organisation's operating systems.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to manage information systems to meet operational needs
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to evaluate information systems to meet operational needs
<b>Assessment criteria</b>
The learner can: 2.1 evaluate the suitability of existing information systems to meet 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.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage information systems to meet operational needs
<b>Assessment criteria</b>
The learner can: 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 412 Information systems management in hospitality

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1, 2.2 & 2.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 & 3.10 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have evaluated IT systems for their performance in **four** from **performance areas**:

- a. personnel-related (attendance, recruitment – ie HR issues)
- b. financial performance
- c. supplier performance
- d. operational performance (customer feedback)
- e. resource management performance
- f. organisational performance
- g. regulatory performance (kitchen temperature checks, fire equipment checks, COSHH checks).

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 413

## Determine market opportunities for hospitality services

<b>UAN:</b>	<b>T/504/1048</b>
<b>Level:</b>	Level 5
<b>Credit value:</b>	11
<b>GLH:</b>	44
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN12 Determine market opportunities and plan the future provision of services.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to determine market opportunities for hospitality services based on research and analysis
<b>Assessment criteria</b>
The learner can: 1.1 obtain qualitative feedback on an organisation's service offer 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.

<b>Learning outcome</b>
The learner will: 2. Be able to interpret the analysis to determine market opportunities for hospitality services
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to prepare for the implementation of new and modified hospitality services
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to research and analyse data to help determine market opportunities for hospitality services
<b>Assessment criteria</b>
The learner can: 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.



<b>Learning outcome</b>
The learner will: 5. Understand how to interpret the analysis to determine market opportunities in line with an organisation's objectives
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to prepare for the implementation of new or modified hospitality services
<b>Assessment criteria</b>
The learner can: 6.1 explain how to make an effective contribution to an organisation's decision making process for new and modified services 6.2 identify the factors that will define the success of new and modified services 6.3 explain how to develop a project plan which takes account of all necessary resources and deadlines 6.4 explain the limits of own authority for planning and managing an organisation's service offer.

# Unit 413 Determine market opportunities for hospitality services

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 and 2.1, 2.2, 2.3, 2.4 & 2.5 and 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2 & 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.8 and 6.1, 6.2, 6.3 & 6.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work for:

- at least **one** from **team**:
  - a. departmental team
  - b. leadership team
  
- at least **five** of the following **local services**:
  - a. sport and leisure
  - b. health and beauty
  - c. cultural and heritage
  - d. entertainment (eg ticket bookings)
  - e. dining
  - f. accommodation
  - g. events
  - h. bar services
  - i. corporate
  - j. retail (eg concessions, vending)
  - k. transport services (eg taxi, shuttle bus)
  
- evaluated the requirements of **two** of the following **resources** when planning new services:
  - a. staff
  - b. budget.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

### Unit guidance

SWOT (strengths, weaknesses, opportunities and threats).

ROI (return on investment).

## Unit 414

## Maximise sales and profit from hospitality services

<b>UAN:</b>	<b>A/504/1049</b>
<b>Level:</b>	Level 5
<b>Credit value:</b>	10
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN13 Maximise sales and profit.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to obtain information that can help maximise sales and profit
<b>Assessment criteria</b>
The learner can: 1.1 obtain current data on an organisations existing sales and profitability 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.

<b>Learning outcome</b>
The learner will: 2. Be able to implement strategies for maximising sales and profit
<b>Assessment criteria</b>
The learner can: 2.1 determine actions to be taken to maximise sales and profit, based on data findings 2.2 confirm actions to be taken to maximise sales and profit with the management team 2.3 maintain relationships with suppliers in order to maximise buying power and reduce purchasing costs 2.4 develop strategies for: a) minimising waste b) saving energy c) maximising the profit potential of high performing products 2.5 establish contingency plans to manage risks that may arise from actions to maximise profit 2.6 manage training of own team to ensure opportunities to up sell and maximise profits are taken advantage of 2.7 meet own sales and profit targets with the aim of exceeding them.

<b>Learning outcome</b>
The learner will: 3. Be able to analyse strategies for maximising sales and profit
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the relative impact of strategies taken to maximise sales and profits 3.2 make recommendations for future strategies based on evaluation outcomes.

<b>Learning outcome</b>
The learner will: 4. Understand how to obtain information that can help develop strategies to maximise sales and profit
<b>Assessment criteria</b>
The learner can: 4.1 explain why it is critical to ensure that data used to inform decision-making is accurate and up to date 4.2 analyse information to identify opportunities which maximise sales and profit 4.3 explain how to run a break-even analysis.

<b>Learning outcome</b>
The learner will: 5. Understand how to agree and implement strategies for maximising sales and profit
<b>Assessment criteria</b>
The learner can: 5.1 explain the process for agreeing actions with the management team 5.2 explain ways to obtain the best deal from suppliers 5.3 identify an organisation's policies related to product pricing strategies 5.4 explain the impact that consumer protection legislation has upon product pricing strategies 5.5 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to analyse strategies for maximising sales and profit
<b>Assessment criteria</b>
The learner can: 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 414            Maximise sales and profit                                  from hospitality services**

## Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1 & 1.2 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7 and 3.1 & 3.2 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2 & 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 & 5.12 and 6.1 & 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

### **Unit guidance**

#### **Waste minimisation and energy saving**

This can include recycling where possible, eliminating excess packaging, avoiding unnecessary energy usage and commodity controls.

## Unit 415

# Manage operational aspects of hospitality premises refurbishment programmes

<b>UAN:</b>	<b>M/504/1050</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN14 Manage operational aspects of refurbishment programmes.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to plan refurbishment programmes
<b>Assessment criteria</b>
The learner can: 1.1 identify areas of the establishment both within and outside own area of responsibility which are in need of general refurbishment 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.

<b>Learning outcome</b>
The learner will: 2. Be able to oversee refurbishments
<b>Assessment criteria</b>
The learner can: 2.1 manage the refurbishment work in own area of responsibility to minimise disruption, without compromising the quality and speed of completion 2.2 monitor the adherence to timelines and refurbishment plans 2.3 minimise disruption to guests and team member's work during refurbishment work 2.4 check the adherence of completed refurbishment work to the initial plans.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate refurbishments
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the success of the refurbishment project 3.2 communicate the outcome of the refurbishment project to the leadership team 3.3 provide recommendations for potential improvements in the way refurbishments are managed.

<b>Learning outcome</b>
The learner will: 4. Understand how to plan refurbishments
<b>Assessment criteria</b>
The learner can: 4.1 explain the quality and condition points which may indicate the need for large-scale refurbishment 4.2 identify the various elements that need to be factored into a refurbishment budget 4.3 explain how refurbishment plans should be designed to meet organisational standards and customer expectations and cause minimum disruption to guests 4.4 identify levels of business activity which help to decide the best time to undertake a refurbishment programme 4.5 explain how to obtain reasonable quotes for refurbishment within limits of own authority.



<b>Learning outcome</b>
The learner will: 5. Understand how to oversee refurbishments
<b>Assessment criteria</b>
The learner can: 5.1 explain how to ensure the security of areas off-limit to contractors during refurbishment work 5.2 identify the relevant legislation that governs safe working practices for refurbishment work 5.3 explain how to keep refurbishment programmes to the planned timescales 5.4 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to evaluate refurbishments
<b>Assessment criteria</b>
The learner can: 6.1 explain how to evaluate the success of a refurbishment project 6.2 explain how to use evaluation data to inform future refurbishment projects.

# **Unit 415            Manage operational aspects of hospitality premises refurbishment programmes**

Supporting information

## **Evidence requirements**

### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 and 2.1, 2.2, 2.3 & 2.4 and 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3, 4.4 & 4.5 and 5.1, 5.2, 5.3, 5.4 & 5.5 and 6.1 & 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

<b>UAN:</b>	<b>T/504/1051</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	36
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN15 Initiate and manage supplier contracts.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will:
1. Be able to initiate contracts with suppliers and contractors to meet identified organisational needs
<b>Assessment criteria</b>
The learner can:
1.1 identify the resources needed to satisfy operational requirements
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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage supplier/contractor contracts
<b>Assessment criteria</b>
The learner can: 2.1 identify where it is cost effective for groups of resources to be supplied together 2.2 implement arrangements for resources to be supplied together 2.3 oversee contracts with suppliers to ensure they are consistent and meet both legal and organisational requirements 2.4 establish service level agreements that are clear and acceptable to an organisation and a supplier 2.5 maintain supplier relationships to achieve the outcomes required by an organisation 2.6 monitor compliance with contracts, taking into account legal, regulatory and organisational requirements.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate the success of contractual arrangements for the future benefit of an organisation
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the success of contractual arrangements on a regular basis 3.2 re-negotiate contract terms to the benefit of an organisation, without detriment to the supplier relationship 3.3 report on supplier contracts to management team, identifying possible synergies with other areas of an organisation.

<b>Learning outcome</b>
The learner will: 4. Understand how to initiate contracts with suppliers/contractors
<b>Assessment criteria</b>
The learner can: 4.1 compare different types of supplier contracts and agreements 4.2 explain when it is appropriate to have different types of supplier contracts and agreements 4.3 explain own authority to select suppliers on an organisation's preferred list and with those which are not 4.4 explain the importance of clearly communicating requirements and specifications when establishing supplier contracts 4.5 explain the key points to consider when evaluating tenders 4.6 explain why it is important to invite a range of potential suppliers to bid for contracts 4.7 explain the different types of information and sources of information that can be used to evaluate contracts.

<b>Learning outcome</b>
The learner will: 5. Understand how to manage supplier/contractor contracts
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to evaluate suppliers in line with an organisation's requirements
<b>Assessment criteria</b>
The learner can: 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 416            Manage supplier contracts

### Supporting information

#### Evidence requirements

##### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 and 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 and 3.1 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.2 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 & 5.10 and 6.1 & 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

##### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have identified a minimum of **two** of the following **resources**:

- a. stock
- b. equipment
- c. services.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<b>UAN:</b>	<b>A/504/1052</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to PPL 4GEN16 Manage a function.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will:
1. Be able to manage the organisation of a hospitality function
<b>Assessment criteria</b>
The learner can:
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
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. |
|-----|--|

<b>Learning outcome</b>
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The learner will:
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- |    |                                 |
|----|---------------------------------|
| 2. | Be able to monitor the function |
|----|---------------------------------|

<b>Assessment criteria</b>
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The learner can:
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- |     |   |
|-----|---|
| 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.            |

<b>Learning outcome</b>
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The learner will:
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- |    |   |
|----|---|
| 3. | Be able to evaluate the success of a function |
|----|---|

<b>Assessment criteria</b>
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The learner can:
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- |     |   |
|-----|---|
| 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.   |

<b>Learning outcome</b>
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The learner will:
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|----|-----------------------------------|
| 4. | Understand how to plan a function |
|----|-----------------------------------|

<b>Assessment criteria</b>
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The learner can:
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- |     |   |
|-----|---|
| 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**

The learner will:

5. Understand how to monitor a function

**Assessment criteria**

The learner can:

- 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**

The learner will:

6. Understand how to evaluate a function

**Assessment criteria**

The learner can:

- 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 417            Manage hospitality functions

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 and 2.1, 2.2, 2.3 & 2.4 and 3.1, 3.4 & 3.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.2 & 3.3 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 & 4.9 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 & 5.10 and 6.1, 6.2 & 6.3 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** from the following **functions**:
  - a. banquet
  - b. corporate entertainment event
  - c. reception
  - d. conference.
  
- **one** from the following **customers**:
  - a. internal
  - b. external.
  
- **three** from the following areas of **legislation**:
  - a. health and safety
  - b. fire regulations
  - c. licensing restrictions
  - d. food safety
  - e. first aid.
  
- **one** from the following **problems**:
  - a. supply problems
  - b. power failures
  - c. equipment problems
  - d. staffing problems.
  
- **two** from the following **records**:
  - a. manual
  - b. computerised
  - c. reports
  - d. checklists.

## Unit 418/518 Manage physical resources

<b>UAN:</b>	<b>418: K/600/9711</b> <b>518: T/615/8560</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to NOS Unit MSC E8 Manage physical resources.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Management Standards Centre.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will:
1. Understand the importance of sustainability when using physical resources
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
2. Be able to identify resource requirements for own area of responsibility
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will: 3. Be able to obtain required resources for own area of responsibility
<b>Assessment criteria</b>
The learner can: 3.1 submit a business case to procure required resources 3.2 review and agree required resources with relevant individuals 3.3 explain an organisation's processes for procuring agreed resources.

<b>Learning outcome</b>
The learner will: 4. Be able to monitor and review the quality and usage of resources in own area of responsibility
<b>Assessment criteria</b>
The learner can: 4.1 monitor the quality of resources against required specifications 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 419/519 Implement change in own area of responsibility

<b>UAN:</b>	<b>419: M/600/9659</b> <b>519: J/617/8859</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to NOS unit MSC C6 Implement change.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1 <sup>st</sup> the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit helps learners to implement and evaluate a plan for change in their area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Understand how to implement change in own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 explain the main models and methods for managing change.

<b>Learning outcome</b>
The learner will: 2. Be able to involve and support others through the change process
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to implement and monitor a plan for change in own area of responsibility
<b>Assessment criteria</b>
The learner can: 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.

## Unit 420/520 Managing grievance procedures

<b>UAN:</b>	<b>420: K/600/9692</b> <b>520: A/617/8860</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to NOS: MSC D15 Initiate and follow grievance procedures.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
<b>Aim:</b>	This unit is about initiating and following organisational grievance procedures in response to a concern, problem or complaint raised by team members.

<b>Learning outcome</b>
The learner will: 1. Understand how to prevent potential grievances
<b>Assessment criteria</b>
The learner can: 1.1 identify situations that are likely to lead to grievances in an organisation 1.2 explain how to prevent potential grievances.

<b>Learning outcome</b>
The learner will: 2. Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally
<b>Assessment criteria</b>
The learner can: 2.1 explain an organisation's grievance policy and procedure 2.2 identify the circumstances where a concern may be dealt with informally 2.3 explain the methods used to deal informally with concerns.

<b>Learning outcome</b>
The learner will: 3. Understand how to follow grievance procedures
<b>Assessment criteria</b>
The learner can: 3.1 explain how to follow an organisation's written grievance procedure 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.



## Unit 421/521 Know how to follow disciplinary procedures

<b>UAN:</b>	<b>421: H/600/9691</b> <b>521: F/617/8861</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to NOS: MSC D14 Initiate and follow disciplinary procedure.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
<b>Aim:</b>	This unit is about initiating and following organisational disciplinary procedures in response to misconduct or unsatisfactory performance of team members.

<b>Learning outcome</b>
The learner will:
1. Be able to understand performance expectations of an organisation
<b>Assessment criteria</b>
The learner can:
1.1 explain an organisation's required standards of conduct and performance
1.2 explain an organisation's formal disciplinary procedure.

<b>Learning outcome</b>
The learner will:
2. Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will: 3. Be able to know how to informally with cases of minor misconduct or unsatisfactory performance
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Be able to follow an organisation's formal disciplinary procedure
<b>Assessment criteria</b>
The learner can: 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 422/522    Manage a budget for own area or activity of work

<b>UAN:</b>	<b>422: A/600/9695</b> <b>522: M/615/8556</b>
<b>Level:</b>	Level 5
<b>Credit value:</b>	7
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to NOS unit MSC E1 Manage a budget.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Management Standards Centre.
<b>Aim:</b>	This unit helps learners to prepare a budget, address variance and monitor a budget for own area of activity or work.

<b>Learning outcome</b>
The learner will:
1. Be able to prepare a budget for own area of responsibility
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
2. Be able to manage a budget
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will: 3. Be able to review budget management performance
<b>Assessment criteria</b>
The learner can: 3.1 review performance against budget 3.2 assess improvements for future budget planning and management 3.3 monitor budget performance and implement changes within the limits of own authority or obtain agreement.

## Unit 423

## Handle referred customer complaints

<b>UAN:</b>	<b>K/601/1524</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	67
<b>Relationship to NOS:</b>	This unit is directly related to Unit C8 of the Customer Service NOS 2010.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Institute of Customer Service.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Investigate referred customer complaints
<b>Assessment criteria</b>
The learner can: 1.1 collect all the available information on the nature of the complaint and identify and analyse the organisational implications of the complaint 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.

<b>Learning outcome</b>
The learner will: 2. Take action to deal with referred customer complaints
<b>Assessment criteria</b>
The learner can: 2.1 identify a range of possible solutions that balance customer expectations and the organisation's service offer 2.2 liaise with their customer and colleagues to negotiate an acceptable solution 2.3 agree a solution that adapts current policies and procedures within their own authority and furthers their organisation's aims and objectives 2.4 implement the agreed solution and liaise with their customer to ensure that the customer is satisfied with the action that has been taken.

<b>Learning outcome</b>
The learner will: 3. Identify repeated customer complaints and recommend changes to policies and procedures
<b>Assessment criteria</b>
The learner can: 3.1 identify patterns and trends in customer complaints 3.2 analyse trends in customer complaints 3.3 identify solutions acceptable to their customers that fit the organisation's service offer 3.4 identify possible changes to customer service policies and procedures 3.5 consider the benefits and drawbacks of each possible change in terms of balancing customer service and organisational aims 3.6 select an option for change and follow organisational procedures to ensure that their recommendations come to the attention of decision makers.

<b>Learning outcome</b>
The learner will: 4. Understand how to handle referred customer complaints
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of minimising customer complaints and dealing with them effectively and promptly when they occur 4.2 explain their organisation's complaints procedures and the limits of their authority 4.3 describe the procedures they must follow if a complaint is likely to be escalated or have wider implications 4.4 describe the types of complaints that could have wider implications for their organisation

- 4.5 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 424

## Use customer service as a competitive tool

<b>UAN:</b>	<b>D/601/1228</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This Unit directly relates to Unit A14 of the Customer Service NOS 2010.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Institute of Customer Service.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Organise customer service to gain a competitive advantage
<b>Assessment criteria</b>
The learner can: 1.1 develop their own and colleagues' understanding of the services and products offered by their organisation 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.



<b>Learning outcome</b>
The learner will: 2. Deliver a competitive service
<b>Assessment criteria</b>
The learner can: 2.1 take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer 2.2 remind customers about their service offer and the extra benefit it provides over those of their competitors 2.3 offer additional technical advice to customers within their organisation's service offer 2.4 show awareness of the financial implications of any added value actions that they or their colleagues might offer 2.5 meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor 2.6 re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer 2.7 ensure that customers who have shown a previous interest in repeat and additional services are reminded of this 2.8 encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them.

<b>Learning outcome</b>
The learner will: 3. Understand how to use customer service as a competitive tool
<b>Assessment criteria</b>
The learner can: 3.1 identify the factors that lead to customers' belief that they are enjoying value for money 3.2 describe the services and products offered by their organisation 3.3 describe the services and products offered by competitors 3.4 identify the features and benefits of services and products that are seen by customers as added value 3.5 explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty 3.6 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.

## Unit 425

## Organise the promotion of additional services or products to customers

<b>UAN:</b>	<b>D/601/1231</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	This Unit directly relates to Unit A14 of the Customer Service NOS 2010.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Offer additional services or products
<b>Assessment criteria</b>
The learner can: 1.1 offer additional services or products to customers 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.

<b>Learning outcome</b>
The learner will: 2. Organise support to promote use of additional services or products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Monitor the promotion of additional services or products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to organise and promote services or products to customers
<b>Assessment criteria</b>
The learner can: 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 426

## Review the quality of customer service

<b>UAN:</b>	<b>J/601/1238</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This Unit directly relates to Unit B14 of the Customer Service NOS 2010.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
<b>Aim:</b>	<p>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.</p> <p>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.</p>

<b>Learning outcome</b>
The learner will: 1. Plan how to measure customer service
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Collect and analyse information on customer service
<b>Assessment criteria</b>
The learner can: 2.1 implement their plans for monitoring customer service processes and outcomes 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.

<b>Learning outcome</b>
The learner will: 3. Understand how to review the quality of customer service
<b>Assessment criteria</b>
The learner can: 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 427/527    **Manage the environmental impact of work activities**

<b>UAN:</b>	<b>427: M/600/9712</b> <b>527: H/615/8571</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to NOS MSCE9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Management Standards Centre
<b>Aim:</b>	<p>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.</p> <p>This Unit is particularly recommended for first line, and middle, managers.</p>

<b>Learning outcome</b>
The learner will:
1. Understand the legal requirements and environmental policies that impact on own area of responsibility
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will: 2. Understand how to assess the impact of work activities on the environment and how this can be minimised
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to assess and report on the environmental impact of work activities in own area of responsibility
<b>Assessment criteria</b>
The learner can: 3.1 assess the environmental impact of work activities and resource use 3.2 produce a report on the environmental impact of work activities and resource use, with recommendations for improvement.

<b>Learning outcome</b>
The learner will: 4. Be able to organise work activities and resource use to minimise environmental impact
<b>Assessment criteria</b>
The learner can: 4.1 adapt the use of resources in own area of responsibility to reduce environmental impact 4.2 organise activities in own area of responsibility to reduce environmental impact.

<b>Learning outcome</b>
The learner will: 5. Be able to promote ongoing improvement in environmental performance
<b>Assessment criteria</b>
The learner can: 5.1 establish means by which individuals can identify and report opportunities for improving environmental performance 5.2 communicate environmental benefits resulting from changes to work activities.

## Unit 428

## Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector

<b>UAN:</b>	<b>T/601/7214</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	Successful assessment of the unit proves that the candidate has achieved the National Occupational Standard to understand employment rights and responsibilities.

<b>Learning outcome</b>
The learner will: 1. Know employer and employee rights, responsibilities and own organisational procedures
<b>Assessment criteria</b>
The learner can: 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 responsibilities, including Access to Work and Additional Learning Support.



<b>Learning outcome</b>
The learner will: 2. Know factors that affect own organisation and occupation
<b>Assessment criteria</b>
The learner can: 2.1 describe the role played by own occupation within organisation and industry 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 429

## Design, implement and manage a food safety management system

<b>UAN:</b>	<b>A/504/0998</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM31 Participate in the design, implementation and monitoring of a kitchen food safety management system.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain an understanding and the skills to design, implement and manage the organisation's food safety management system.

<b>Learning outcome</b>
The learner will: 1. Be able to establish the requirements of a food safety management system
<b>Assessment criteria</b>
The learner can: 1.1 analyse the legislative requirements for food safety to inform the design of the food management system 1.2 analyse the risks to food safety from various hazards 1.3 review current procedures and practices to determine their suitability 1.4 manage the allocation of resources, roles and responsibilities for specific components of a food safety management system 1.5 establish procedures for: a) cleaning b) pest control c) chemical control, use and storage d) personal protective equipment e) food holding and storage f) food handling g) supplier delivery storage h) recording information i) handling waste.

<b>Learning outcome</b>
The learner will: 2. Be able to implement and manage a food safety management system
<b>Assessment criteria</b>
The learner can: 2.1 implement new procedures for changes to working practices according to an organisation's food safety management system 2.2 evaluate training provided to staff in food safety management procedures 2.3 monitor visitor, supplier and staff compliance to current procedures 2.4 conduct risk assessments to ensure food safety management is maintained 2.5 collect feedback on new procedures following implementation 2.6 evaluate implementation of food safety management procedures 2.7 monitor the application of the food safety management system.

<b>Learning outcome</b>
The learner will: 3. Understand how to design implement and monitor a food safety management system
<b>Assessment criteria</b>
The learner can: 3.1 explain the essential factors in designing implementing and managing food safety management system 3.2 explain the benefits of establishing food safety management procedures 3.3 explain the consequences of non-compliance to current and on-going legislation 3.4 evaluate the organisation's risk assessment process as part of the food safety management system 3.5 describe the suitable corrective actions to control food safety hazards 3.6 evaluate the organisation's policy for reporting and dealing with hazards 3.7 explain the importance of regularly monitoring records 3.8 outline methods to evaluate feedback on food safety management 3.9 explain the due diligence and compliance responsibilities of food business operators.

# Unit 429      Design, implement and manage a food safety management system

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 & 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** of the following **risks**:
  - a. physical
  - b. chemical
  - c. allergic.
  
- **four** of the following **resources**:
  - a. equipment
  - b. suppliers
  - c. staff
  - d. time
  - e. money
  - f. facilities.
  
- **three** of the following **working practices**:
  - a. range of dishes on the menu(s)
  - b. sourcing safe supplies and information on ingredients
  - c. stages in food preparation, cooking and service
  - d. range of equipment used, premises and work environment
  - e. storage
  - f. waste management
  - g. infestation management.
  
- **three** of the following **training processes**:
  - a. identifying training needs
  - b. determining staff training methods
  - c. implementing a training programme
  - d. allocation of staff to posts that make good use of training received.

Evidence for the remaining points under what you must cover' may be assessed through questioning or witness testimony.

## Unit 430

## Develop and create innovative dishes and recipes

<b>UAN:</b>	<b>H/504/1000</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	11
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM32 Develop and evolve dishes and recipes showing innovation and creativity.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to apply innovation and creativity when developing and evolving dishes to the organisation's style. The development of dishes and recipes must take into account restrictions of seasonality, sourcing of local or other produce and ingredients and the impact of costs. It must aim to ensure that dishes will enhance the reputation of the organisation.

<b>Learning outcome</b>
The learner will: 1. Be able develop dishes and recipes that reflect organisational style
<b>Assessment criteria</b>
The learner can: 1.1 research ideas for dishes and recipes using diverse sources 1.2 create innovative dishes and recipes that use a range of produce 1.3 create dishes and recipes that are in line with an organisation's menu and style and consumer requirements taking into account: a) the available resources and costs b) food combinations c) flavour d) dietary requirements e) prices of existing and new suppliers 1.4 calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities 1.5 establish systems for recording and evaluating feedback on new dishes and recipes 1.6 obtain feedback on dishes and recipes from relevant people.

<b>Learning outcome</b>
The learner will: 2. Be able to cost dishes and recipes
<b>Assessment criteria</b>
The learner can: 2.1 maintain accurate records and costing sheets on dishes and recipes 2.2 calculate portion yield 2.3 cost the ingredients required for the quantity of dishes being produced 2.4 cost dishes and recipes to meet an organisation's financial policy.

<b>Learning outcome</b>
The learner will: 3. Understand how to develop and introduce dishes and recipes
<b>Assessment criteria</b>
The learner can: 3.1 evaluate sources of information that may be used to influence and inform the development of new dishes and recipes 3.2 identify stages associated with new dish and recipe development 3.3 explain the process of evolving a dish from a recipe 3.4 explain current and expected trends in recipe and dish innovation 3.5 explain methods to obtain feedback on proposed dishes and recipes 3.6 explain how to determine the nutritional content of recipes and dishes 3.7 explain an organisation's policy for the introduction of new recipes and dishes.

<b>Learning outcome</b>
The learner will: 4. Understand the impact of the cost of dishes and recipes
<b>Assessment criteria</b>
The learner can: 4.1 explain the key financial considerations when developing dishes and recipes 4.2 explain the impact of inaccurately calculating portion yield for new dishes and recipes 4.3 explain how new dishes contribute toward meeting required financial targets 4.4 explain how to balance innovation against cost 4.5 evaluate an organisation's policy regarding the costing of new dishes and recipes 4.6 explain the implication of new dishes and recipes on resources

4.7 identify the implications of large scale preparation and cooking when using multiple components and cooking methods.

## Unit 430                      Develop and create innovative dishes and recipes

### Supporting information

#### Evidence requirements

##### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 and 2.1, 2.2, 2.3 & 2.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 & 3.7 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

##### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **four** of the following **resources**:
  - a. staff
  - b. equipment
  - c. supplies
  - d. time
  - e. money
  - f. facilities
  - g. waste management.
  
- **two** of the following **dietary requirements**:
  - a. nutritional balance
  - b. religious
  - c. medical
  - d. allergens
  - e. vegan/vegetarian
  - f. cultural.
  
- **meet** the needs of **two** of the **customer groups**:
  - a. current customer base
  - b. target markets.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

#### Unit guidance

**Range of different products** includes: local or company approved providers; seasonality; different types of produce, meat, fish poultry, vegetables.

## Unit 431

## Develop menus to meet the organisation's cost requirements

<b>UAN:</b>	<b>H/504/1062</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM33 Develop and deliver a menu which meets organisational standards and financial targets.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and skills to plan and develop a menu that is consistent with the service offered by the organisation. The menu must suit the needs of the organisation's existing customer base and target market, while meeting financial targets. The aim of the unit is to ensure that those people ultimately responsible for providing a menu, balance costs and quality and satisfy the dining experience of the customer.

<b>Learning outcome</b>
The learner will: 1. Be able to plan menus
<b>Assessment criteria</b>
The learner can: 1.1 use a variety of sources to obtain information on customer requirements when developing menus 1.2 plan menus to take into account: a) the skills, experience and training needs of staff b) the equipment and facilities available c) what is logistically viable in terms of preparation time and kitchen protocols d) the sources of produce including consistency of supply with the menu plan ie seasonal and local e) future developments according to an organisation's business plan.



<b>Learning outcome</b>
The learner will: 2. Be able to develop menus
<b>Assessment criteria</b>
The learner can: 2.1 develop menus taking into account: a) appropriateness to an organisation's customer base in terms of diet and price b) the sourcing of produce at prices that allow optimum profit margins c) the use of local and seasonal produce where possible d) the use of produce from appropriate sources that meet an organisation's quality standards e) an organisation's style of service to ensure menu balance, creativity and imagination f) legal requirements 2.2 update menus in line with customer feedback 2.3 develop dishes and menus for different functions 2.4 develop a menu that is relevant to the quantities of dishes required 2.5 maintain the required records on dishes and menus.

<b>Learning outcome</b>
The learner will: 3. Be able to cost menus
<b>Assessment criteria</b>
The learner can: 3.1 calculate the proportions of the main component and accompaniments in dishes 3.2 calculate the sales mix and the balance of price and offers 3.3 identify the main sources of revenue from the menu 3.4 estimate the use of energy for sustainable food production 3.5 evaluate the impact of seasonality restrictions on menu costs calculations 3.6 calculate the cost to profit margin ratios in line with organisational policy 3.7 calculate staffing costs associated with the production of menu items 3.8 cost produce to accurately price dishes.

<b>Learning outcome</b>
The learner will: 4. Understand how to plan menus
<b>Assessment criteria</b>
The learner can: 4.1 explore the principles of planning, trialling and testing new recipes 4.2 state the current legislation, dietary considerations and health, safety and hygiene requirements when planning menus 4.3 evaluate methods for obtaining information for menu planning 4.4 explain how to assess menus to ensure conformity to organisational policy and legislation.

<b>Learning outcome</b>
The learner will: 5. Understand how to develop menus
<b>Assessment criteria</b>
The learner can: 5.1 analyse an organisation's target market and their requirements 5.2 compare different dishes and menu suitability for different formats of service 5.3 describe how to achieve a balanced menu 5.4 explain how to maximise the use of resources 5.5 identify where to obtain accurate nutritional guidelines 5.6 explain how to analyse the nutritional content of menus 5.7 explain how to resource new menu ideas 5.8 state an organisation's buying procedures for produce.

<b>Learning outcome</b>
The learner will: 6. Understand how to cost menus
<b>Assessment criteria</b>
The learner can: 6.1 identify key considerations when costing dishes and menus 6.2 evaluate an organisation's environmental policies and the extent to which they impact on the costing of menus 6.3 identify the impact of costs and revenue from various sources 6.4 analyse the current trends that influence menu choices 6.5 analyse the current economic climate, including cost of produce and its potential impact on menu costing and pricing 6.6 explain the scope and limitation of available equipment in relation to costs.

# Unit 431      Develop menus to meet the organisation's cost requirements

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1 & 1.2 and 2.1, 2.2, 2.3, 2.4 & 2.5 and 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 & 3.8 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3 & 4.4 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.8 and 6.1, 6.2, 6.3, 6.4, 6.5 & 6.6 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** of the following types of **menus**:
  - a. breakfast
  - b. lunch
  - c. dinner
  - d. afternoon tea
  - e. snack
  - f. functions/special event menus.
  
- take account of **two** of the **diet considerations**:
  - a. nutritional balance
  - b. medical
  - c. allergens
  - d. religious
  - e. vegan/vegetarian
  - f. cultural.
  
- **one** of the **function menus**:
  - a. conferences
  - b. weddings
  - c. fine dining events.
  
- **two** of the **cost (information)** considerations:
  - a. cost-to-profit ratios
  - b. revenue figures
  - c. energy costs
  - d. staffing costs.

- **four of the resources:**
  - a. staff
  - b. equipment
  - c. supplies
  - d. facilities
  - e. time
  - f. money
  - g. waste management.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## **Unit guidance**

### **Sources of data available**

For example, sales, popular and innovative menu items, alternative recipe sources, customer perception or satisfaction surveys.

### **Sources of produce**

For example, approved quality suppliers, alternative suppliers, provenance, quality stamps, range of acceptable produce, seasonality, foraged food.

### **Sustainability**

Carbon footprint, ethical moral process in relation to supply chain.

## Unit 432

## Manage the presentation and portion size of dishes

<b>UAN:</b>	<b>H/504/1028</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM34 Manage the presentation and portion size of dishes in accordance with organisational standards.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to control the presentation and portion size of food from a commercial kitchen. The presentation and portion size needs to meet organisational standards and guidelines, in order to ensure the efficient use of resources and/or the maximisation of profits. It must also meet the organisation's objectives in terms of enhancing the experience of the customer or recipient as well as the reputation of the organisation.

<b>Learning outcome</b>
The learner will: 1. Be able to manage the portion size and presentation of dishes to meet an organisation's standards
<b>Assessment criteria</b>
The learner can: 1.1 communicate the correct portion size and presentation requirements for each dish to staff 1.2 calculate portion size based on: a) cost to profit margin ratios b) minimising waste c) appropriate presentation protocols, ensuring value for money 1.3 monitor procedures for staff training on portion size and presentation 1.4 monitor the availability of appropriate presentation equipment 1.5 justify that business based decisions on portion size are linked to results 1.6 review portion size and presentation before food leaves the kitchen to conform with marketing and promotional messages.

<b>Learning outcome</b>
The learner will: 2. Understand how to manage the portion size, to minimise waste
<b>Assessment criteria</b>
The learner can: 2.1 evaluate the organisation's policy on portion control 2.2 analyse the impact that waste and inefficiency has on cost 2.3 identify how to reduce waste through robust portion control to maximise profit 2.4 explain the relationship between portion control and cost and profit margin ratios 2.5 identify how portion control contributes to business measures and key performance indicators 2.6 explain the potential impact if the importance of portion control is not understood by staff.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage the presentation of dishes to meet an organisation's standards
<b>Assessment criteria</b>
The learner can: 3.1 explain how to manage dish presentation to meet an organisation's standards and profit margins 3.2 explain types of presentation appropriate for different events 3.3 explain why the management of staff in portion control is critical in order to meet organisational objectives 3.4 explain the techniques to use when managing the presentation of dishes to achieve organisational objectives.

# Unit 432            Manage the presentation and portion size of dishes

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 and 3.1, 3.2, 3.3 & 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** of the **methods of relaying information**:
  - a. verbally
  - b. written
  - c. pictorial.
  
- **three** of the **appropriate presentation equipment**:
  - a. kitchen tools
  - b. servers
  - c. crockery
  - d. glassware
  - e. cooking dishes.
  
- **two** of the **marketing and promotional messages**:
  - a. menus
  - b. pictures
  - c. information in literature supplied by the organisation
  - d. newspapers in which the marketing message may be featured
  - e. magazines in which the marketing message may be featured.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 433

## Manage a team to prepare, cook and present food

<b>UAN:</b>	<b>M/504/1064</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	12
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM35 Manage a team to prepare, cook and present food to organisational standards.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to co-ordinate and manage staff working in food production to achieve the organisation's commercial and business objective. Head chefs, executive chefs and kitchen managers have to ensure that teams, management structure, resources and knowledge are in place in the correct balance to ensure that the cost-effective, profitable, efficient and safe preparation and production of food is achieved, according to the organisation's style and business targets.

<b>Learning outcome</b>
The learner will: 1. Be able to plan food production to an organisation's standards
<b>Assessment criteria</b>
The learner can: 1.1 manage the allocation of resources according to the style of service and menu 1.2 match the skills of staff to appropriate tasks 1.3 establish team structures to enable the smooth running of different food production sections 1.4 implement processes, which allow working arrangements to be managed fairly and consistently 1.5 manage supplier arrangements and procedures to ensure stocks required for food production are always available 1.6 regularly inspect and update food production arrangements and procedures 1.7 develop contingency plans to respond to problems as they arise 1.8 evaluate food production procedures in light of experience or service problems 1.9 plan the sustainable production of food.



<b>Learning outcome</b>
The learner will: 2. Be able to manage food production operations to an organisation's standards
<b>Assessment criteria</b>
The learner can: 2.1 agree objectives and work plans with staff members 2.2 confirm that staff members are trained for assigned tasks 2.3 manage work plans, objectives and production procedures to make best use of resources 2.4 minimise and overcome problems as they arise through constant observation of production procedures 2.5 monitor production yield, portion control and costs to achieve budgetary targets 2.6 confirm that staff comply with relevant legislation and organisational policy when preparing and producing food 2.7 record relevant information relating to food preparation and production before and during service 2.8 communicate information relating to food preparation and production as required 2.9 confirm that food produced meets customer requirements 2.10 evaluate the food production and service 2.11 feedback evaluation of food and production service to staff.

<b>Learning outcome</b>
The learner will: 3. Understand how to plan food production to an organisation's standards
<b>Assessment criteria</b>
The learner can: 3.1 review the team to identify skills, strength and development needs 3.2 explain how the allocation of staff to suitable roles affects team performance 3.3 explain what individual needs should be considered in the allocation of staff 3.4 outline staff members' induction, training and development programme 3.5 identify techniques to assess resource requirements and costs 3.6 explain how food production plans fit with the organisation's procedures and business objectives 3.7 explain how budgets and resources available for food production are utilised 3.8 explain sources of information for planning 3.9 evaluate methods of work scheduling 3.10 explain how to estimate realistic targets and deadlines 3.11 explain key considerations when contingency planning.

**Learning outcome**

The learner will:

4. Understand how to manage food production operations to an organisation's standards

**Assessment criteria**

The learner can:

- 4.1 explain how food production impacts on other departments and services to customers
- 4.2 identify the current legislation impacting on food production operations
- 4.3 explain the importance of protecting customers by taking account of allergens, dietary requirements or medical considerations
- 4.4 explain how to prioritise or re-prioritise work allocations according to the availability of resources
- 4.5 explain what to do in the event of short-staffing
- 4.6 analyse how changes to work allocations can impact on cost, deadlines and smooth working procedures
- 4.7 evaluate methods that can be used to minimise the impact of change to work allocations.

# Unit 433            Manage a team to prepare, cook and present food

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 & 1.9 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 & 2.11 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 & 3.11 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** of the **resources**:
  - a. equipment
  - b. food and other supplies
  - c. power
  - d. staff
  - e. time.
  
- **six** of the **procedures** for:
  - a. ordering
  - b. storage
  - c. presentation
  - d. portion control
  - e. receipt of supplies
  - f. preparation
  - g. production
  - h. heating/re-heating
  - i. distribution
  - j. waste disposal.
  
- **two** of the **instructions**:
  - a. written
  - b. verbal
  - c. pictorial.
  
- **one** of the **individual needs**:
  - a. cultural
  - b. religious
  - c. medical.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit guidance

**Suppliers of produce:** local suppliers; central supply networks, fresh supplies, frozen supplies; of equipment: kitchen – large/small, crockery/serving dishes.

**Style of service:** contract food service, fast food, high end food, fine dining, outside catering.

## Unit 434

## Current hospitality industry and food trends

<b>UAN:</b>	<b>K/504/1029</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM36 Keep up to date with current industry and food trends.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to lead a team to produce new and innovative dishes, menus and operational methods by keeping up with trends and innovations. This needs to be done within the context of the organisation's resource constraints and business objectives.

<b>Learning outcome</b>
The learner will: 1. Be able to investigate current industry and food production trends
<b>Assessment criteria</b>
The learner can: 1.1 identify trends by researching: a) specialist hospitality and catering publications b) equipment publications c) websites d) publications on changing techniques and practices 1.2 attend relevant industry events, to: a) identify new developments and innovations b) impart own knowledge and exchange information 1.3 identify changes in customers' preferences for food based on feedback 1.4 analyse changes in: a) wider social trends b) the economic climate c) environmental issues d) health issues e) political and technological developments 1.5 analyse the influence of different agricultural and food manufacturing methods on food preparation and production

- |   |
|---|
| 1.6 research different design innovations impact on improved and faster food preparation. |
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<b>Learning outcome</b>
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The learner will:
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| 2. Be able to apply new methods to food production within an organisation's constraints |
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<b>Assessment criteria</b>
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The learner can:
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|--|
| 2.1 confirm staff are trained in, new:<br>a) equipment, processes and protocols<br>b) developments in cooking methods using modern techniques and basic foods<br>c) trends in different services, styles and presentations |
| 2.2 update staff on current principles of diet, nutrition and the control of allergens   |
| 2.3 use new methods of food production to develop new dishes and recipes   |
| 2.4 apply new techniques in the context of sustainability, carbon foot print and resource considerations   |
| 2.5 implement waste management strategies  |
| 2.6 apply different methods of food production within budgetary constraints, resources, time and the organisation's objectives.  |

<b>Learning outcome</b>
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The learner will:
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| 3. Understand how to investigate current industry and food production trends |
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<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 3.1 explain an organisation's policy for adopting new innovations within budgetary constraints |
| 3.2 evaluate differences in locally versus centrally sourced produce                           |
| 3.3 evaluate the offer from different produce and equipment suppliers                          |
| 3.4 explain how to manage the budget when working with new produce and food production methods |
| 3.5 explain the impact of food production trends on meeting the organisation's objectives      |
| 3.6 assess the risk of introducing new equipment or tools to the kitchen for optimum return    |
| 3.7 explain the roles of professional, trade, awarding and merit bodies.                       |

**Learning outcome**

The learner will:

4. Understand how to apply new methods to food production within an organisation's constraints

**Assessment criteria**

The learner can:

- 4.1 explain how food science and gastronomic principles relate to an organisation's food production
- 4.2 compare methods of contemporary approaches to team working and development to those used in the organisation
- 4.3 explain how contractual constraints can impact on the potential for change
- 4.4 examine the implications of using new methods of food production to an organisation
- 4.5 explain why staff training is essential to the implementation of new developments in food production
- 4.6 explain how new innovations and techniques may impact on regular day to day business activities in food production
- 4.7 compare the relative benefits of different waste management strategies.

# Unit 434                      Current hospitality industry and food trends

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 and 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 & 3.7 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** of the **relevant industry events**:
  - a. other establishments eg special functions, openings or social occasions
  - b. exhibitions
  - c. conferences
  - d. competitions
  - e. functions.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

### Unit guidance

#### Gastronomy

Discover, tasking, experience, researching and understanding about food, culture art and science of food.



## Unit 435

## Plan and design food production areas

<b>UAN:</b>	<b>A/504/1066</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to PPL 4KM37 Plan and design operational area.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to contribute into the design and development of kitchen areas by the person in charge of a commercial kitchen. The design should ensure the smooth flow of staff, processes and activities around the kitchen, as well as the effective utilisation of equipment and produce.

<b>Learning outcome</b>
The learner will: 1. Be able to assess the future needs of food production areas
<b>Assessment criteria</b>
The learner can: 1.1 analyse the advantages and disadvantages of existing food production areas 1.2 identify the need for new equipment based on an organisation's future requirements 1.3 conduct risk assessments of existing food production areas 1.4 carry out feasibility studies of possible options for food production areas 1.5 assess cost and budget requirements of possible design options 1.6 review the impact of current and future legislation on food production areas 1.7 co-ordinate the development of proposals for kitchen design and layout in conjunction with relevant specialists 1.8 seek approval for design proposals from the appropriate people 1.9 modify plans for kitchen designs according to feedback from appropriate people.

<b>Learning outcome</b>
The learner will: 2. Be able to re-design food preparation and production areas
<b>Assessment criteria</b>
The learner can: 2.1 assess how the application of new equipment will impact on the design of food production areas 2.2 plan the positioning of equipment to optimise workflow, improve energy use and assist cleaning, maintenance and safety 2.3 participate in the modification of kitchen design and layout 2.4 revise the budget to take account of the re-design of food production areas 2.5 monitor the design and layout of food production areas to ensure they conform to legislative requirements 2.6 confirm that services and supplies are functional and ancillary areas are accounted for 2.7 deal with problems relating to the design and layout of food preparation and production areas.

<b>Learning outcome</b>
The learner will: 3. Understand how to assess and plan for the future needs of food production areas
<b>Assessment criteria</b>
The learner can: 3.1 explain the process of assessing the future need of food production areas 3.2 evaluate the extent to which new food production operations will meet an organisation's objectives 3.3 explain how to assess the cost of proposed options 3.4 explain the procedure for obtaining approval for changes to the food production area 3.5 identify the legislation relevant to the areas being designed 3.6 identify where to gain information on current and future legislation.

**Learning outcome**

The learner will:

4. Understand how to re-design food preparation and production areas

**Assessment criteria**

The learner can:

- 4.1 evaluate the impact of change on inter-departmental working
- 4.2 explain the difference changes will make to operational activities
- 4.3 describe how to assess the impact of current and future uses of equipment
- 4.4 explain the key information to assess in equipment specifications
- 4.5 outline the main points to include within a food production design specification
- 4.6 identify where to get information on potential equipment
- 4.7 explain the relevant legislation for the safe working of the redesigned food production area.

# Unit 435 Plan and design food production areas

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 & 1.9 and 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.7 and 3.1, 3.2, 3.3, 3.4, 3.5 & 3.6 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** of the **relevant specialists**:
  - a. architects
  - b. kitchen planners
  - c. designers
  - d. equipment manufacturers and suppliers.
  
- **three** of the **types of equipment**:
  - a. food storage
  - b. food preparation
  - c. cooking
  - d. serving
  - e. surfaces.
  
- **four** of the **services**:
  - a. gas
  - b. electric
  - c. water
  - d. supplies
  - e. drainage
  - f. ventilation
  - g. lighting.

- **four** of the **ancillary areas**:
  - a. pot washing
  - b. dishwashing
  - c. still areas
  - d. cleaning and disinfections
  - e. sanitary conveniences and cloakrooms
  - f. waste disposal
  - g. offices
  - h. storage areas
  - i. servicing areas
  - j. delivery areas and loading bays.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 436

## Manage customer profile information to improve service

<b>UAN:</b>	<b>J/504/1068</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	11
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH41 Manage customer profiles and recognition.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to manage the use of customer information, effectively and safely and to the benefit of the organisation in order to meet customers' needs. Customers should feel welcome and special by being recognised and their likes and dislikes used for future marketing, as well as the provision of good customer service.

<b>Learning outcome</b>
The learner will: 1. Be able to establish and manage customer profile information systems
<b>Assessment criteria</b>
The learner can: 1.1 establish systems for collecting, maintaining and retrieving customer data 1.2 develop customer profiles using up to date and accurate information 1.3 use customer information and profiles in line with legislation 1.4 monitor the security of customer information and profiles, protecting from threats.

<b>Learning outcome</b>
The learner will: 2. Be able to utilise customer profile information to provide an enhanced customer service
<b>Assessment criteria</b>
The learner can: 2.1 analyse customer profiles to inform the tailoring of individual customer needs 2.2 assess why customers use an organisation's products and services in preference to its competitors 2.3 assess threats and weaknesses in an organisation's services 2.4 provide customer profiles and information to senior managers as appropriate to enhance customer service 2.5 confirm that staff are trained in data protection and appropriate use of customer data.

<b>Learning outcome</b>
The learner will: 3. Be able to forecast future trends using customer profiles
<b>Assessment criteria</b>
The learner can: 3.1 assess current and future developments in the hospitality industry, including competitor activities 3.2 identify opportunities to expand into new markets and innovations that meet customer needs 3.3 profile future target markets using data available from existing customer profiles.

<b>Learning outcome</b>
The learner will: 4. Understand how to establish and maintain systems for managing customer profile information
<b>Assessment criteria</b>
The learner can: 4.1 explain the current legislation and ethical considerations relating to collecting, holding and sharing customer information 4.2 explain how to prevent potential security risks and threats to customer information and profiles 4.3 evaluate an organisation's risk management methods and procedures 4.4 explain the importance of profiling customers correctly to developing new products and services 4.5 analyse the cost benefit of obtaining customer feedback 4.6 compare how different software can best be used to collect and analyse information 4.7 explain the consequences of inappropriate use of the data collection system.

<b>Learning outcome</b>
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<p>The learner will:</p> <p>5. Understand how to utilise customer profile information to provide an enhanced customer service</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>5.1 evaluate sources of customer information</p> <p>5.2 explain how to analyse and measure customer data to deliver useful information for an organisation</p> <p>5.3 explain the use of customer profiles when benchmarking an organisation's offer against that of its main competitors</p> <p>5.4 explain how to use customer profiles to support the achievement of an organisation's vision and objectives for service requirements.</p>

<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>6. Understand how to forecast future trends using customer profiles</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>6.1 identify best practice trends in customer service</p> <p>6.2 explain how best practice trends in customer service relate to an organisation's vision and objectives</p> <p>6.3 assess the relevance of forecasted future trends to the market in which an organisation operates</p> <p>6.4 identify opportunities for collecting new customer data to inform future trends</p> <p>6.5 describe an organisation's available technologies and processes in relation to forecasting future trends.</p>



## Unit 436            Manage customer profile information to improve service

### Supporting information

#### Evidence requirements

##### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3 & 1.4 and 2.1, 2.2, 2.3, 2.4 & 2.5 and 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 and 5.1, 5.2, 5.3 & 5.4 and 6.1, 6.2, 6.3, 6.4 & 6.5 through questioning or witness testimony if no naturally occurring evidence is available.

##### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** types of **customer information**:
  - a. personal and contact details
  - b. past and current bills/accounts
  - c. usage of services
  - d. personal preferences
  - e. frequency of custom.
  
- **four** forms of **profile**:
  - a. demographics
  - b. age
  - c. gender
  - d. location of origin
  - e. spend per head
  - f. spend per year
  - g. business/leisure customers.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## **Unit guidance**

### **Current legislation**

Data Protection Act.

### **Threats to information**

IT, viruses, computer misuse/hacking, theft, data loss/back up protection, remote working and data security, information leaks.

### **Procedures and systems**

IT systems, arrival and departure data, financial information, billing information capture, software allowing convergence of information.

## Unit 437

## Manage statutory fire and security procedures for a hospitality establishment

<b>UAN:</b>	<b>L/504/1069</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH42 Ensure statutory fire and other security procedures are in place and followed (team and whole establishment).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain understanding and the skills to manage statutory fire and other security procedures in their area(s) of work. In the front of house section there is a wider responsibility to ensure security and safety of the whole establishment as the initial entry point for the premises. The responsibility for this lies with all staff within the organisation, but the main responsibility for the building lies with the Front of House Manager or Head of Department.

<b>Learning outcome</b>
The learner will: 1. Be able to implement, monitor and review statutory fire and security procedures
<b>Assessment criteria</b>
The learner can: 1.1 establish monitoring and review schedules to ensure procedures are being followed 1.2 review procedures regularly confirming they are up to date 1.3 develop new procedures determined within a review 1.4 introduce changes to working practices to fit in with procedures if necessary 1.5 confirm that procedures cover all aspects of operations, including normal everyday activities, emergencies and unusual occurrences.

<b>Learning outcome</b>
The learner will: 2. Be able to conduct and act on risk assessments and compliance inspections
<b>Assessment criteria</b>
The learner can: 2.1 carry out risk assessments to identify hazards and potential hazards 2.2 rectify identified hazards 2.3 carry out regular inspections to confirm compliance issues are being met 2.4 take action to deal with failures in compliance.

<b>Learning outcome</b>
The learner will: 3. Be able to oversee the management of the statutory fire and security procedures
<b>Assessment criteria</b>
The learner can: 3.1 confirm that staff are trained to: a) report actual and potential issues b) deal with emergencies, or out of the ordinary situations c) comply with relevant legislation 3.2 confirm that there are adequate resources and appropriate systems in place to maintain compliance 3.3 support the implementation of inspections by agencies and authorities for fire and security procedures 3.4 obtain expert advice regarding statutory fire and security procedures as necessary 3.5 report problems with equipment to the relevant person as necessary.

<b>Learning outcome</b>
The learner will: 4. Understand key factors when monitoring statutory fire and security procedures
<b>Assessment criteria</b>
The learner can: 4.1 explain the relevant legislation, regulations and codes of practice 4.2 evaluate the organisation's procedures to deal with specific circumstances 4.3 explain the potential impact if the correct procedures are not in place to monitor safety and security 4.4 explain the implications of breaking the law to the organisation and members of staff 4.5 explain how to monitor activities against procedures.

**Learning outcome**

The learner will:

5. Understand how to manage risk assessment and compliance

**Assessment criteria**

The learner can:

- 5.1 explain why it is necessary to carry out risk assessments
- 5.2 explain an organisation's policy for reporting hazards
- 5.3 state how to record and report information.

**Learning outcome**

The learner will:

6. Understand how to oversee the management of the statutory fire and security procedures

**Assessment criteria**

The learner can:

- 6.1 explain how to use feedback from staff and customers
- 6.2 explain the responsibilities of staff regarding safety and security
- 6.3 explain which records need to be monitored regularly and why
- 6.4 identify where to obtain current legal information
- 6.5 explain the action to take if there is conflict between statutory and organisational requirements
- 6.6 evaluate procedures for customers who need specific assistance in the case of evacuation.

# Unit 437      Manage statutory fire and security procedures for a hospitality establishment

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1 & 2.3 and 3.1, 3.2, 3.3 & 3.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.2, 2.4 & 3.5 and 4.1, 4.2, 4.3, 4.4 & 4.5 and 5.1, 5.2 & 5.3 and 6.1, 6.2, 6.3, 6.4, 6.5 & 6.6 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **one** type of **staff**:
  - a. contractors
  - b. in house staff (permanent)
  - c. temporary staff
  - d. agency staff.
  
- **four** types of **records**:
  - a. accident records
  - b. maintenance records
  - c. fire records
  - d. HACCP
  - e. RIDDOR.
  
- **four** areas of **work**:
  - a. front of house
  - b. stock rooms
  - c. offices
  - d. public areas
  - e. staff rooms
  - f. back of house
  - g. meeting rooms.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## **Unit guidance**

### **Relevant legislation**

HASWA, COSHH, RIDDOR, DDA, Fire Regulations.

### **Relevant inspection agencies and authorities**

Health and Safety Executive

Local Authority

Building Control

Enforcement officer

Fire Service/Officer

Statutory Bodies.

### **Responsibilities**

Risk assessment

Fire certificates

Public liability insurance

PAT testing

Fire alarm testing.

## Unit 438

## Manage arrivals and departures of guests to maximise revenue

<b>UAN:</b>	<b>D/504/1030</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH43 Manage arrivals and departures to deliver and maximise revenue potential.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills necessary to manage guest movement in line with room availability. It involves ensuring that liaison with relevant departments takes place and records are up to date to ensure that rooms are let out at the appropriate rate to maximise revenue targets.

<b>Learning outcome</b>
The learner will: 1. Be able to establish systems and procedures for the arrival and departure of guests
<b>Assessment criteria</b>
The learner can: 1.1 implement systems to set and manage room sales targets 1.2 design check in and check out procedures that are: a) easy to monitor b) support guest flow c) maximise guest satisfaction 1.3 implement systems that ensure staff are aware of opening and closing figures, yield management and latest set rates.



<b>Learning outcome</b>
The learner will: 2. Be able to manage procedures for the arrival and departure of guests
<b>Assessment criteria</b>
The learner can: 2.1 monitor front office staff to ensure they adhere to an organisation's room rates and tariff strategy 2.2 confirm that staff are trained on the process of guest arrivals and departures 2.3 confirm that suitable systems are in place to correctly record information 2.4 monitor the reception and all public areas to ensure they are maintained to an organisation's required standard 2.5 maintain up to date accounting and guest payment procedures 2.6 maximise revenue income when managing the accounting and guest payment procedures 2.7 confirm that staff are aware and up to date on room availability and status 2.8 confirm that staff allocate the most appropriate rooms according to availability and guest needs 2.9 co-ordinate the arrival of guests and departures with other relevant departments 2.10 monitor the smooth running of the reservations processes.

<b>Learning outcome</b>
The learner will: 3. Be able to meet targets and maximise revenue potential
<b>Assessment criteria</b>
The learner can: 3.1 check that staff's knowledge on products, services and promotions is accurate and up to date 3.2 monitor staff so that they: a) use appropriate selling techniques b) are trained to organisational standards c) are able to identify the available range of selling opportunities 3.3 manage the sale of rooms to achieve the most appropriate rate and commercial targets 3.4 check that staff inform guests of special offers and promotional packages 3.5 optimise relationships with relevant reservation sources 3.6 meet maximum room occupancy and revenue targets, average daily rate against REVpar targets and year-on-year targets.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage procedures for guest arrivals and departures
<b>Assessment criteria</b>
The learner can: 4.1 explain an organisation's policy on room rates 4.2 explain the importance of briefing staff on different sources of advanced and ad-hoc reservations 4.3 explain how to maximise revenue and at the same time improve guest relations 4.4 explain the important factors when writing and conveying procedures and work instructions for staff and colleagues.

<b>Learning outcome</b>
The learner will: 5. Understand how to meet targets and maximise revenue potential
<b>Assessment criteria</b>
The learner can: 5.1 outline the basis on which an organisation's revenue targets are set 5.2 evaluate different marketing approaches to increase revenue 5.3 evaluate the effectiveness of different selling techniques 5.4 explain how to communicate selling techniques to staff 5.5 describe how to measure performance against an organisation's standards 5.6 evaluate the main hotel operating systems available to: a) compare the data they provide b) identify how they can be used to maximise sales 5.7 explain: a) KPIs, REVpar b) average daily rate c) occupancy targets d) weekly yield targets e) year-on-year targets.

# Unit 438      Manage arrivals and departures of guests to maximise revenue

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2 & 1.3 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 & 2.10 and 3.1, 3.2, 3.3, 3.4, 3.5 & 3.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3 & 4.4 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** types of **tariffs/rates**:
  - a. room only
  - b. room and breakfast
  - c. half board
  - d. full board
  - e. long lets
  - f. special packages.
  
- **four** from **relevant departments**:
  - a. housekeeping/accommodation
  - b. conference/events
  - c. function rooms
  - d. maintenance
  - e. F&B/room service/kitchen
  - f. sales
  - g. reservations
  - h. revenue.
  
- **two** from **reservation sources**:
  - a. individuals
  - b. travel agents
  - c. tour operators
  - d. businesses/companies
  - e. central reservations
  - f. airlines
  - g. conference organisers.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## **Unit guidance**

### **Hotel reservation systems**

For example – Opera, Fidelio, Protel.

## Unit 439

## Manage the billing and payment processes

<b>UAN:</b>	<b>F/504/1070</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	42
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH44 Manage accurate and appropriate billing and payment processes.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills necessary to manage good payment and credit control procedures to maintain business cash flow and customer satisfaction. It covers the need to ensure that systems are in place to receive monitor, secure and reconcile payments received with the relevant documentation and ensure that records and accounts are up to date and conform to good practice. It provides another means of checking that bookings and sales of products and services are confirmed and all departments operate collaboratively.

<b>Learning outcome</b>
The learner will: 1. Be able to manage the billing and payment process
<b>Assessment criteria</b>
The learner can: 1.1 monitor systems and procedures to ensure that they are: a) adequately resourced b) being followed in line with an organisation's policy 1.2 gather feedback from staff and customers regarding systems and procedures 1.3 propose new methods and systems to respond to feedback, in keeping with the organisation's requirements 1.4 monitor payments to confirm that: a) staff work in line with the organisation's policy b) payments and refunds are correctly authorised c) discount and promotion data is up to date 1.5 check that billing systems are appropriate to an organisation's requirements 1.6 make recommendations for alternative billing systems where necessary.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the operation of payment handling system and procedures
<b>Assessment criteria</b>
The learner can: 2.1 confirm that staff training is in place for operating payment handling systems and related procedures 2.2 support staff when they need clarification of systems and procedures 2.3 support staff with problems relating to payments 2.4 reconcile actual takings against recorded takings 2.5 deal with discrepancies in line with an organisation's procedures 2.6 complete all documents relating to takings in line with an organisation's procedures 2.7 deal with disruptions to service.

<b>Learning outcome</b>
The learner will: 3. Be able to establish and maintain the security of payment handling systems
<b>Assessment criteria</b>
The learner can: 3.1 develop staff to enable them to identify possible fraudulent transactions and breaches of security 3.2 brief staff on how to respond to possible fraudulent transactions and breaches of security 3.3 manage secure payment point procedures 3.4 authorise the collection of payment point contents following an organisation's procedures 3.5 deal with payment discrepancies in line with customer service guidelines 3.6 monitor staff to ensure security procedures: a) are being followed b) identify deviations.

<b>Learning outcome</b>
The learner will: 4. Understand how to monitor and evaluate the billing and payment processes
<b>Assessment criteria</b>
The learner can: 4.1 explain an organisation's procedures for handling payments 4.2 describe the channels of communication for feedback on the billing and payment process 4.3 explain what actions to take when standards are not achieved 4.4 explain how to monitor organisational procedures

- |     |   |
|-----|---|
| 4.5 | outline techniques to monitor, evaluate and review the payment handling process |
| 4.6 | explain how to deal with identified problems and breaches of security.          |

<b>Learning outcome</b>
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The learner will:
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|----|---|
| 5. | Understand how to manage the operation of the billing and payment process |
|----|---|

<b>Assessment criteria</b>
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The learner can:
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|-----|---|
| 5.1 | explain how to communicate to staff the:<br>a) handling of payments<br>b) range of an organisation's services<br>c) discounts and promotions that may apply |
| 5.2 | evaluate the systems and packages that are appropriate for payment handling within the context of an organisation's policies                                |
| 5.3 | identify the legislation relevant to payment handling   |
| 5.4 | describe an organisation's policy and procedures on refunds.  |

<b>Learning outcome</b>
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The learner will:
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|----|---|
| 6. | Understand how to establish and maintain the security of payment handling systems |
|----|---|

<b>Assessment criteria</b>
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The learner can:
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|-----|---|
| 6.1 | explain how to plan and implement the security of staff and receipts  |
| 6.2 | describe potential threats to security within an organisation   |
| 6.3 | explain how to deal with suspected dishonesty in an organisation when handling payments                             |
| 6.4 | identify types of security issues associated with payments  |
| 6.5 | describe how to communicate the importance of security to staff   |
| 6.6 | identify corrective action to deal with breaches in security  |
| 6.7 | discuss the type of contingency plans that can be devised and implemented to reduce the impact of security breaches |
| 6.8 | state an organisation's legal position regarding security breaches.   |

# Unit 439            Manage the billing and payment processes

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6 and 2.1, 2.3, 2.4 & 2.6 and 3.1, 3.2, 3.3, 3.4 & 3.6 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.5 & 2.7 and 3.5 and 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6 and 5.1, 5.2, 5.3 & 5.4 and 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 & 6.8 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **five** types of **payment systems**:
  - a. credit/debit cards
  - b. cheques
  - c. credit notes
  - d. discounts
  - e. travellers cheques
  - f. vouchers
  - g. cash
  - h. account billing
  - i. virtual credit cards/cards not present
  - j. invoicing
  - k. BACS.
  
- **two** types of **staff**:
  - a. permanent FOH staff
  - b. temporary FOH staff
  - c. staff in other departments
  - d. senior staff.
  
- **three** from **organisational requirements** relating to:
  - a. speed of processing
  - b. security measures
  - c. recording of payments
  - d. customer service
  - e. passing of payments to accounts
  - f. outside standard office hours.



- **three** from **security procedures**:
  - a. in advance/on deposit payments
  - b. cash levels in till/on premises
  - c. bank transfers
  - d. handling and processing payments
  - e. credit/debit card protection.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 440

## Manage front of house and guest relations

<b>UAN:</b>	<b>J/504/1071</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	57
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH45 Manage front of house and guest relation services.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills necessary to manage front of house functions relevant to the well-being of customers, usually carried out by concierge, porters and night teams. The unit also covers the other services that assist with enhancing the customer experience that are additional to accommodation and food and beverage provision.

<b>Learning outcome</b>
The learner will: 1. Be able to manage front of house services
<b>Assessment criteria</b>
The learner can: 1.1 confirm the implementation of standards, policies and procedures for front of house services 1.2 communicate front of house standards, policies and procedures to staff 1.3 confirm security systems are in place and working 1.4 confirm that the appearance and behaviour of staff meets an organisation's standards 1.5 confirm that there is up to date provision of customer information 1.6 confirm customers have access to the building at all times according to an organisation's policy 1.7 monitor the appearance of front of house areas 1.8 confirm that customer requests, queries, complaints and feedback are dealt with 1.9 maintain positive working relationships with external establishments that customers may wish to use.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the receipt and secure storage of customer property
<b>Assessment criteria</b>
The learner can: 2.1 check that procedures are in place to manage the receipt and secure storage of customer property 2.2 establish a system to securely store and handle customer property 2.3 provide staff training for receipt, storage, handling and securing of customer property.

<b>Learning outcome</b>
The learner will: 3. Be able to manage customer relation services
<b>Assessment criteria</b>
The learner can: 3.1 brief staff so they are fully aware of available services and products that can be promoted to customers 3.2 establish systems to meet customer needs promptly 3.3 check that staff have been trained to know what to do in an emergency or unusual situation 3.4 establish good working relationships with internal departments to meet customer needs 3.5 plan for the different needs of customers to protect an organisation against potential litigation.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage front of house services
<b>Assessment criteria</b>
The learner can: 4.1 explain the security procedures in place to respond to potential threats to the establishment or customers 4.2 identify how local and internal services may be used to enhance customers' experience of an organisation 4.3 explain why it is essential that staff understand why good appearance is important to a front of house service 4.4 explain how to implement legal, fire, health and safety and security requirements 4.5 state what to do in an: a) emergency b) in the event of a security problem 4.6 identify ways of communicating and training staff to follow procedures 4.7 state employer and customer liability and personal responsibilities relating to these procedures

- 4.8 describe the process to follow when writing procedures and work instructions
- 4.9 explain how to create and implement contingency plans
- 4.10 explain how to assess staff performance
- 4.11 explain the procedure for assessing the status of front of house area.

<b>Learning outcome</b>
The learner will:
5. Understand how to manage customer relation services
<b>Assessment criteria</b>
The learner can:
5.1 explain how to minimise disruption to customer service when problems occur
5.2 identify the range of products and services available in an organisation
5.3 explain how to anticipate and meet customer needs
5.4 explain ways of identifying and evaluating possible solutions to problems
5.5 outline the resources available to support own area of responsibility
5.6 explore relevant developments in cultural and social awareness
5.7 explain the impact of developments in cultural and social awareness on service.

# Unit 440            Manage front of house and guest relations

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 & 1.9 and 2.1, 2.2 & 2.3 and 3.1, 3.2, 3.3, 3.4 & 3.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 & 4.11 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **one** type of **front of house service**:
  - a. porterage and luggage service
  - b. concierge and night teams.
  
- **four** types of **local and other customer information**:
  - a. visitor attractions
  - b. transport services
  - c. restaurants
  - d. theatres
  - e. cinemas
  - f. local services/shops.
  
- **one** type of **guest property**:
  - a. luggage
  - b. valuables
  - c. important documents
  - d. messages by fax, telephone, email.
  
- **two** types of **secure area**:
  - a. left luggage areas
  - b. safety deposit boxes
  - c. safes
  - d. message holding
  - e. electronic communications storage.

- **one** type of **security systems**:
  - a. CCTV
  - b. suspicious package procedures
  - c. security personnel.
  
- **two** types of **external establishments**:
  - a. theatres
  - b. restaurants
  - c. travel agents
  - d. booking agencies
  - e. public houses.
  
- **one** type of **services and products**:
  - a. spa and/or sports facilities
  - b. restaurants
  - c. conferences
  - d. shopping.
  
- **one emergency** or **unusual situation** requiring:
  - a. medical assistance
  - b. first aid
  - c. police assistance
  - d. fire brigade
  - e. locksmith.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 441

## Manage the reservation systems

<b>UAN:</b>	<b>H/504/1031</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FOH46 Manage reservation systems.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills to manage a reservation service within an organisation; to provide not only good service to customers, but also to ensure efficient movement of space and services at the required rates. This could include a centralised or localised reservation service in a range of different kinds of organisations.

<b>Learning outcome</b>
The learner will: 1. Be able to manage the reservation service in line with an organisation's procedures and systems
<b>Assessment criteria</b>
The learner can: 1.1 confirm that procedures and systems are in place to capture all reservations and booking information 1.2 monitor the reservation service in line with an organisation's objectives, policies and procedures 1.3 confirm that appropriate systems are in place to manage and record all booking channels offered by an organisation 1.4 confirm that deposit and cancellation policies are known and operated by staff 1.5 monitor the implementation of night audit and end of day procedures.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the operation of the reservation service
<b>Assessment criteria</b>
The learner can: 2.1 maximise occupancy levels

- |     |   |
|-----|---|
| 2.2 | monitor the implementation of the reservation service, ensuring that: <ul style="list-style-type: none"> <li>a) room rates and availability data is kept up to date</li> <li>b) contingency plans are in place to minimise disruption if problems occur</li> <li>c) staff know how to use booking and operating systems effectively</li> <li>d) reservation staff are aware of methods of managing and controlling booking levels</li> <li>e) reservations staff are trained in and aware of, product and service rates, weekend deals, special arrangements, promotions and discounts</li> </ul> |
| 2.3 | interpret sales reports and reservations information to confirm that relevant data is kept up to date   |
| 2.4 | monitor charges on booking systems arrangements with outside agencies.  |

<b>Learning outcome</b>
The learner will:
3. Understand the legal requirements, policies, procedures and systems for managing the reservation service
<b>Assessment criteria</b>
The learner can:
3.1 explain an organisation's objectives, policies and procedures relating to the reservations service
3.2 explain the importance of data protection in relation to the reservation process.

<b>Learning outcome</b>
The learner will:
4. Understand how to manage the operation of the reservation service
<b>Assessment criteria</b>
The learner can:
4.1 evaluate different booking and reservation systems in the context of meeting the organisation's needs
4.2 explain how to make best use of the reservation systems currently in place in an organisation
4.3 explain methods for managing discrete shift handovers
4.4 explain how to train staff on the use of reservation systems
4.5 identify the advantages of maintaining arrangements with various booking channels
4.6 explain the importance of monitoring and analysing sales and staff performance
4.7 explain methods to minimise disruption to service when problems occur
4.8 outline methods of maintaining good working relationships between front and back office staff.



# Unit 441            Manage the reservation systems

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1, 2.2, 2.3 & 2.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1 & 3.2 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 & 4.8 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **one** from **booking channels**:
  - a. online booking
  - b. agents
  - c. tour operators
  - d. individuals
  - e. global distribution systems.
  
- **one** from **reservation systems**:
  - a. bedroom booking
  - b. conference booking
  - c. restaurant bookings
  - d. function booking.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 442

## Implement and manage housekeeping procedures in hospitality

<b>UAN:</b>	<b>K/504/1032</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK51 Implement and manage housekeeping procedures.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills needed to implement and manage housekeeping procedures to ensure the housekeeping team maintain organisational standards in public areas, guest rooms, conference rooms and offices, where applicable. Procedures must be robust, in that they meet not only organisational but also regulatory requirements, in particular health & safety legislation. This may take the form of a service level agreement or similar quality standard within the organisation, which the housekeeping team will be expected to achieve. This unit is likely to be suitable for executive housekeepers, housekeeping managers, or similar roles.

<b>Learning outcome</b>
The learner will: 1. Be able to plan and implement housekeeping procedures
<b>Assessment criteria</b>
The learner can: 1.1 develop a housekeeping service level agreement, in consultation with other departments, which meets an organisation's requirements 1.2 confirm that the housekeeping team is trained to meet an organisation's standards and regulatory requirements 1.3 develop contingency procedures to deal with housekeeping problems 1.4 present operational procedures so that the housekeeping team can easily use them

1.5	establish procedures for the procurement of housekeeping supplies
1.6	establish a system which maintains appropriate stock levels of housekeeping supplies
1.7	develop safe procedures for the handling of contaminated linen and potentially hazardous objects.

<b>Learning outcome</b>	
The learner will:	
2.	Be able to monitor housekeeping procedures to meet an organisation's standards and needs
<b>Assessment criteria</b>	
The learner can:	
2.1	apply systematic methods for checking the work of the housekeeping team
2.2	manage, in liaison with relevant colleagues, the preparation and availability of: <ul style="list-style-type: none"> <li>a) meeting and conference rooms</li> <li>b) guest rooms</li> </ul>
2.3	manage the cleaning of public areas within own limits of responsibility
2.4	evaluate the team's performance levels and ability to multitask against those of competitors, where possible
2.5	review regulation and legislation with the team as specified by organisational procedures
2.6	confirm that an organisation's housekeeping standards are being met
2.7	review expected usage of housekeeping supplies against actual usage
2.8	report on the performance of the housekeeping team and the relative success of procedures to senior management.

<b>Learning outcome</b>	
The learner will:	
3.	Understand how to implement housekeeping procedures
<b>Assessment criteria</b>	
The learner can:	
3.1	explain an organisation's own and regulatory requirements which affect the housekeeping service
3.2	explain how to develop clear plans and procedures across a variety of areas
3.3	evaluate an organisation's procurement of supplies for housekeeping services
3.4	explain how to maintain stock levels for housekeeping supplies
3.5	explain safe working practices for dealing with contaminated linen and potentially hazardous objects
3.6	outline an organisation's requirements for room turnaround times
3.7	explain how to plan a housekeeping team's working patterns to meet room servicing times

3.8	explain the impact of the housekeeping procedures not meeting the organisation's needs in terms of room standards and availability
3.9	explore how the latest developments in the housekeeping industry may influence the development of procedures, including: <ul style="list-style-type: none"> <li>a) technology</li> <li>b) health and safety</li> <li>c) employment practice</li> <li>d) environmental good practice</li> </ul>
3.10	explain ways to check a team's understanding of regulatory requirements, including health and safety, hazardous waste and food safety
3.11	evaluate an organisation's waste management policy.

<b>Learning outcome</b>
The learner will: <ul style="list-style-type: none"> <li>4. Understand how to manage housekeeping procedures to meet organisational standards and needs</li> </ul>
<b>Assessment criteria</b>
The learner can: <ul style="list-style-type: none"> <li>4.1 evaluate methods of managing supervisory staff to ensure housekeeping standards are achieved</li> <li>4.2 explain how to monitor the appropriate use of chemicals and cleaning procedures</li> <li>4.3 explain the realistic rooms-per-day targets that a housekeeping team can be set to meet the organisation's needs</li> <li>4.4 identify key factors about a housekeeping team's performance that need to be discussed with senior management.</li> </ul>

# Unit 442      Implement and manage housekeeping procedures in hospitality

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 & 2.8 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 & 3.11 and 4.1, 4.2, 4.3 & 4.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **three** types of **housekeeping procedures**:
  - a. re-stocking
  - b. cleaning
  - c. linen service
  - d. fault reporting.
  
- **two** from **public areas**:
  - a. lobby
  - b. corridors
  - c. entrances
  - d. restaurants
  - e. bars
  - f. leisure facilities.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 443

## Manage the security and privacy of hospitality guests

<b>UAN:</b>	<b>M/504/1033</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK52 Manage guest security and privacy in accordance with legislative and organisational procedures.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills needed to manage the housekeeping team to make guests' security and privacy a top priority. Procedures must be robust, in that they meet both organisational and regulatory requirements. Guests expect their room to be as secure and private as their own home and the housekeeping team has a key responsibility to ensure this happens.

<b>Learning outcome</b>
The learner will: 1. Be able to manage a team to protect guest security and privacy
<b>Assessment criteria</b>
The learner can: 1.1 implement the recruitment of housekeeping staff having confirmed that thorough reference checks have been conducted 1.2 confirm that team members are trained to understand their responsibilities: a) regarding guest belongings and data b) when dealing with increased levels of security and privacy 1.3 monitor the observance of protocols by a housekeeping team 1.4 confirm that a housekeeping team: a) respects the privacy of guests when seeking access to rooms b) do not leave rooms in a manner that could compromise guest security or privacy 1.5 monitor staff performance with regard to security and privacy procedures 1.6 review guest security and privacy procedures at team meetings.

<b>Learning outcome</b>
The learner will: 2. Be able to manage guest security and privacy in accordance with organisational and legal requirements
<b>Assessment criteria</b>
The learner can: 2.1 develop procedures for dealing with potential threats to guest security 2.2 implement procedures to deal with lost property enquiries, complying with relevant data protection 2.3 implement security and regulatory procedures when managing the disposal of lost property 2.4 deal with any issues regarding the secure storage of guests' high-value items 2.5 confirm that confidential data is disposed of in accordance with an organisation's and regulatory requirements.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage guest security and privacy in accordance with legislation, regulations and an organisation's procedures
<b>Assessment criteria</b>
The learner can: 3.1 evaluate an organisation's procedures relating to: a) governing guests' personal information b) guests' security and privacy c) returning lost property to guests d) disposal of lost property and the timelines related to this e) key and door pass control f) disposal of confidential data 3.2 evaluate threats to guest security within an organisation 3.3 explain the increased security measures and need for privacy that a Very Important Person (VIP) may require 3.4 explain how to deal with issues relating to high-value guest items 3.5 explain how to deal with reported security and privacy breaches 3.6 identify the key people that must be contacted following breaches in guest security or privacy 3.7 explain the actions which should be taken following breaches in guest security or privacy.

**Learning outcome**

The learner will:

4. Understand how to manage a team to protect guest security and privacy

**Assessment criteria**

The learner can:

- 4.1 identify the limit of own responsibilities and that of a housekeeping team with regard to guest data and property
- 4.2 identify the key elements that should be included in guest security and privacy training
- 4.3 explain ways to confirm that privacy and security procedures are being followed.



## **Unit 443            Manage the security and                                  privacy of hospitality guests**

Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4 & 1.5 and 2.1, 2.2, 2.3, 2.4 & 2.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 & 3.7 and 4.1, 4.2 & 4.3 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 444

## Manage room availability to maximise revenue potential

<b>UAN:</b>	<b>A/504/1035</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK53 Manage room availability to maximise revenue potential.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills to manage business objectives relating to the availability of rooms. 'Rooms' can include bedrooms, function rooms, meeting rooms and any other type of room which falls under the housekeeping team's remit. This is done by managing the work of the housekeeping team in a way that complements business activity and maximises the use of high-value accommodation wherever possible.

<b>Learning outcome</b>
The learner will: 1. Be able to monitor room availability to maximise revenue potential
<b>Assessment criteria</b>
The learner can: 1.1 develop a standard for room 'turnaround' times, which meets an organisation's requirements 1.2 benchmark the team's average room 'turnaround' standard against recognised industry and organisational standards 1.3 estimate room requirements on a daily and long term basis 1.4 respond to the particular needs of large group bookings 1.5 manage room turnaround by confirming that allocated rooms take priority 1.6 manage essential room maintenance in a way which minimises disruption to room availability 1.7 maintain room availability by confirming an adequate supply of resources.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor staff to ensure room availability which maximises revenue potential
<b>Assessment criteria</b>
The learner can: 2.1 develop contingency plans to address unexpected changes to anticipated demand at short notice and ensure team flexibility to meet changing requirements 2.2 measure the use of temporary staff to meet business demands 2.3 monitor a team's performance against room turnaround targets whilst confirming the organisation's standards are not compromised by tight deadlines 2.4 analyse a team's performance in terms of rooms serviced per day against the agreed standard 2.5 report on a team's performance against room targets and the success of procedures to senior management.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage room availability to maximise revenue potential
<b>Assessment criteria</b>
The learner can: 3.1 explain organisational and regulatory requirements that affect the housekeeping service 3.2 explain industry practice and standards for the management of room availability 3.3 analyse how a budget impacts on securing resources 3.4 evaluate how the housekeeping budget and resources impact on maximizing room availability 3.5 explain how to benchmark the team's performance against that of competitors 3.6 explain how to plan the team's workloads to meet organisational 'turnaround' times without compromising standards 3.7 explain why certain rooms take precedence for turnaround and the impact on revenue if they did not 3.8 describe when it is appropriate to employ temporary staff 3.9 explain how to manage the closure of rooms for essential maintenance in a way which minimises disruption to room availability 3.10 identify key factors about a team's performance that need to be discussed with senior management.

## **Unit 444            Manage room availability to                                  maximise revenue potential**

Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 and 2.1, 2.2, 2.3, 2.4 & 2.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 & 3.10 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 445

## Monitor maintenance and repair work within a hospitality premises

<b>UAN:</b>	<b>T/504/1034</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK54 Liaise with others to manage maintenance and repair work.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills to manage the maintenance and repair of the organisation's property. The work may be internal or external, in either public or private areas of the property. They may deal with internal staff or external contractors and the procedures used are likely to reflect that difference.

<b>Learning outcome</b>
The learner will: 1. Be able to plan maintenance and repair work in an organisation
<b>Assessment criteria</b>
The learner can: 1.1 confirm that rooms closed for maintenance work do not impact on business activity 1.2 identify staff in the organisation who have responsibility for property, maintenance and repair 1.3 develop the team to identify and prioritise maintenance and repair issues 1.4 confirm that a team can differentiate between: a) maintenance and replacement b) minor issues they can deal with and other issues that require outside assistance 1.5 implement a system of fault notification, with both the team and management colleagues 1.6 identify when a maintenance issue is systematic 1.7 manage maintenance and repair issues within the limits of own responsibility and budget 1.8 identify issues beyond the limits of own responsibility with the senior management team 1.9 consult stakeholders on key decisions, providing information to support decision making.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor arrangements for maintenance and repair work in an organisation
<b>Assessment criteria</b>
The learner can: 2.1 implement a schedule to manage regular maintenance of guest rooms, aligning it to the peaks and troughs of business activity 2.2 monitor maintenance activities required by legislation 2.3 develop energy-saving and recycling policies to reduce the need for maintenance and replacement 2.4 respond to emergency maintenance issues, which directly impact customers 2.5 oversee large-scale refurbishment programmes with the management team 2.6 confirm that health and safety and insurance measures are in place during maintenance and repair work 2.7 review the effectiveness of maintenance and repair procedures and associated costs, to identify where improvements can be made.

<b>Learning outcome</b>
The learner will: 3. Be able to manage the use of external contractors
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the cost of using internal expertise against the cost of employing external contractors 3.2 arrange to use of external contractors, when it is established that a problem cannot be dealt with internally 3.3 use negotiating techniques when dealing with external contractors that will meet the needs of the organisation.

<b>Learning outcome</b>
The learner will: 4. Understand how to monitor the maintenance and repair work for an organisation
<b>Assessment criteria</b>
The learner can: 4.1 explain relevant health and safety legislation governing items which require regular maintenance checks 4.2 review an organisation's standards for both guest rooms and public areas 4.3 explain how energy-saving working methods can be incorporated into maintenance plans 4.4 explain how recycling and energy-saving measures can increase the lifespan of equipment and resources 4.5 analyse the impact of room closures on an organisation's planned activities 4.6 explain how to decide when it is more cost effective to replace equipment than repair it 4.7 analyse the expected standard lifespan of equipment and resources under normal conditions 4.8 explain how to maintain good relationships with guests when a maintenance issue disrupts their stay 4.9 explain when external contractors are needed to conduct maintenance and repair work 4.10 explain the limits of own authority when negotiating with contractors 4.11 state the health, safety and insurance measures that need to be in place during maintenance and repair work 4.12 assess how to balance the needs of an organisation and guests when prioritising maintenance work.

# **Unit 445            Monitor maintenance and repair work within a hospitality premises**

## Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 & 1.9 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7 and 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 1.8 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 & 4.12 through questioning or witness testimony if no naturally occurring evidence is available.

### **Unit guidance**

#### **Maintenance required by legislation**

This may include, but is not limited to: Portable Appliance Testing (PAT), Health and safety checks on water tanks, testing of electrical appliances (used by both staff and guests), maintenance of fire exits, smoke sensors and alarm systems, fire risk assessments.



## Unit 446

## Manage the provision of additional services

<b>UAN:</b>	<b>F/504/1036</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK55 Manage additional services throughout the establishment.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills to manage, additional services in an organisation. These may include, but are not limited to, plants & flowers, window cleaning, maintenance of leisure facilities, cleaning of public areas. It is often necessary to liaise with external contractors to deliver these services, operating within an agreed budget.

<b>Learning outcome</b>
The learner will: 1. Be able to identify and plan for additional services
<b>Assessment criteria</b>
The learner can: 1.1 identify additional services for which the team will have responsibility 1.2 develop a schedule for the provision and maintenance of additional services, taking into account available resources and the organisation's priorities 1.3 identify ad-hoc internal issues that may require the time of the housekeeping staff 1.4 calculate the cost of the provision and maintenance of additional services to the overall budget.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor additional services
<b>Assessment criteria</b>
The learner can: 2.1 implement negotiations with external contractors to set key performance indicators 2.2 monitor the work of both internal staff and external contractors in relation to additional services 2.3 minimise potential risks relating to the effective delivery of additional service, in line with the organisation's standards and regulatory requirements 2.4 implement actions to improve the provision of additional services, identified as necessary through the monitoring process.

<b>Learning outcome</b>
The learner will: 3. Understand how to identify and plan for additional services
<b>Assessment criteria</b>
The learner can: 3.1 explain how to identify additional services which require personal management responsibility 3.2 analyse whether available resources are sufficient for the delivery of additional services 3.3 explain how to prioritise the provision of additional services, according to the organisation's needs 3.4 explain the type of additional minor issues the team can reasonably be expected to deal with during the course of their duties 3.5 explain how to manage the budget for additional services, within the context of the overall budget.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage additional services
<b>Assessment criteria</b>
The learner can: 4.1 explain how to negotiate with potential external providers to achieve the most cost effective option 4.2 explain how to deal with issues and disputes relating to the provision of additional services, in a way that maintains the organisation's image and standards 4.3 evaluate the organisation's quality standards for additional services 4.4 explain the regulatory requirements relating to the provision of additional services 4.5 analyse risks in relation to the provision of additional services 4.6 explain how to avoid unacceptable levels of risk 4.7 evaluate possible improvements to the provision of additional services.

# Unit 446            Manage the provision of additional services

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3 & 1.4 and 2.1, 2.2, 2.3 & 2.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4 & 3.5 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **five** types of **additional services**:
  - a. dry cleaning
  - b. minor decoration
  - c. seasonal decoration
  - d. plants & flowers
  - e. window cleaning
  - f. housekeeping of leisure facilities
  - g. provision of hygiene facilities
  - h. butler/valet service
  - i. cleaning of public areas
  - j. cleaning of external areas
  - k. carpets, upholstery and fabric cleaning.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<b>UAN:</b>	<b>J/504/1037</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK56 Manage linen service to deliver a high-quality provision.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills needed to manage the linen service of their organisation, whether this is done through an in-house laundry service, or by an external laundry company. It involves managing linen stock levels, maintaining a high level of linen quality and training a team to achieve this. As this is often one of the highest costs of a hospitality organisation, effective management of budgets and supplier relationships are also crucial.

<b>Learning outcome</b>
The learner will:
1. Be able to monitor a linen service
<b>Assessment criteria</b>
The learner can:
1.1 maintain par-stock levels of linen, sufficient to cover peak occupancy rates and contingencies
1.2 manage the day-to-day performance of the laundry contractor, linen room and on-premises laundry
1.3 develop procedures for handling contaminated linen
1.4 liaise with other departments to assess their need for linen
1.5 manage the laundry contract in liaison with relevant departments
1.6 implement regular stock-takes of linen
1.7 evaluate the stock-taking process
1.8 manage the cost-effective purchasing of replacement linen stock and related items, in line with an organisation's purchasing guidelines.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the linen service team
<b>Assessment criteria</b>
The learner can: 2.1 confirm that staff understand the safe use of: a) machinery b) cleaning supplies c) chemicals d) manual handling e) waste management 2.2 confirm that staff are trained to identify and deal with evidence of contamination 2.3 delegate supervisory responsibilities to key members of staff within a team 2.4 resource the in-house linen provision to meet requirements.

<b>Learning outcome</b>
The learner will: 3. Be able to manage a system for the delivery of linen
<b>Assessment criteria</b>
The learner can: 3.1 provide staff with clear criteria for accepting or rejecting linen 3.2 monitor the percentage of rejected linen, taking action to reduce the amount where it exceeds service level agreements and an organisation's guidelines 3.3 establish a system for staff to report stock discrepancies 3.4 respond to major problems with the linen service that are identified.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage the delivery of linen to ensure required quality
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the organisation's linen par-stock levels, calculating the typical laundry costs per item 4.2 evaluate the terms and conditions of linen contracts in meeting an organisation's needs 4.3 explain an organisation's guidelines on the regulations governing the safe use of chemicals used in the laundry service 4.4 analyse the operational effectiveness of the laundry provision 4.5 explain methods to negotiate with suppliers 4.6 describe the process for dealing with problems relating to linen discrepancies

- 4.7 explain how to manage the different requirements other departments may have for linen stock
- 4.8 evaluate how turn-around times for the linen service, including dry cleaning, meet an organisation's needs
- 4.9 describe the measures to take to keep linen service within agreed budgets and meeting profit and loss targets
- 4.10 identify ways in which linen stock-takes can be improved to benefit an organisation.

## Unit 447            Manage the linen service

### Supporting information

#### Evidence requirements

##### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 & 1.8 and 2.1, 2.2, 2.3 & 2.4 and 3.1, 3.2 & 3.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.4 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 & 4.10 through questioning or witness testimony if no naturally occurring evidence is available.

##### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** types of **linen**:
  - a. for guest rooms
  - b. for the restaurant
  - c. for other areas.
  
- **one** form of **laundry service**:
  - a. on-premises laundry
  - b. laundry contractor.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 448

# Manage the supply of uniforms and housekeeping of staff areas

<b>UAN:</b>	<b>L/504/1038</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to PPL 4HK57 Manage the supply of uniforms and housekeeping of staff areas.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit enables learners to gain the understanding and skills to manage the supply and maintenance of staff uniforms and staff areas/accommodation.

<b>Learning outcome</b>
The learner will: 1. Be able to monitor the supply and upkeep of staff uniforms
<b>Assessment criteria</b>
The learner can: 1.1 confirm that uniforms supplied to staff meet an organisation's guidelines and colleagues requirements 1.2 manage the supply of uniforms that require separate laundry and storage 1.3 confirm that staff deal with orders of new uniforms to meet staff members' needs within the agreed time 1.4 maintain a stock control system, which logs and accounts for all issued uniforms 1.5 plan a contingency system that accommodates extra demand for uniforms at short notice 1.6 establish guidelines for the replacement of uniforms, which can be communicated to staff 1.7 manage the laundry of uniforms, to provide adequate clean supplies at all times.



<b>Learning outcome</b>
The learner will: 2. Be able to monitor the housekeeping of staff areas
<b>Assessment criteria</b>
The learner can: 2.1 manage a team to maintain the regular housekeeping of staff areas and facilities 2.2 manage the security of staff areas, confirming that access is restricted to current employees only 2.3 establish a system for the maintenance of staff areas.

<b>Learning outcome</b>
The learner will: 3. Understand how to manage the provision and upkeep of staff uniforms
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the cost effectiveness of an organisation's policy for staff uniforms 3.2 explain the cost implication of incorrectly laundering uniforms 3.3 evaluate how par stock levels and delivery turnaround times meet uniform demand 3.4 explain the key features of the contingency plan which will deal with unusual levels of demand for uniforms 3.5 identify ways for minimising the need for replacement uniforms.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage the housekeeping of staff areas
<b>Assessment criteria</b>
The learner can: 4.1 identify the limits of a team's responsibility for the housekeeping of staff accommodation 4.2 identify how to deal with issues with the upkeep of staff areas and facilities 4.3 explain how to enforce that only current employees have access to staff areas according to the organisation's policy 4.4 explain how to deal with identified equipment defects and faults 4.5 evaluate the system used for the regular maintenance of staff areas 4.6 explain under what circumstances management colleagues need to be involved in the maintenance of staff areas.

## **Unit 448            Manage the supply of uniforms and housekeeping of staff areas**

Supporting information

### **Evidence requirements**

#### **What you must do**

The assessor **must** assess statements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7 and 2.1, 2.2 & 2.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 3.1, 3.2, 3.3, 3.4 & 3.5 and 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6 through questioning or witness testimony if no naturally occurring evidence is available.

### **Unit guidance**

#### **Uniform or work wear**

Uniform/workwear that requires separate laundry or storage.

For example, Personal Protective Equipment (PPE); kitchen/chef whites.

## Unit 449

## Manage a food and beverage service

<b>UAN:</b>	<b>R/504/1039</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB61 Ensure food and beverages are consistently served to organisational standards.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to manage a food and beverage team to meet organisational standards
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage a food and beverage operation to meet an organisation's standards
<b>Assessment criteria</b>
The learner can: 2.1 comply with relevant legislative and regulatory requirements 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.

<b>Learning outcome</b>
The learner will: 3. Be able to manage the quality of food and beverage operations
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage a food and beverage team to consistently meet an organisation's standards
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to manage food and beverage operations to meet an organisation's standards
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand how to manage the performance of food and beverage services
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 7. Understand how to meet the needs of an organisation's customers
<b>Assessment criteria</b>
The learner can: 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 449      Manage a food and beverage service

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3 & 1.4 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7 and 3.1, 3.2, 3.3, 3.4 & 3.5 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2, 4.3 & 4.4 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 & 5.9 and 6.1, 6.2, 6.3, 6.4 & 6.5 and 7.1, 7.2 & 7.3 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **one** form of **disruption** to:
  - a. staffing
  - b. equipment
  - c. supplies.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 450

## Manage the organisation of the food and beverage service area

<b>UAN:</b>	<b>J/504/1040</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB62 Manage the organisation of the food and beverage service area.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to plan the organisation of the food and beverage service area
<b>Assessment criteria</b>
The learner can: 1.1 monitor projected business activity to inform planning of a food and beverage service 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the food and beverage service area
<b>Assessment criteria</b>
The learner can: 2.1 change the layout of food and beverage service areas in line with an organisation's requirements 2.2 monitor reservation systems which capture the required booking information 2.3 implement a system for shift handover which eliminates confusion in a team 2.4 intervene when serious disruption is caused to the organisation of food and beverage service.

<b>Learning outcome</b>
The learner will: 3. Be able to review the organisation of a food and beverage service area
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the strengths and weaknesses of the current organisation of food and beverage service areas 3.2 inform future planning and organisation of the food and beverage service area based on reservation data and other sources of relevant information.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage the organisation of food and beverage service areas
<b>Assessment criteria</b>
The learner can: 4.1 explain the basis on which an organisation's projected business activity has been set 4.2 explain how projected business activity informs the planning of a food and beverage service area 4.3 explain the regulatory and legislative requirements relating to food and beverage service 4.4 explain the best layout of the service area for: a) normal flow from kitchen to table b) functions, special promotions or large reservations 4.5 evaluate the available options for table reservation systems 4.6 explain how best to utilise the abilities of team members to benefit the individual and organisation 4.7 explain the operational risks that can occur during shift handover and how to prevent them



- 4.8 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.

# Unit 450            Manage the organisation of the food and beverage service area

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2 & 1.3 and 2.1, 2.2 & 2.3 and 3.1 & 3.2 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.4 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 & 4.11 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **two** from **food and beverage service areas**:
  - a. reservations
  - b. table seating
  - c. phases of service.
  
- **two** from **future planning**:
  - a. seasonal activities
  - b. special events or functions
  - c. variations in projected business activity.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 451

## Develop beverage lists to complement menus

<b>UAN:</b>	<b>L/504/1041</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB63 Develop beverage lists to complement the menu.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to produce beverage lists for the organisation that meet legal requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage beverage lists to complement menus and service styles
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to manage the purchase of beverages
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Be able to review the organisation's beverage list
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to develop beverage lists which reflect organisational style and comply with relevant legislation
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 6. Understand different types of beverage and their source
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 7. Understand how to manage beverage lists that complement menus and service styles
<b>Assessment criteria</b>
The learner can: 7.1 explain how beverages on the organisation's list complement menu items 7.2 explain the type of information that can be obtained from food suppliers on potential complementary beverages 7.3 explain the types of beverages that are suitable for special occasions 7.4 explain the types of beverages that are suitable for different times of year 7.5 explain how different menus and styles of food service require different accompanying beverage options.

# Unit 451      Develop beverage lists to complement menus

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1 & 1.2 and 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 & 2.9 and 3.1, 3.2 & 3.3 and 4.1, 4.2 & 4.3 by directly evaluating products of the candidate's work.

The assessor may assess statements 5.1, 5.2 & 5.3 and 6.1, 6.2, 6.3 & 6.4 and 7.1, 7.2, 7.3, 7.4 & 7.5 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **eight** types of **beverages**:
  - a. red wines
  - b. white wines
  - c. rosé wines
  - d. champagnes and sparkling wines
  - e. fortified wines, including port and sherry
  - f. spirits
  - g. liqueurs
  - h. cocktails
  - i. keg beer
  - j. bottled beer
  - k. cask '(real)' ale
  - l. non-alcoholic cold beverages
  - m. non-alcoholic hot beverages
  - n. alcoholic hot beverage.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 452

## Manage the production and presentation of menus

<b>UAN:</b>	<b>R/504/1042</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB64 Participate in the production and presentation of the menu.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to source information to develop new menus
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to produce and present menus
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate the impact of new menus to inform the management team
<b>Assessment criteria</b>
The learner can: 3.1 evaluate the impact of new menus using feedback from relevant people 3.2 present menu evaluation to the management team.

<b>Learning outcome</b>
The learner will: 4. Understand how to source information to develop new menus
<b>Assessment criteria</b>
The learner can: 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.



<b>Learning outcome</b>
The learner will: 5. Understand how to produce and present menus
<b>Assessment criteria</b>
The learner can: 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.

# Unit 452      Manage the production and presentation of menus

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2 & 1.3 and 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6 and 3.1 & 3.2 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2 & 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 453

## Manage cellar and beverage operations

<b>UAN:</b>	<b>Y/504/1043</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB65 Manage cellar operations.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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 manger will closely monitor consumption levels, stock rotation and availability as well as quality points and health and safety.

<b>Learning outcome</b>
The learner will: 1. Be able to manage the implementation of cellar and beverage storage procedures
<b>Assessment criteria</b>
The learner can: 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 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.

<b>Learning outcome</b>
The learner will: 2. Be able to manage the efficient running of the cellar and beverage operations
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to implement and communicate changes to the cellar and beverage operations
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage the cellar and beverage storage procedures
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Understand how to manage the efficient running of the cellar and beverage operations
<b>Assessment criteria</b>
The learner can: 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 453      Manage cellar and beverage operations

## Supporting information

### Evidence requirements

#### What you must do

The assessor **must** assess statements 1.1, 1.2, 1.3 & 1.4 and 2.1, 2.2 & 2.3 and 2.5, 2.6 & 2.7 and 3.1, 3.2, 3.3 & 3.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 2.4 and 4.1, 4.2, 4.3, 4.4 & 4.5 and 5.1, 5.2, 5.3, 5.4, 5.5 & 5.6 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through evaluating products of the candidate's work to show that they have covered the following areas:

- **one** form of **legislation**:
  - a. health and safety
  - b. licensing.
  
- **one** type of **problem**:
  - a. out-of-date stock
  - b. stock shortages
  - c. beverage quality issues.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 454

## Develop enhanced levels of food and beverage service

<b>UAN:</b>	<b>D/504/1044</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to PPL 4FB66 Develop a team to provide enhanced levels of food and beverage service.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
<b>Aim:</b>	This unit 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.

<b>Learning outcome</b>
The learner will: 1. Be able to establish procedures and guidelines to enhance levels of food and beverage service
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2. Be able to develop a team to enhance levels of food and beverage service
<b>Assessment criteria</b>
The learner can: 2.1 confirm that the team is trained to: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to use appropriate sources of information to improve the food and beverage service
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Understand key facts to providing enhanced levels of food and beverage service
<b>Assessment criteria</b>
The learner can: 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.



<b>Learning outcome</b>
The learner will: 5. Understand how to develop team members to enhance levels of food and beverage service
<b>Assessment criteria</b>
The learner can: 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.

# Unit 454      Develop enhanced levels of food and beverage service

## Supporting information

### Evidence requirements

What you must do:

The assessor **must** assess statements 1.1, 1.2, 1.3 & 1.4 and 2.1 & 2.2 and 3.1, 3.2, 3.3 & 3.4 by directly evaluating products of the candidate's work.

The assessor may assess statements 4.1, 4.2 & 4.3 and 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 & 5.9 through questioning or witness testimony if no naturally occurring evidence is available.



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

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

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

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



## Appendix 2 Sources of general information

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

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

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

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

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

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

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

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

-

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## Useful contacts

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

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa) and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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