



Higher National Diploma in Hospitality Management

Programme Specification

December 2024

Programme Title:	Hospitality Management
Awarding Body	Pearson Edexcel
Title of final award	National Diploma in Hospitality Management
Intermediate award	Higher National Certificate in Hospitality Management
Mode of Study	Full Time/Blended
Language of Study	English
Course Length	1 Year at Level 4 & 1 Year at Level 5
Course Code (HND)	603/2279/2
Accrediting Professional Statutory Body	Pearson Edexcel
Criteria for Admission to the Programme	Level 3 (64 UCAS Tariff Points)
Course Fee	£8000
Additional Costs	None

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1 Introduction to LCK Academy (LCKA)

LCK Academy (LCKA) has been providing Higher National Diploma in Business since March 2023. We believe in harnessing the entrepreneurial talent within our local community. When providing the HND in Business (Entrepreneurship and Small Business Management, therefore, we will focus on preparing you for creative and innovative leadership in the modern workplace.

2 Qualification Titles:

- Pearson BTEC Level 4 Higher National Certificate in Hospitality Management
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management

3 Qualification Codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Hospitality Management: 603/2279/2
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management: 603/2278/0

4 Awarding Institution

- Pearson Education Ltd

5 Qualification frameworks

- Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education
- Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

6 Higher National Diploma (HND) in Hospitality Management

Welcome to LCK Academy's Higher National Diploma (HND) in Hospitality Management. You have joined a rewarding and challenging two-year course, which is designed to provide you with a thorough grounding in key concepts and practical skills required in Hospitality Management. BTEC Higher Nationals offer a strong emphasis on practical skills alongside the development of requisite knowledge and understanding needed in the modern business environment. Students benefit from this strong academic and practical programme of study as it develops their key skills and knowledge, and meets their individual progression needs, whether this is into employment, running their own business or continuing onto higher education including a top-up for a university degree or other professional courses. A major progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of an honours degree programme, depending on how well the BTEC Higher National units are mapped to the prerequisites for entering your chosen degree level programme.

Aims of the Pearson BTEC Level 4 Higher National Certificate in Hospitality Management

The Level 4 units lay the foundations of learning by providing a broad introduction to hospitality and different hospitality management functions. This develops and strengthens core skills while preparing the student for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility. Students will gain a wide range of knowledge tied to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in real-world work-based activities that help them to develop employability behaviours (the attitudes, capabilities and approaches required for competence) and transferable skills. Transferable skills include written and oral communication, teamwork, problem solving, empathy and research and analysis, which are highly valued in the workplace. By the end of Level 4 (Year One), students will have sound knowledge of the basic concepts of hospitality management. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of business.

Aims of the Pearson BTEC Level 5 Higher National Diploma in Business

The Level 5 units give students the opportunity to specialise in a hospitality management-related occupational area and to progress to degree-level study. The units prepare students to move on to specific areas of hospitality at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making. Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of work-related situations. By the end of Level 5, students will have a sound understanding of the principles in key areas of hospitality management and will know how to apply those principles in different aspects of hospitality should they choose to specialise in future in culinary arts management, food and beverage, accommodation and revenue management, events and innovative marketing and sales.

Developing students' employability skills and academic study skills

Employability skills (closely related to transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Hospitality Management support students in developing the key skills, qualities and strengths that employers are looking for. Pearson divides employability skills into five main categories. These five categories are listed below with some (not all) of the elements that are included in each category.

1. Cognitive problem-solving skills

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively

2. Intra-personal skills

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and reflection
- planning and prioritising

3. Interpersonal skills

- effective communication and articulation of information
- working collaboratively
- negotiating and influencing
- self-presentation

4. Commercial skills

- sector awareness
- sales
- marketing and promotion,
- budget management/monitoring

5. Business skills

- awareness of types of companies
- company information
- invoicing
- calculating fees
- business management

Students also benefit from opportunities for deeper and broader learning, where they can challenge assumptions and make connections between different study units and select areas of interest for detailed study. In this way, BTEC Higher Nationals in Hospitality Management provide a context in which students can develop the knowledge and academic study skills they need to progress to university degree courses and positions of leadership and management.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision making
- preparing for exams, and
- using digital Technology
- competence in assessment methods used in higher education

Students can also develop their academic skills through independent study modules and resources

on the HN Global platform <https://hnglobal.highernationals.com/>

7 Progression

The Level 4 Higher National Certificate provides a solid grounding in hospitality management, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study. Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the hospitality sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to continuing professional development, or
- going to university.

8 Progression to University:

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BSc (Hons) in Hospitality and Events Management
- BA and BSc (Hons) in Culinary Arts Management
- BSc (Hons) in International Hospitality Management

University recognition and articulations

Pearson UK works with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. Some of the Universities which accept students with our HNC/D onto the 3rd /final, 2nd or 1st year of a degree in business (normally subject to a merit or distinction profile).

It is advisable to contact the university you are interested to find out whether you will get entry to the first, second or third year of your choice of degree.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>

Professional Body recognition and exemption

In developing the Pearson BTEC Higher National qualifications in Hospitality Management, Pearson has worked closely with:

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)

- The Chartered Institute of Personnel and Development (CIPD)
- The Chartered Institute of Procurement and Supply (CIPS), and
- The Digital Marketing Institute (DMI).

By aligning to professional body competency standards, content and assessment supports student development as professional practitioners for the future. This adds value for students by offering them access to continuing professional development.

For the full accreditation and exemption details for this qualification, please refer to the Progression Hub on HN Global.

(<https://hnglobal.highernationals.com/progression-hub/memberships-certs>)

or on the Industry Engagement page (<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/hospitality-management-2018.html>)

Programme structures and occupational standards

This BTEC Higher National has been mapped to relevant Professional Body standards and Higher Apprenticeship Standards for the Hospitality Manager.

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

9 Admissions

Entry Requirements

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Business Studies, Hospitality Supervision, or a similar discipline
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject.
- Other related Level 3 qualifications
- At least one GCE A Level pass in a relevant subject with appropriate supporting passes at GCSE
- An Access to Higher Education Certificate awarded by an approved Further Education institution.
- Appropriate work experience.
- HND Appropriate for learners aged 18 or over.
- An international equivalent of the above. LCKA will consider Applicant 'prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning.






English language requirements


Students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme where the programme is both taught and assessed in English:

- Common European Framework of Reference (CEFR) level B2 PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5 or equivalent.

10 Admission Procedure

Please refer to the LCK Academy Admissions Policy on our website. The following flowchart provides the details for all candidates seeking admission in LCK Academy.

 Stage One Making Contact	
<ul style="list-style-type: none"> • Applicants contact Admissions staff in person or online • Admissions staff guide Applicants on courses, partner organisations, dates, entry requirements, academic interviews, fees, and student loan funding if relevant • Applicants complete the application form and apply for student finance if relevant 	
 Stage Two Documentation	
<ul style="list-style-type: none"> • Applicants provide hard copies in person of all required personal documents • Admissions staff store documents and check authenticity • Evidence of work experience can be submitted for consideration in the absence of qualifications. • Evidence of life experience can be submitted for consideration in some cases in the absence of relevant work-experience or qualifications. 	
 Stage Three: Academic Interview and English Language Entry Test	
<ul style="list-style-type: none"> • Applicants from a non-majority English speaking country without relevant qualifications from a take a recognised English language test or the LCKA English Language Entry Test • All applicants including those who need to take the English language test must attend an Academic Interview in person 	
 Stage Four: Approval & Offer	
<ul style="list-style-type: none"> • Applicants approved for a course offered independently by LCKA receive an Unconditional Offer Letter from LCKA 	<ul style="list-style-type: none"> • Applicants approved for a course offered by LCKA in partnership with a partner organisation receive a Conditional Offer Letter from LCKA
<ul style="list-style-type: none"> • Applicants reject the offer, or accept the offer and proceed to Enrolment 	<ul style="list-style-type: none"> • Applicants receive an Unconditional Offer from the LCKA partner organisation • Applicants reject the offer or accept the offer and proceed to Enrolment
 Stage Five: Enrolment and Registration	
<ul style="list-style-type: none"> • Applicants meet the enrolment requirements of their respective awarding organisation • The LCKA Registry Officer changes the student status from 'Provisional' to 'Enrolled' • Students who are not approved for student finance by the awarding organisation's deadline can pay their own fees or will have their application cancelled or deferred to the next intake if they wish to apply again. 	

	Stage Six: Induction
<ul style="list-style-type: none"> • Applicants who wish to accept an offer attend the induction • Students complete a feedback form on the admissions process after the induction • Applicants may complain or appeal against admissions decisions at any time during the process using the LCKA Complaints and Appeals Policy 	
Stage Seven: Classes Begin	

11 Recognition of Prior Learning

RPL is using a learner's evidence of prior learning and achievement towards part of a qualification. An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.

If there is evidence that the learner has previously demonstrated they have the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. The evidence must be:

- valid
- current
- reliable
- authentic
- sufficient

RPL can only be approved for a maximum of 50% of a Qualification. Any more will fall under exemption and is usually used where a learner must gain a specified qualification for a particular purpose (for example, as an entry requirement for further study, employment, or registration).

When using RPL for Higher National awards, the underlying principle is that assessed evidence from certified learning should be at the same level of education for which RPL is being used. Pearson also acknowledges that RPL can be undertaken through assessment of previous experiential learning. However, a Higher Education award which has been **certified by Pearson**, cannot be used as prior learning to contribute to the achievement of another Pearson higher education award of an equivalent level. An award is defined as a completed qualification Higher National Certificate or Higher National Diploma, individual units are **not defined** as an award and can be used for RPL.

For full guidance on RPL, please see the LCKA RPL Policy and Recognition of prior learning policy and process in <https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/recognition-of-prior-learning-and-process-policy.pdf>

12 Registration, Verification and Certification Process

Registration

Students will be registered with Pearson by LCKA no later than four weeks after they have enrolled onto their BTEC HN programme and will be issued with a registration number.

Assessment and Internal Verification

When you submit your assignments for a unit, the Lecturer will assess and grade your work. You will receive feedback on whether they have passed the unit or advice on how you can improve. Then our internal verifier we will conduct internal verification to check the assessor's feedback and grades and make sure that they are in line with expected standards and quality.

Assessment Board

After the internal verifications is completed for all units at the end of the academic year, LCKA will hold an Assessment Board chaired by the Head of Higher Education who is the nominated Pearson Head of Centre. The Assessment Board will ratify all the grades.

External Examination

At the end of each academic year, Pearson will also conduct External Examination to check that grades and feedback provided by our assessors and internal verifiers meet the expected standards and quality.

Assessment Board Ratification

Student unit results are ratified by the Assessment Board after the External Examiners' (EEs') visit.

Certification Claims

Following ratification of results at the Assessment Board, the Exams Officer together with the Quality Nominee claims the Certificate of full award or Certificate of Unit Credit (CoUC) on the Edexcel Online portal. If a student achieved any credits during their studies but is not eligible for an award, upon the External Examiner visit, credits will be claimed according to the Certification Process defined by Pearson. Claims can be made at any time of the year.

Receiving Certificates

Certificates will be received first by LCKA from Pearson via post. The Certificate/Notification of Performance is checked against the course tracking sheet provided by the Assessment Committee and checked against Student Records. If there are any discrepancies, Pearson is informed. Students will then receive their original certificates and transcripts from LCKA. This may be by hand in an awards ceremony, or by post.

Progression

For students who want to enrol for a top up programme prior to certification, the Registry Services Team will download a confirmation report from Edexcel Online and use this to confirm that students have passed their award.

Failure to complete this course due to lack of attendance, insufficient work submitted or breach of the student code of conduct may result in you being unable to complete the course successfully and receive certification.

13 Programme Structure

Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years. The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years. Pearson expects an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study. If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

Each unit carries 15 credits apart from Unit 19 which is a double unit and carries 30 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed self-study activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH). (More information about guided and independent learning is provided below.)

The total qualification time for Higher National Certificate (HNC) = 1,200 hours (One Year)

The total qualification time for Higher National Diploma (HND) = 2,400 hours (Two Years).

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and unsupervised work-based learning.

Guided learning hours

These are the hours where a Lecturer is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, Lecturerials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

The total guided learning hours for Higher National Certificate (HNC) = 480 hours (One Year).

The total guided learning hours for Higher National Diploma (HND) = 960 hours (Two Years).

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a Lecturer.
- work-based learning supervised by a Lecturer.
- a live webinar or telephone Lecturerial with a Lecturer
- live e-learning supervised by a Lecturer, and all forms of assessment guided or supervised at the time by a Lecturer or other education or training provider. This includes where the assessment is competence- based and turned into a learning opportunity.

Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferrable skills such as self-discipline, time management and self-motivation.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

The total independent learning hours for Higher National Certificate (HNC) = 720 (One Year).

The total independent learning hours for Higher National Diploma (HND) = 1,440 (Two years).

BTEC Higher National Certificate in Hospitality Management (HNC Level 4)

The 8-unit BTEC Higher National Certificate in Hospitality Management provides a work-related programme of study that covers the key knowledge, understanding and practical skills required in all general hospitality management settings. The Higher National Certificate is studied over a period of 9 months. The programme structure is provided in the following table:

- 8 Level 4 units times 15 credits giving a total of 120 credits
- Includes 5 core units and 3 specialist units selected by LCKA.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- Total independent study hours = 720 hours
- Total qualification time – 1200 hours

14 Year 1 HNC Level 4 Hospitality Management

Code: 603/2279/2 Pearson BTEC Level 4 HNC Diploma in Hospitality Management (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
1	The Contemporary Hospitality Industry	60	90	Core	15	4
2	Managing the Customer Experience	60	90	Core	15	4
3	Professional Identity and Practice	60	90	Core	15	4
4	The Hospitality Business Toolkit	60	90	Core	15	4
5	Leadership and Management for Service Industries (Pearson-set)	60	90	Core	15	4
75 credits of mandatory units plus 45 credits from the Level 4 specialist units						
Level 4 optional units						
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
6	Managing Food and Beverage Operations	60	90	Specialist	15	4
8	Managing Conference and Events	60	90	Specialist	15	4
15	Hospitality Marketing Essentials	60	90	Specialist	15	4

Progression from HNC Level 4 (Year One) to HND Level 5 (Year Two)

Students commence by enrolling on the Higher National Certificate (HNC) programme, and upon successful completion of units worth 120 Credits at the end of the first year of study, progress onto the Higher National Diploma programme. Having achieved 240 Credits, students are awarded the Higher National Diploma. Students who are not able to progress or who wish to complete only one year of studies can be awarded the HNC. Where one or more units are completed but there is no further progression, students may claim the relevant Unit Certificate(s).

Compensatory credit

Student must submit work for all eight modules of the HNC to achieve the Level 4 qualification but only need to pass six to progress to HND, and then the seventh in order to pass the HNC. Students who have not passed the HNC as ratified by the Academy's Assessment Board and the Awarding Body will not be able to pass HND Level 5. This means that students can start studying HND as long as they have submitted work for 8 HNC units and passed 6 of them. However, they cannot pass the HND until they have passed one more HNC unit achieving a total of 7 HNC units passed in addition to passing the required units for HND Level 5.

BTEC Higher National Diploma in Business (HND Level 5)

BTEC Higher National Diploma (HND Level 5) is a two-year programme that requires you to pass HNC and HND. It provides greater depth and specialisation than BTEC Higher National Certificate (HNC Level 4) qualifications.

- The HND requires 240 credits, of which 120 credits are at Level 5 (7 units) and 120 credits are at Level 4 (8 units).
- 8 Level 4 units times 15 credits giving a total of 120 credits
- 6 Level 5 units times 15 credits plus 1 Level 5 units times 30 credits giving a total of 120 credits
- Includes 2 core units and 5 optional units selected by LCKA.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- Total independent study hours = 720 hours
- Total qualification time – 1200 hours

15 Year 2 HND Level 5 Hospitality Management

All level 4 units above are core units for level 5

Code: **603/2278/0** Pearson BTEC Level 5 HND Diploma in Hospitality Management (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
1	The Contemporary Hospitality Industry	60	90	Core	15	4
2	Managing the Customer Experience	60	90	Core	15	4
3	Professional Identity and Practice	60	90	Core	15	4
4	The Hospitality Business Toolkit	60	90	Core	15	4
5	Leadership and Management for Service Industries (Pearson-set)	60	90	Core	15	4
75 credits of mandatory units plus 45 credits from the Level 4 specialist units						
Level 4 optional units						
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
6	Managing Food and Beverage Operations	60	90	Specialist	15	4
8	Managing Conference and Events	60	90	Specialist	15	4
15	Hospitality Marketing Essentials	60	90	Specialist	15	4

Pearson BTEC Level 5 Higher National Diploma in Hospitality Management Level 5 units						
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
18	Research project (Pearson set)	120	180	Core	30	5
19	Hospitality Consumer Behaviour and Insight	60	90	Core	15	5
Plus 75 credits. You can take these credits from the specialist and optional unit bank. You can choose only one specialist unit from each specialist grouping.						
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
25	Food Service Management	60	90	Core	15	5
27	Front Office Operations Management	60	90	Core	15	5
31	Hospitality Digital Marketing	60	90	Core	15	5
38	Concepts and Innovation in Hospitality	60	90	Core	15	5
44	Strategic Human Resource Management	60	90	Core	15	5

16 Student Support & Services

Induction

An induction period will take place at the start of your course. The purpose of this is to ensure you are clear about the teaching, learning and assessment processes and structure of your course and have information that will ensure your success.

Induction includes course outlines, subject guide, and academic procedures, Academy policies and expectations of students (including attendance, submissions and academic honesty). Induction into the VLE and other resources are also provided with emphasis on the significance of independent learning. Additionally, induction introduces you to other students, Lecturers, and support staff.

LCKA plans to offer freshers' week (Induction week) at the start of every semester. Students are invited to social events where they meet and interact with the staff, and other students.

The fresher's-week activities include:

- Drop-in sessions for students with disabilities
- Meet the LCKA Student Council and become an active member

- Introduction to Student wellbeing services
- Meet & Greet students
- Meet & Greet session with faculty & Support Staff.

Academic Support

LCKA places high importance on the teaching and learning of students. A variety of teaching approaches are used by the lecturers at LCKA in order to cater to the range of learning needs and requirements of the students. These methods include:

- Lectures
- Workshops
- Small group discussions
- One to one tutorials
- Peer mentoring

The teachers are encouraged to use various teaching aids including multimedia, hand-outs, online resources and the VLE portal. Weekly workshops and one to one tutorial sessions are conducted to enhance the performance of all students. Students will be required to study in large and small group sessions as well as independently at times.

English language support

English Language support is offered by the Academy to students who need to enhance their academic English writing and oral presentation skills. The support classes are arranged on a weekly basis in addition to academic study skills classes. Two English language classes are scheduled in a week and 2 hours are allocated for each class. All students are required to take these classes to develop critical and analytical writing and oral presentation skills.

Study Skills

At the start of the academic year, study skill sessions are arranged for all students to better equip them with study pattern, programme requirements, concepts, analytical thinking and writing techniques. These sessions prepare them to study more effectively. Study Skills classes are arranged once a week on a regular basis; these classes include motivating students to study by themselves, to take the initiative, to identify and search for material independently, to plan and manage their time and meet deadlines.

Personal Tutor

Personal and professional development planning is integrated into the Personal Tutor arrangements at LCKA. Each student is allocated a Personal Tutor at the start of the course. Information regarding Personal Tutor allocations is shared with students via their Academy email address and is also available on the VLE.

Students can also approach the Head of Higher Education and Head of Programme to enquire about the Personal Tutor. Email address and other contact Information of Personal Tutors will be provided to the students during the orientation week at the start of semester.

Personal Tutors will be available during regular Academy working hours (i.e. 9am – 5pm). They can be contacted in person or via email. The Personal Tutor will respond to students' queries within 3 working days of having received the query. Personal Tutors and students will engage in face-to-face meetings at two times per Semester.

Special Need Assistance

At LCKA we strongly believe that Students with special needs should receive whatever extra support they may require to ensure have equal access to higher education. Needs are identified at the time of admission and support services are provided accordingly. These support services include psychological and physical assistance. A Counsellor is available to support all students. Support services for physical needs are provided according to individual requirements. Students with mobility issues are especially catered for by arranging classes for them on the ground floor.

HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The global forum connects students and Lecturers and provides the opportunity to discuss common themes and share good practice. The HN Global learning zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills and an e-library and subject materials. The Lecturer resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment, and professional development opportunities. Staff can also access the QA Hub for templates and more centre support. Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills. These are available from the HN Global website at www.highernationals.com

Health & Safety

During the orientation week you are given a guided tour of the campus and also a health and safety, fire and evacuation drill is conducted to prepare you for all possible circumstances.

Safeguarding

LCKA has a dedicated Safeguarding Lead and three Safeguarding Officers across its Study Centres. You may contact the Safeguarding Officer at any time if you believe there may be a risk to your safety or the safety of other adults at risk in one of the LCKA study centres. This may include instances of physical or verbal abuse that someone may face either at the Academy or outside, which effects their wellbeing and their ability to study. Please see our Safeguarding & Prevent Policy on our website for more information including contact details of Safeguarding Officers.

17 Teaching & Learning

BTEC courses are student centred. Where appropriate, traditional teaching methods are used, but in general you will be learning through investigation and active involvement. You will have a great deal of responsibility for your own learning. Units are taught through 'learning outcomes and each assignment will concentrate on testing and extending your knowledge and understanding in all of these outcomes. Your teachers will act as learning resources, offering advice and guidance as to how to approach the work.

What will happen in lessons?

You may be taught by more than one teacher, each teacher will be responsible for teaching different units (or parts of a unit), so that means that you may be working on two or even three different units at the same time. You will have to be well organised and remember to keep information in the right places. You will be taught the background information by doing class activities and research tasks. Then you will be given an assignment to complete. The assignment will be written, oral or practical activities that you can approach at different levels of complexity, depth and breadth depending upon your interest and ability. You will be required to do your own research and showing independent ability to produce work that is critical and well sourced and references will allow you to achieve merit and distinction grades. It is important to meet the deadlines so that you can get feedback from your teacher and understand how to achieve the higher grades.

The lessons will vary according to the unit, but all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods
- Report writing – manually or using ICT
- Presentations – in groups or individually
- Practical work
- Role-plays and simulations
- Display work
- Visits to organisations/companies
- Work with visitors

What will be expected of you?

You will be expected to do all of the following as part of your day-to-day work:

- Read and research.
- Keep a record of the information you find and the sources.
- Plan your work in a logical order and keep a record of your progress.
- Talk to your teachers about your ideas and how to achieve the best results.
- Produce drafts and final copies of your work.
- Produce good quality work with high standards of grammar and spelling.
- Use Harvard Referencing for your sources including in-text references and a list of references at the end of your assignment
- Present your work in a suitable format according to the purpose and the audience.
- Evaluate your work and make suggestions for improvement.
- Meet deadlines as outlined in the assessment calendars which your teachers will provide.
- Keep a record of the work you have completed, including the grades and points you have been awarded.

Who will be involved with the course?

Unit teachers (assessors) are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Internal Verifier will check (IV) the assessment of all teachers on the course; they sample the work of all students on the course and provide written feedback. They must make sure that the units are being taught correctly and that sufficient resources are available. The IV works with the external

verifier. Some assessors may be internal verifiers but an assessor cannot verify their own assessment decisions.

Quality Nominee oversees all of the HND courses to make sure that standards are being met and quality enhanced. This will be achieved by:

- Visiting and observing lessons
- Looking at students' work
- Collecting information on student achievement Surveying teacher/student views

External Verifier –The EE is appointed by Pearson and has knowledge of the unit topic and will visit to sample the work to see that it has been assessed correctly

Exam Officer is responsible for registering students for the course and for claiming qualifications with the Quality Nominee.

Assessment Boards

The main purpose of this Assessment Board is to make recommendations on:

- The grades achieved by students on the units.
- Extenuating circumstances
- Cases of cheating and plagiarism
- Students progressing to the next stage of the programme.
- The awards to be made to students, and
- Students resubmitting assignments and repeating units.

18 Assignments

Assessment Entitlement

As a student of LCKA, you are entitled to:

- Fair and open assessment practices.
- An assignment indicating the criteria against which you will be assessed.
- Regular advice, counselling and guidance through Lecturers.
- Access to an open and fair appeals procedure
- Assessments being carried out regularly and outcomes reported with written and/or verbal feedback

Approach to Assignment Writing

Assessment of the Higher Nationals is assignment-based; some units may be assessed by individual /group presentations. The skills that you employ in your studies, and in writing assignments, are not simply a set of academic skills, which are relevant only to doing coursework, but are 'work-related skills'.

As a Higher National student, you need to develop coherent arguments, which reflect an understanding of the matters in hand; use tools and techniques appropriately and accurately; base your assertions and ideas upon evidence; be original and creative. The processes you use are the everyday processes employ reasoning, evaluating and analysing, reading and note-taking, communicating verbally, handling information, using charts, diagrams and numbers, project

management, problem-solving, research skills, writing and presenting, all of which are developed on the course.

You should keep any relevant assignment in mind as you study, and at least start collecting ideas from the moment you begin the relevant classes. You will have to do the assignment in parallel with your Formative assessment will be given for all written and oral assignments, which helps you with your learning and to improve your work before summative assessment. This enables us and you to make a judgement at a particular time about your knowledge and skills.

We make clear to you the standards which LCKA and Pearson require, and the criteria by which we assess you, so that you can, as the course progresses, develop your understanding of the requirements. We give you feedback on your assignments, together with the grade awarded.

Assignment writing – DO`s and DON`Ts

- Read the assignment questions thoroughly and identify key words and points of issue
- Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment
- Ensure you have good paragraphs of introduction and conclusion with a reference list reflecting research source
- Produce a list of contents at the start of the assignment
- The assignment must be word processed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data needed as supporting evidence.
- The sequence of points discussed in the assignment should be logical.
- The text should be rational and have analytical comments. Assignments full of assertions and opinions will receive poor (even refer) grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall, the assignment should have a clear focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own research and experiences.
- All research data used should be referenced in the text and the reference list using Harvard referencing.
- The assignment must represent all your own work and not include extracts from others without acknowledgement of research sources or colleagues/students. Assignments which copy material from the textbooks without acknowledgement will be given a **REFER** grade. Do not copy any material from a fellow student's assignment. Both assignments will be given a refer grade so do not give your assignments to another student.
- Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set and not the one you wish had been set.
- Ensure the assignment or activity within the assignment is completed by the specified date.

Assignment Briefs

All units have a standard format which is designed to provide clear guidance on the requirements of the unit for learners. Unit title is accredited by RQF and this will appear on the learner's Notification of Performance. Learning outcomes and assessment criteria – each unit contains statements of the evidence that each learner should produce to receive a pass. Learners must meet all assessment criteria to pass the unit. The assignment brief will contain instructions as follows:

- A cover-sheet detailing: Unit number, Unit level, Assignment title, Learning outcomes.
- The indicative content of the assignment (learning outcomes), i.e. what you will have learnt upon completion.
- A scenario or case study which may be related to the application of the student's own working experience/environment.
- Activities detailing what the student needs to do.
- Student Guidelines, where applicable, to assist students in their understanding of the exact requirements of the assessment.
- A submission hand-in date
- The assessment criteria to be met.
- The resubmission date for students who do not pass first time
- The unit contents – topics to be learnt and addressed in the tasks.

19 Assessments

Aims

Through summative and formative assessment, the Academy aims to provide appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment. Feedback is given within three weeks of submission following internal verification or assessment decisions.

Providing feedback during a course with formative feedback has the benefit of giving students advice on how to improve their performance in time to affect their final mark (summative assessment). All assessments will be designed to ensure both fairness, consistency, accuracy and validity for students and will be monitored as part of the quality assurance process. The requirements of all awarding bodies will be adhered to within the assessment process.

External Reference Points

The Pearson awarding body has approved LCKA for the delivery of the BTEC Higher Nationals and BTEC Professional qualifications at LCKA. We have a responsibility to ensure that quality of provision meets the level and standards set by Edexcel and other regulators such as the Office for Students. The requirements of the awarding organisation will always be adhered to as part of the assessment policy.

The Head of Programme aims to promote understanding of the best use of assessment through Lecturer groups and one-to-one meetings with individual Lecturers. Topics ranging from the design of tasks to sharing new approaches, to formative and summative assessment, will be addressed.

Approach to assessment

Students must be made to understand the reason for assessment, as a way of ensuring that learning and understanding has taken place, related to the learning outcomes/assessment criteria set by the awarding body. Students must understand that they can use assessment and feedback to their advantage, if they so choose. Assessment opportunities will be based on good practice and will comprise the following elements:

- Assessment planning
- A variety of Interesting, challenging and realistic assessments
- The inclusion of common/basic skills testing as appropriate

- Comprehensive feedback mechanisms, both summative and formative
- Clear and accurate recording of grades
- Quality assurance via internal verification and moderation
- Lecturer monitoring of candidate performance

Resources and mechanisms to support students

The Academy will ensure there are:

- Appropriate resources to enhance learning. The aim is to continue identifying and recommending up-to-date resources. Currently available are textbooks on Pearson HN Global, access to online ELibrary resources. LCKA plans to provide student with access to journals through EBSCO Elite Business Source subscription.
- Appropriately qualified staff with industry experience able to teach and carry out and monitor assessments.
- Appropriate resources for students with special learning needs
- Provision of appropriate resources to consider differing cultural backgrounds and learning styles.
- Quality management related to the assessment process.
- A commitment to the use of appropriate technologies in the delivery of its courses.
- Resources utilised in the classroom by Lecturers or in the computer area by students will be periodically reviewed. In addition to this, the Academy will continue to develop an effective social media communication system (Google/ Facebook/ Twitter).

Studying online – Distance and Blended Learning

The course or part of the course at LCKA may be delivered online, which will be explained to you at enrolment and the induction. The Academy will be using video conferencing software to deliver such lessons and for you to deliver any oral presentations that are required for your assessments. For guidance on how to use Zoom please see the following YouTube video:

<https://www.youtube.com/watch?v=9isp3qPeQ0E>

Important guidelines for studying with LCKA online

Make sure that you have appropriate equipment to study online: laptop with audio/video and good internet connection. If you have any issues with IT, please let your Lecturer and the Head of Higher Education know immediately. You may do this by email or calling the telephone number you were given in the induction.

When joining an online lesson:

- Turn on video and audio so that people can see and hear you, but make sure you are sitting in a place where there is nothing inappropriate you do not want anyone to see.
- Use mute to cut out background noise when you are listening and not speaking.
- Use the Chat feature to write questions if you do not want to interrupt someone.
- Use 'raise hand' feature to get the teacher's attention
- Use reactions such as thumbs up and clapping icons to share your feelings with others.

Being the Host

The lecturer will be the host for the lesson and will invite you by email. You will need to check your LCKA email address for the invitation Zoom link just before the lesson starts. During a lesson,

the teacher may decide to make you the host so that you can share your screen with the class.

General Behaviour

Although you will be studying online from home, all the Academy Policies and Procedures will still apply. Students and teachers will be expected to treat all online lessons with the same importance and respect as a face-to-face lesson in the Academy.

Recording Lessons

There may be times when the teacher will record lessons. You will be told about this beforehand. The purpose of recording lessons could be the following:

- To provide evidence of online teaching for internal audits or external inspections
- Recording student presentations for teaching and assessment purposes
- Recording lessons for students to view after the lesson
- Marketing the Academy to show potential students what our lessons are like
- No recording of you will be made public on our website or elsewhere without your permission.

What students can expect?

All students will be entitled to the following:

- Advice and guidance on assessment appropriate to the programme of study given by Lecturers through timely feedback.
- Acquaintance with assessment policies, as part of their induction process
- An awareness of their responsibilities with respect to the assessment process and requirements. Students should be encouraged to self-assess their own work whenever possible.
- All assessments will be planned by subject Lecturers to avoid the same deadline dates.
- Written and, where appropriate, oral feedback will be given on the outcome for all assignments
- An explanation of the internal verification process and its purpose.
- Access to the Academic Appeals Procedure given to all students as part of the induction process

Benchmarking of grades

Various approaches are used to ensure the evidence of achievement provided by students is appropriate for the level of the unit and is consistent across the programme.

- Video recording of presentations
- The witnessing of presentations by the lead internal verifier, or other
- Second marking
- Internal verification

Student obligations

With regards to assessment students must:

- Undertake assessments as required by their Lecturers.
- Comply with assessment deadlines.
- Follow guidelines on referencing conventions
- Maintain good academic conduct in relation to collusion and plagiarism, as covered in the LCKA Pearson BTEC HND Hospitality Management Programme Specification Dec 2024

Student Induction

- Actively engage with formal and informal assessment feedback
- Share responsibility with the Lecturer for ensuring assessment criteria are understood and effectively addressed, as well as the unit contents.

Assessment Outcomes

LCKA is required to assess learners' evidence against published learning outcomes and assessment criteria. BTEC National units are individually graded as 'pass', 'merit', 'distinction' or 'refer'. To achieve a pass grade, learners must meet the assessment criteria set out in the unit specifications. This gives transparency to the assessment process and ensures adherence to national standards.

20 Submissions

A copy of your assignment must be submitted on the Academy VLE by the deadline dates specified. Submission dates are printed on each assignment brief. Please ensure that you submit your assignment/task on or before the date stated on the assignment brief.

Where students are unable to meet an assignment deadline they should apply for an extension. Extensions to deadlines will only be granted to candidates who apply in writing with a legitimate reason for being unable to produce their work on time. Your first point of contact, should you find yourself in a position where you may need an extension, is your Lecturer or Head of Programme.

Failure to submit your assessment on the specified deadline, without providing valid evidence of your absence, will mean that your assignment is not accepted. A late submission may be marked in the following semester. Referred work will be capped at a Pass and will not be considered for Merit or Distinction grading on re-submission.

Should one of the activities within the assignment be a group or individual presentation and you are absent, a doctor's note will be necessary, and your Lecturer will arrange a convenient date for you to complete this task.

Resubmission

If a student's assignment does not pass after the first assessment, they will have the opportunity to resubmit the assignment for reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original activity.
- For examinations, reassessment shall involve completion of a new activity.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass or higher grade has already been awarded.

Procedure for resubmissions

If the Head of Programme or Assessment Board authorises a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation.
- The student will usually be given 15 working days of the student being notified that a resubmission has been authorised.
- The resubmission must be undertaken by the student with no further guidance.
- The original evidence submitted for the assessment can remain valid and be extended or may need to be replaced partially or in full.
- Arrangements should be made for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.
- The programme team may opt to conduct a resubmission of the assignment under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.
- The External Examiner (EE) is likely to want to include assessments that have been resubmitted as part of the sample they will review.
- Students who fail on resubmission will have to retake the unit unless there are extenuating circumstances. Retakes can incur costs.
- All students must attend at least 100% of their classes. If attendance is below 80%, students may not pass the course.

Repeat Units

When a student repeats a unit, they should not be treated any differently to those students completing the unit for the first time, in terms of the deadlines given and the assessments provided. Any evidence previously produced by the student for the unit being repeated that met the Pass criteria remains valid and may be used for assignments within the repeat unit. Students who are repeating a unit only need to generate evidence for any Pass assessment criteria that they did not achieve in their previous submissions. The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At the discretion of the Assessment Board, students can be permitted to repeat a unit
- The student must study the unit again with full attendance and (if required) payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- Units can only be repeated once.

A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard RQF resubmission rules and regulations as stated above.

If a student repeats a unit and still does not achieve a Pass in either their first submission or resubmission, will be required to complete a different unit in full or treat the unit as compensatory credit if possible. In either instance, the Academy must make sure that the relevant rules of combination and requirements have been met. The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

21 Feedback

During your HND course you will be given feedback in two different ways.

Formative Feedback is given to you during your studies mid-semester and will give you advice and guidance on how to improve your work in general.

Summative Feedback will be given to you at the end of each semester and will summarise your work and grade for that unit.

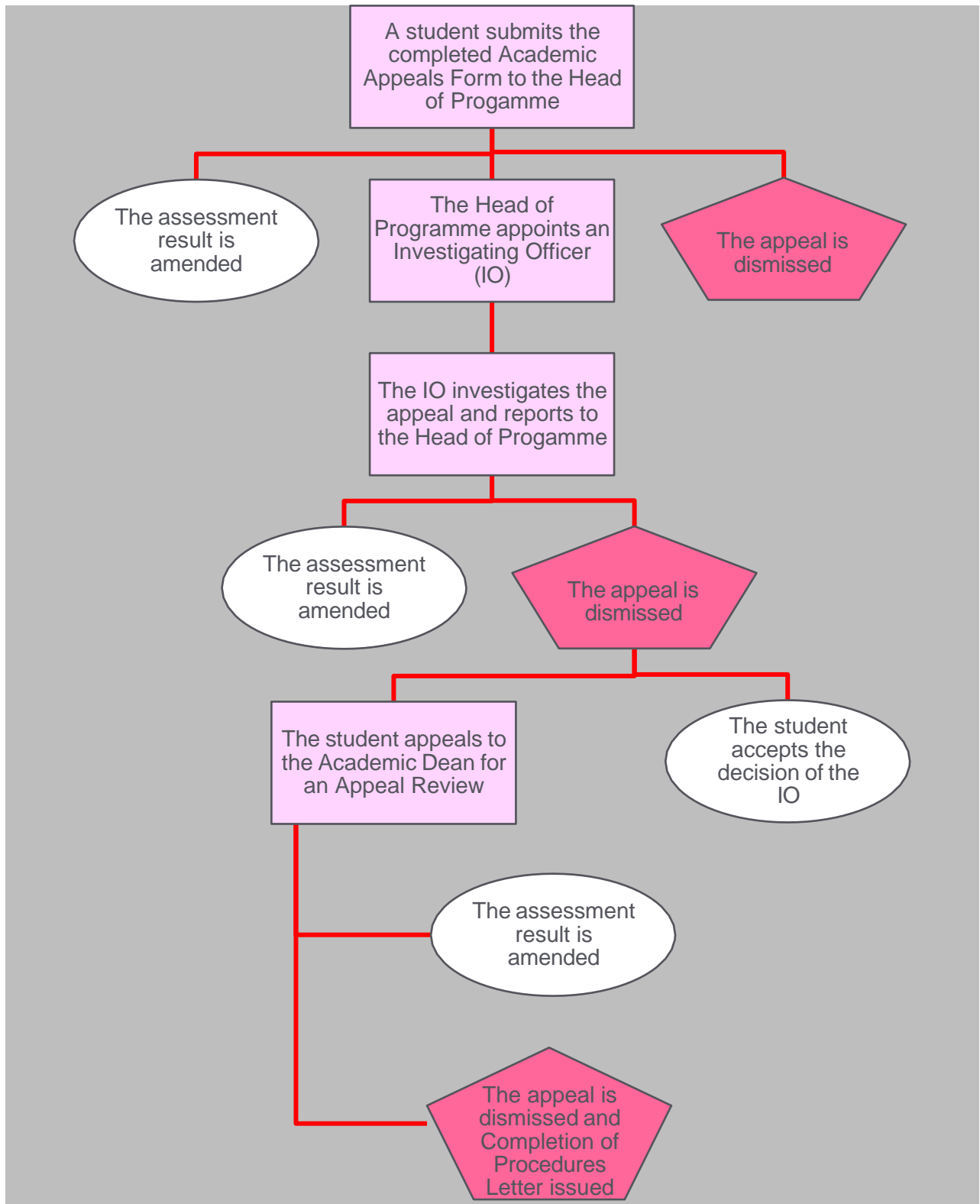
22 Appeals

A student appeal is a request to review decisions made by a centre on their progression, assessment, and awards. LCKA has a policy and procedures in place to ensure that all students and staff are aware of:

- What constitutes an academic appeal and what is considered assessment malpractice?
- The related processes for instigating an appeal.
- The possible outcomes that may be reached
- The consequences of both internal and external outcomes
- The process that exists to enable students to make an appeal with Pearson relating to external or internally awarded assessment outcomes.

Students can consult the LCKA Academic Appeals Policy <https://lckacademy.org.uk/policies-handbooks-2/> for full information and follow the processes in the chart below if they wish to make an appeal:

23 Academic Appeals Process



Students have a final right of appeal to Pearson, but only if the procedures in place at LCK Academy have been fully utilised or if the student is dissatisfied with the outcome. Further details are given in the **Enquiries and appeals about Pearson vocational qualifications policy**.

If students are not satisfied with the result of their appeal after following their centre's processes, they can also request that the **Office of the Independent Adjudicator (OIA) for England and Wales**, review their complaint. The OIA will not deal with complaints about academic judgment but will look at academic appeals. Following the OIA process does not prevent students from pursuing a complaint or appeal with Pearson and they may choose whichever route(s) they feel is the most appropriate.

24 Academic Malpractice

Policy

It is unfair practice to commit any act whereby a person may obtain for himself/herself or another, an un-permitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any forms of unfair practice shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of the qualification.

Why does LCKA monitor plagiarism?

Throughout your studies you will gather information from many sources. When your present work for assessment, you are asking the markers to judge your opinions and conclusions from the studies you have undertaken. This judgement will be carried forward into the outside world as a means of telling future employers, universities, financial sponsors, and others who have an interest in your capabilities that [1] you have undertaken the academic work required of you by course regulations, [2] you are capable of performing at a certain intellectual level and [3] you have the skills and attributes consistent with your range of marks and the level of your award.

What Constitutes Plagiarism?

Plagiarism is presenting someone else's work as your own. Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source
- Presenting information from electronic sources without acknowledging the source
- Passing off ideas, designs, inventions, or any other creative work as your own.
- Copying the work of another student.
- Undeclared collusion with another student.
- Getting someone else to do the work for you.

Should a Lecturer discover or report that an assignment has been plagiarised, a report will be made to the programme manager and a record placed on the student's file. The LCKA assessment board will penalise students who are found to have presented plagiarised work for assessment (Please see Academic Misconduct Policy and Student Disciplinary Policy on the Academy website).

25 Grading

Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a pass in 105 credits at Level 4.

Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- achieved at least a pass in 105 credits at Level 4
- completed units equivalent to 120 credits at Level 5
- achieved at least a pass in 105 credits at Level 5

Compensation for the HNC

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

Compensation for the HND

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND if they have completed and passed the remaining units at both levels as per rules of combination of the required qualification.

Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a pass, merit or distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only. Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

Points per credit:

Grade	Points
Pass	4
Merit	6
Distinction	8

Point Boundaries

Grade	Point boundaries
Pass	420-599
Merit	600-839
Distinction	840+

26 Quality Assurance Issues

Learning Contract

By embarking on your programme of study you confirm your commitment to LCK Academy's Learning Contract. This learning contract is a 'partnership' between you, the student, and LCKA as your learning provider to help you understand the roles and responsibilities of each party during the learning process.

Academic honesty and plagiarism

As you read through the Learning Contract, you will note that there is a specific point about plagiarism. This involves penalties that apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism).

In order to avoid plagiarism, it is imperative that you reference your work appropriately.

Very few students commit such offences, but LCKA believes that it is important that all students understand why academic honesty a matter of such concern and why severe penalties is imposed. Plagiarism of another's work is unacceptable. For more details, please see the HND/HNC Academic Handbook. As an additional source, the Academy purchased access to Turnitin, which allows students to check their assignments and the standard of their referencing section.

Internal Verification

LCK Academy's internal verification policy is designed to ensure that the quality of assessment practices meets the requirements of BTEC Edexcel and is managed in accordance with Pearson guidelines for best practice.

These procedures are central to the Academy's quality assurance framework, an aim of which is to nurture a culture of continuous improvement within the Academy. Internal verification is one of a range of quality assurance processes that the Academy is required to use to demonstrate high quality assessment practice. It assists in bringing consistency, transparency, and reliability to all aspects of assessment design, and grading. Internal verification has two components.

One focuses on verification/review of assessment design. The other is concerned with accuracy and consistency of the assessors' judgements on student work. The Academy must ensure that assignments are 'fit for purpose' and that assessors' judgements are correct and consistent. Records of internal verification for both the assignment design and the assessment decisions must be maintained and made available to the External Examiner. Cross-standardisation is seen as a feature of good assessment practice through cross marking and involvement of Lecturers in the verification process.

Student term-end feedback

As part of LCKA's quality assurance obligations, students will be invited to complete a feedback questionnaire at the end of each term. This questionnaire is very important as it is an opportunity for you to raise any concerns or issues and in addition for you to highlight good and poor practice that you wish LCKA to be aware of. Note: All information is dealt with in the strictest confidence and anonymity is maintained.

Mid-term Reviews

Students are advised to attend a Lecturerial meeting with the Personal Tutor twice a semester to discuss their academic progress and attendance as well as any problems there may be. A record of your progress will be kept from these meetings. If you feel that there are particular areas of study which you are finding difficult, or you are not getting the best service out of the Academy, the Personal Tutor may be able to give you guidance. It can only be resolved if you keep your Personal Tutor and other Academy staff informed. You might also benefit from taking part in the academic workshops taking place during the semester.

27 Policies and Procedures

For all policies and procedures including LCKA Academic Regulations please refer to the LCKA website.

28 Units

Unit 1: The Contemporary Hospitality Industry

Unit code	Y/616/1788
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to provide students with knowledge and understanding of the hospitality industry. Gaining insight into how hospitality organisations function within the wider business environment. Students will examine the purpose of different hospitality organisations, exploring the size, scale and scope of the hospitality industry. Students will explore the skills requirements and the challenges that hospitality organisations have with recruiting sufficiently skilled staff to support business growth. Students will consider the external factors that impact the hospitality industry and will gain an understanding of what drives supply and demand for hospitality products and services. Students can then use the knowledge, understanding and skill sets gained in this unit to be able to identify, and take advantage of, potential trends and developments.

Learning Outcomes

By the end of this unit students will be able to:

- Examine the current structure, scope and size of the hospitality industry
- Explore current and anticipated skills requirements in the hospitality industry
- Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry
- Analyse the current and potential trends and developments affecting the hospitality industry.

Essential content

LO1 Examine the current structure, scope and size of the hospitality industry

The hospitality industry:

Definition of the hospitality industry

Different hospitality sectors and classifications of hospitality including accommodation; restaurants; pubs, bars and nightclubs; hospitality and food service providers; membership clubs and events; brands and businesses

The relationship between hospitality and travel and tourism sectors The economic value and contribution of the hospitality industry Direct and indirect impacts on the economy

The tangible and intangible nature of the hospitality industry Different types of products and services within the hospitality sector

Organisational structure within different hospitality sectors:

Operational departments, functional departments and the interrelationships between these Global growth and developments:

Key factors driving growth of the hospitality industry locally and internationally The expansion of international hotel chains and brand identity

The growth of franchising and licensing agreements across hospitality sectors

LO2 Explore current and anticipated skills requirements in the hospitality industry

Staff types and job roles:

The different role and responsibilities of functional specialists: operational, supervisory, front line managers and back office management roles

Skilled/semi-skilled/unskilled positions

Hospitality skills sets:

Requirements for technical or practical skills in specific job roles

Priority skills for the hospitality industry e.g. customer handling skills, team working skills, cultural awareness

Current skills shortages in the hospitality industry

Drivers of skills gaps:

Contemporary factors driving skills shortages and high labour turnover

Factors that have affected recruitment and talent development e.g. migratory and mobile labour force, industry image, expectations around wages

Impacts on hospitality businesses:

A range of impacts that include increased workload for staff, de-skilling of operations, difficulties meeting quality standards, higher operating costs, difficulties introducing new working practices, loss of business to competitors

LO3 Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry

The macro environment:

Impact analysis of external factors using the PESTLE framework: the influence of political, economic, social, technological, legal and environmental factors

How hospitality organisations monitor and forecast external influences

The micro environment:

The impact of organisational internal factors using SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to assist in the decision-making process within organisations

Factors effecting supply and demand:

How a variety of different factors both locally and internationally can impact on the supply and demand of hospitality products and services and how individual hospitality businesses can respond to these factors

LO4 Analyse the current and potential trends and developments affecting the hospitality industry

Drivers of current trends and developments:

Changing consumer lifestyle trends, sustainability and ethical considerations, the impact of the digital revolution on production and consumption, emerging markets and brand developments

Responding to trends:

How the hospitality industry responds to trends and developments Product

and service developments to meet changing demands

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine the current structure, scope and size of the hospitality industry			D1 Analyse how global growth, franchising and licensing developments have contributed to the economic worth of the hospitality industry
P1 Explore the different types of business within the hospitality industry and the diverse products and services they offer	P2 Examine a range of operational and functional departments within a chosen hospitality business	M1 Review the interrelationships of the operational and functional units within a chosen hospitality business	
P3 Discuss the contribution of the hospitality industry to local, national and international economies		M2 Assess how the use of franchising and licensing agreements has influenced the global development of the hospitality industry	
LO2 Explore current and anticipated skills requirements in the hospitality industry			D2 Analyse the impact that skills gaps have on hospitality businesses and make valid solutions for addressing these skills gaps
P4 Investigate a range of different operational roles within the hospitality industry	P5 Examine the skills required for roles within the hospitality industry and current skills shortages	M3 Review the skills gaps within the hospitality industry in relation to a range of different operational roles	

Pass	Merit	Distinction
LO3 Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry		LO3 LO4 D3 Critically evaluate how external factors
<p>P6 Assess the political, economic, social, technological, legislative and environmental factors that affect the development of organisations operating within the hospitality industry</p> <p>P7 Undertake a SWOT analysis for a hospitality business and review how this can inform the decision-making process</p>	M4 Evaluate the impacts of external factors on the development of organisations operating within the hospitality industry, using specific examples	impact on current and potential trends and developments in the hospitality industry using specific examples to demonstrate how the industry has developed in response
LO4 Analyse the current and potential trends and developments affecting the hospitality industry		
P8 Appraise the implications of current and potential trends in the hospitality industry providing a range of specific examples	M5 Evaluate the ability of a specific hospitality business to develop products and services to meet current trends	

Recommended resources

Textbooks

BARROWS, W., POWERS, T. and REYNOLDS, D. (2012). Introduction to Management in the Hospitality Industry. 8th ed. Chichester: Wiley and Sons

BRYMER, R., MALL, L. and BRYMER, R. (2017) Hospitality: An Introduction. 16th ed. Dubuque: Kendall Hunt Publishing.

DAVIS, B. and LOCKWOOD, A. (2012) Food and Beverage Management. 5th ed. Oxford: Routledge.

JOHNSTON, R., CLARK, G. and SHULVER, M. (2012) Service Operations Management. Harlow: Pearson Publishing.

MEDLIK, R. and INGRAM, S. (2016) The Business of Hotels. 4th ed. Oxford: Routledge.

Websites

www.bha.org.uk

British Hospitality Association News, Articles, Industry (General Reference)

www.hospitalitynet.org

Hospitality Net International News, Hot Topics, Market intelligence (General Reference)

www.hotelnewsresource.com

Hotel News Resource

Industry news (General Reference)

www.ih-ra.com

International Hotel and Restaurant Association News (General Reference)

www.strglobal.com

STR Global

Hotel market data and benchmarking (General Reference)

www.thecaterer.com

The Caterer Industry news for catering and hospitality (General Reference)

Links

This unit links to the following related units: Unit

6: Managing Food and Beverage Operations Unit

7: Managing Accommodation Services

Unit 8: Managing Conference and Events

Unit 9: Managing Food Production

Unit 38: Concepts and Innovation in Hospitality

Unit 41: Hospitality Business Strategy

Unit 2: Managing the Customer Experience

Unit code	D/616/1789
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to provide students with background knowledge and understanding of how hospitality businesses manage the customer experience from the initial needs analysis through to after sales follow-up. During the unit, students will be able to map the journey that a customer makes through a hospitality business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience. Students will consider how technology is changing the way customers interact with hospitality businesses and how digital initiatives should complement existing customer journeys whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and on-line contexts to meet required standards.

Learning Outcomes

By the end of this unit students will be able to:

- Explain the needs and expectations of market segments for the service industry
- Explore the customer experience map to create business opportunities and optimise customer touch points
- Investigate the impacts of digital technology in customer relationship management
- Apply effective customer experience management within a service sector business to maximise customer engagement.

Essential content

LO1 Explain the needs and expectations of market segments for the service industry

Target markets:

Defining the customer profile and characteristics of the target audience through market segmentation

Use of individual characteristics such as age, gender, income, occupation, geographic location, education, ethnicity

Customer behaviours and attitudes:

Understanding the customer behaviours and attitudes of different market segments to build brand loyalty and trust

The four clusters of emotions which drive or destroy value (Shaw)

Engagement factors:

Different opportunities for customer engagement

Onboarding and post-boarding strategies for customer engagement

Different factors that drive and influence customer engagement e.g. compelling offers, competitive prices and accessibility

LO2 Explore the customer experience map to create business opportunities and optimise customer touch points

The customer journey and experience mapping:

Definition of the customer journey experience map

The stages of the customer journey and how the customer journey map supports

businesses to understand how to interact with customers

Deconstructing the customer journey and building the customer narrative to provide strategic insights

The use of experience mapping as a strategic process of capturing and communicating complex customer interactions

Touch points:

Identifying critical moments when customers interact with the organisation pre, during and post the customer experience

The key building blocks of doing, feeling and thinking

LO3 Investigate the impacts of digital technology in customer relationship management

CRM systems:

Definition of Customer Relationship Management (CRM) systems

Different types of CRM systems e.g. operational, analytical and how each of these contribute to the management of customer relationships

On-line customer experiences:

How hospitality businesses interact with current and potential customers via a choice of integrated digital marketing channels

How digital content and the speed and consistency of exchanges and transactions impacts on individual businesses

Social media:

The use of different social media platforms to raise awareness of products and services and communicate with customers

LO4 Apply effective customer experience management within a service sector business to maximise customer engagement

CEM Strategies:

Definition of Customer Experience Management (CEM) The goals of CEM

The use of touch point analysis

The stages of the customer experience strategy: assessing market needs, experience mapping, identifying and designing the brand experience and structuring touch points to measure and evaluate

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explain the needs and expectations of market segments for the service industry</p>		<p>D1 Evaluate a broad range of different target customer groups' needs and expectations in terms of customer engagement for a service sector organisation</p>
<p>P1 Explain the value and importance of understanding the needs, wants and preferences of target customer groups for a service sector industry</p> <p>P2 Explore the different factors that drive and influence customer engagement of different target customer groups within a service sector organisation</p>	<p>M1 Review how customer engagement factors determine customer on-boarding strategies for different target customer groups within a service sector organisation</p>	
<p>LO2 Explore the customer experience map to create business opportunities and optimise customer touch points</p>		<p>D2 Analyse how a selected service sector organisation can optimise each of the customer touch points to influence the behaviour, responses and actions of its customers to enhance the customer experience</p>
<p>P3 Create a customer experience map for a selected service sector organisation</p> <p>P4 Discuss how the customer touch-points throughout the customer experience create business opportunities for a selected service sector organisation</p>	<p>M2 Create a detailed customer experience map that charts the customer journey model and examines the activities and actions taken at each customer touch point to create business opportunities for a selected service sector organisation</p>	

Pass	Merit	Distinction
<p>L03 Investigate the impacts of digital technology in customer relationship management</p>		<p>D3 Critically evaluate the advantages and disadvantages of CRM systems used in service sector businesses for acquisition and retaining of customers</p>
<p>P5 Examine how digital technology is employed in managing the customer experience within the service sector, providing specific examples of customer relationship management (CRM) systems</p>	<p>M3 Evaluate how digital technologies employed in managing the customer experience within the service sector are changing CRM systems to effectively acquire and retain customers</p>	
<p>L04 Apply effective customer experience management within a service sector business to maximise customer engagement</p>		<p>D4 Evaluate the delivery of customer service strategies and communication, justifying and making valid recommendations for improvement for developing a quality customer experience</p>
<p>P6 Illustrate customer service strategies in a specific service sector context P7 Demonstrate how customer service strategies create and develop the customer experience in a way that meets the needs of the customer and required business standards</p>	<p>M4 Review the application of customer service strategies of a specific service sector organisation in creating the customer experience and make recommendations for improvement</p>	

Recommended resources

Textbooks

BARROWS, W., POWERS, T. and REYNOLDS, D. (2012) Introduction to Management in the Hospitality Industry. 10th ed. Chichester: John Wiley and Sons.

BUTTLE, F. (2015) Customer Relationship Management: Concepts and Technologies. 3rd ed. Oxford: Routledge.

GOODMAN, J. (2009) Strategic Customer Service: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximize Profits. Maidenhead: Amacom.

GRONROOS, C. (2015) Service Management and Marketing: Managing the Service Profit Logic. 4th ed. Chichester: John Wiley and Sons.

Websites

www.cca-global.com

CCA Global

Research, publications (General Reference)

www.mckinsey.com

Mckinsey and Company

The expanding role of design in creating an end-to-end customer experience (Article)

www.opentext.com

Global Customer Service Ebook Ebook (General Reference)

Links

This unit links to the following related units:

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 27: Front Office Operations Management

Unit 31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 3: Professional Identity and Practice

Unit code	R/616/1790
Unit type	Core
Unit level	4
Credit value	15

Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences expected by employers. This unit aims to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches within a work environment. Students are not necessarily expected to engage in work activities, however self-assessment and design must be applied within a specific work context to avoid it being generic. This unit compliments Unit 13: Work experience, to apply theory to practice as content links closely together. The unit will also give students direction on how to prepare for job applications and interviews in a formalised manner, with the aim to improve career prospects. Students are expected to undertake a practical interview arranged and guided by the Lecturer or relevant employer.

Learning Outcomes

By the end of this unit students will be able to:

- Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities
- Assess own skills, competences and the different learning and development approaches
- Design a professional development plan, within a specific work context
- Demonstrate a range of service industry and transferable skills for a job application.

Essential content

LO1 Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities

Importance of on-going professional development:

Employer benefits such as skilled workforce, up-to-date knowledge, competitive edge through human capital, employee engagement through development opportunities, organisational brand image

Employee benefits such as intrinsic motivation, personal satisfaction, increased employability, added value on CVs and future employment, ownership of role, self-directed approaches gain more buy-in

Professional standards and expectations:

Personal presentation and appearance, appropriateness of appearance in specific contexts e.g. fast food chain versus Michelin-star restaurant, role-appropriate dress code and appearances and Chef versus Front of House receptionist

Importance of projecting the brand image

Maintaining professional standards – conduct in the workplace, representation out of work
Working responsibly and ethically

Common skills expected in the workplace:

Business skills audits, personal/professional skills, soft skills (EQ related) versus hard skills (IQ related) and appropriateness in given contexts

Soft skills and behaviours such as self-confidence, communications, delegation, networking, creative thinking and initiative

Hard skills such as math, accounting, programming, statistics, use of technology

Customer Service skills in understanding and meeting customer needs and expectations

Importance of cultural awareness and sensitivity for working in a culturally diverse sector

Team leading and development Tuckman's model

of group development

LO2 Assess own skills, competences and the different learning and development approaches

Self-assessment approaches and techniques:

Self-evaluation models e.g. technical and soft skills audits, personal SWOT analysis, personality trait assessment

Identifying team characteristics using Belbin team roles

Competences comparison against job specifications and required personal and professional skills

Learning and development approaches:

Learning approaches – behaviourist, cognitive and humanist

Learning theories such as Gagné's theory of instruction, VAK learning styles, Honey & Mumford learning cycle, Kolb's learning cycle, Bloom's taxonomy, Social Learning theory, Bandura's self-efficacy theory

Developmental options – formal training, on-job training, shadowing, buddying, self-directed study, secondment, coaching and mentoring, job rotation, workshops, conferences, social learning and networking

Aligning development options with specific work contexts

LO3 Design a professional development plan, within a specific work context

Writing and designing development plans:

SMART planning, contextualised design, appropriate formats for practical application

Cohesive personal and professional development:

Developing combinations of skills and competences such as hard skills, soft skills, technical skills, personal demeanour/conduct, appearance and presentation

Proactive learning and evaluation:

Taking ownership, requesting advice/guidance, showing initiative in developmental processes, recording learning

Employer involvement:

Management support, appropriate notification and consent, agreed monitoring and

guidance

LO4 Demonstrate a range of service industry and transferable skills for a job application

Effective CV Writing:

Presentation format of a CV

Key information to include in a CV Tailoring the CV to the specific job role

Interview processes and preparation:

First, second and third stage processes, group tasks and behaviours during interviews

Research of organisations to establish role requirements and key words in job advertisements

Time management and personal conduct, practice and rehearsal, body language and speech

Generating evidence of skills and experiences:

Evidence such as achievements and awards, qualifications, CPD records, appraisals, guest comments forms, peer review forms, previous employer references and referrals

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities			LO1 LO2 D1 Critically evaluate own skills and
P1 Examine the key benefits of on-going professional development for different stakeholders within a specific organisation P2 Investigate professional employer expectations of skills and competencies within a specific organisational context	M1 Evaluate the importance of on-going professional development and the associated professional skills requirements within a specific organisational context		competencies to meet the employer expectation of professional skills required for employment within a specific job role
LO2 Assess own skills, competences and the different learning and development approaches			
P3 Assess own abilities, skills and competences for a specific job role P4 Review a range of learning theories and approaches used for personal and professional development processes	M2 Evaluate own skills and competences and the most appropriate developmental approach to develop personal and professional skills for a specific job role		
LO3 Design a professional development plan, within a specific work context			D2 Produce a comprehensive
P5 Construct a development plan to enhance chosen skills and competencies within a specific work context	M3 Provide a detailed development plan that applies underpinning learning and development theory, in a specific work context		development plan that sets out clear and achievable targets, strategies and outcomes of learning and training within a specific work context

Pass	Merit	Distinction
LO4 Demonstrate a range of service industry and transferable skills for a job application		D3 Produce a detailed and coherent critical reflection of an interview process and own abilities during this process
P6 Undertake a job interview for a suitable service industry role P7 Review key strengths and weaknesses of an applied interview process	M4 Evaluate a job interview process and the obstacles and challenges to overcome	

Recommended resources

Textbooks

- COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. Basingstoke: Palgrave Macmillan.
- KIRTON, B. (2012) *Brilliant Workplace Skills for Students & Graduates*. Harlow: Prentice Hall.
- LOON, M. (2016) *Professional Practice in Learning and Development; How to Design and Deliver Plans for the Workplace*. London: Kogan Page Ltd.
- ZOLLER, K. and PRESTON, K. (2014) *Enhancing Your Executive Edge: How to Develop the Skills to Lead and Succeed*. Maidenhead: McGraw-Hill Education.

Websites

- www.cipd.co.uk
Chartered Institute of Personnel and Development
CPD information (General Reference)
- www.hosco.com
HOSCO Recruitment
Global Careers Advice and Jobs (General Reference)
- www.hospitalityguild.co.uk
Hospitality Guild
Careers Advice and News (General Reference)
- www.mindtools.com
Mind Tools Essential Skills for an Excellent Career
Articles, News (Research)

Links

- This unit links to the following related units:
- Unit 5: Leadership and Management for Service Industries
 - Unit 13: Work Experience
 - Unit 16: Human Resource Management
 - Unit 43: Organisational Behaviour
 - Unit 47: Pitching and Negotiation Skills

Unit 4: The Hospitality Business Toolkit

Unit code	Y/616/1791
Unit type	Core
Unit level	4
Credit value	15

Introduction

Everyone needs to understand the business – not just their own part of it but how all the different aspects link together. The actions of a hospitality manager can have an impact on other areas, and their actions can affect interrelationships with those departments, so students will need to understand all this and be able to take effective, informed decisions. Many hospitality managers are at ease with the customer service side of the hospitality business, but are less comfortable diving into the financial side of things. Yet to be a successful hospitality manager, you must know how to control your department or property's finances responsibly and effectively. Every business requires its future leaders to have a level of understanding of key factors to drive both profitability and brand success. Using tools such as human capital, planning to recruit and retain the best staff, to interpreting and applying financial key indicators to drive profitability or gain market share. This unit is designed to provide students with key skills for becoming competent managers in a hospitality environment. Allowing them to understand key principles with regard to key performance indicators both financial and non-financial. This unit aims to give students the opportunity to develop their business acumen, covering a number of different business activities applied within the hospitality industry context. These include forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, effective communication and dealing with legislation and regulation.

Learning Outcomes

By the end of this unit students will be able to:

- Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector
- Assess how to manage the Human Resources (HR) life cycle within the context of HR strategy
- Illustrate the potential impact of the legal and ethical considerations on a hospitality business
- Explain the importance of coordinating and integrating various functions of departments within the hospitality sector.

Essential Content

LO1 Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector

Business transactions:

Different types of business transactions (sales, purchases, receipts and payments) and regulations that apply to financial accounting

Methods to measure financial performance; use of Key Performance Indicators (KPIs), cost-to-profit ratios and Return on Investment (ROI)

Profit and Loss Statements:

Double entry recording in sales, purchases, cash disbursement and cash receipt journals before posting to the ledger accounts

Effective recording of debits and credits

Manual and computer software and systems for recording financial data and information

The trial balance and its role in the identification and rectification of errors; The components of a trial balance

Use of budgets for planning and control:

Income streams, fixed costs and variable costs

Methods of forecasting to set realistic profit margin targets Pricing strategies and setting realistic targets

Control of resource allocation:

Stock taking Inventory costings

Systems of waste management

Flagging cost control issues and progress in terms of targets and expectations

LO2 Assess how to manage the Human Resources life cycle within the context of HR strategy

The HR life cycle:

The concept of the HR/employee life cycle and HR solutions for ensuring effective management of key stages of the HR life cycle: recruitment and selection, onboarding and orientation, exit and transition

Different recruitment/interview methods

Performance management, training and development, succession planning and maintaining employee motivation to retain staff

Managing a multicultural and international team Promoting equality and diversity

Key HR legislation considerations in relation to the HR life cycle

LO3 Illustrate the potential impact of the legal and ethical considerations on a hospitality business

Legislation and legal responsibilities:

The relationship between regulations, legislation and standards

The implications and impacts of various legislation including environmental legislation, food safety legislation, alcohol licensing and consumer legislation
Legislation on data protection and confidentiality Rules and regulations relating to cyber security
Employee legislation: equal opportunities, anti-discrimination, safeguarding

Ethical Considerations:

Business ethics

Corporate Social Responsibility

Employment law and its impacts on business decisions and contracts:

How employment law is defined

Application of law in cases of maladministration or breaches of contract

LO4 Explain the importance of coordinating and integrating various functions of departments within the hospitality sector

Effective articulation of business mission, goals and values

Different types of communication methods and reporting hierarchies Delegating authority and responsibilities

Monitoring of processes between functions/departments in line with organisational objective

The importance of effective partnerships throughout the value chain

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<p>LO1 Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector</p>		<p>M1 Analyse sales and purchase transactions to compile a trial balance using double entry book-keeping appropriately and effectively</p>	<p>D1 Record correctly transactions and produce an accurate trial balance by completing the balance off ledger accounts, checking that each transaction is recorded in line with accepted accounting principles</p>
<p>P1 Investigate the principles of managing and monitoring financial performance</p> <p>P2 Apply the double entry book-keeping system of debits and credits to record sales and purchases transactions in a general ledger</p> <p>P3 Produce a basic trial balance applying the use of the balance off rule to complete the ledger</p>			
<p>LO2 Assess how to manage the Human Resources life cycle within the context of HR strategy</p>			
<p>P4 Review the different stages of the HR life cycle applied to a specific hospitality job role and their importance for retaining and developing talent</p> <p>P5 Develop a performance management plan for a specific hospitality job role applying techniques to resolve both negative behaviour and overcome issues of staff retention</p>	<p>M2 Evaluate the importance of the HR life cycle in relation to strategic talent management and overcoming issues of staff retention</p>	<p>recommendations on how HR processes and documents can be improved for effective talent planning throughout the HR life cycle</p>	

Pass		Merit	Distinction
LO3 Illustrate the potential impact of legal and ethical considerations on a hospitality business			D3 Critically reflect on the potential impacts of regulations, legislation and ethical principles upon decision-making in a hospitality organisation, providing specific examples
P6 Identify specific legislation that a hospitality organisation has to comply and adhere to P7 Using specific examples illustrate how company, employment and contract law has a potential impact upon business decision-making in the hospitality industry	M3 Examine the potential implications of regulations, legislation and standards upon decision-making in a hospitality organisation, providing specific examples		
LO4 Explain the importance of coordinating and integrating various functions of departments within the hospitality sector			D4 Critically analyse different methods of communication, co-ordination and monitoring within a specific department of a hospitality organisation and make justified recommendations
P8 Explore how different functional roles within the hospitality sector interrelate P9 Explain the different methods of communication, co-ordination and monitoring applied within a specific department of a hospitality organisation to strengthen the value chain	M4 Analyse how different methods of communication, co-ordination and monitoring within a specific department of a hospitality organisation achieves organisational objectives and strengthens the value chain		

Recommended resources

Textbooks

ARMSTRONG, M. and TAYLOR, S. (2014) Armstrong's Handbook of Human Resource Management Practice. 13th ed. London: Kogan Page.

BURGESS, C. (2014) Essential Financial Techniques for Hospitality Managers – a practical approach. 2nd ed. Oxford: Goodfellow Publishers

BURGESS, C. (2015) Hotel Middle Managers and Corporate Entrepreneurship. In: Altinay, L. and Brookes, M. (eds.) Entrepreneurship in Hospitality and Tourism. Oxford: Goodfellow Publishers.

HORNER, S. (2017) Talent Management in Hospitality and Tourism. Oxford: Goodfellow Publishers.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) Introduction to Management Accounting. Global ed. Harlow: Pearson.

Websites

www.bighospitality.co.uk

Big Hospitality Legislation
(General Reference)

www.cipd.co.uk.

CIPD Chartered Institute of Personnel and Development
(General Reference)

www.food.gov.uk

Food Standards Agency (General Reference)

www.hospa.org

HOSPA Hospitality, Finance, Revenue and IT professionals (General Reference)

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 14: Management Accounting

Unit 16: Human Resource Management

Unit 44: Strategic Human Resource Management

Unit 5: Leadership and Management for Service Industries

Unit code	D/616/1792
Unit type	Core
Unit level	4
Credit value	15

Introduction

The ability to lead and manage effectively is highly sought after by service industry employers as they seek to produce and develop managers that can motivate, enthuse and build respect throughout their workforce. This unit is a Pearson-set unit. Lecturers will choose a topic based on a theme and selection of topics provided by Pearson (this will change annually). The unit will enable students to explore and examine a relevant and current topical aspect of leadership and management in the context of the service sector environment. This unit also enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the service sector. After exploring organisations' structures and cultures they will learn classical management theories and leadership styles and how these are applied to managing commercial organisations. In addition to the students gaining a good understanding of how management theories are practiced in today's industries they will evaluate effective management and leadership skills for the service industries through application and reflection on skills required and applied in a service industry context.

***Please refer to the accompanying Pearson-set Assignment Guide and Theme and Topic Release document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

- By the end of this unit students will be able to:
- Review classical management theories and leadership styles
- Explore the factors that influence different management styles and structures in a service industry context
- Assess current and future management and leadership skills for the service sector
- Demonstrate management and leadership skills in a service industry context.

Essential content

LO1 Review classical management theories and leadership styles

Organisational structure and culture:

Different types of organisational structures e.g. unitary, centralised, de- centralised, divisional, matrix, process

Organisational culture definition, types e.g. Handy's theory, Deal and Kennedy Determinants of culture, cultural change and ethical issues

Management and Leadership:

The functions of management related to different theories of management that includes classical management, administrative (Fayol), scientific (Taylor), behavioural and contingency theory

The definitions and differences of both a leader and manager The role of the leader versus the role of the manager Different leadership styles

Motivational management e.g. Maslow, Herzberg

LO2 Explore the factors that influence different management styles and structures in a service industry context

Internal organisational factors:

Complex business demands and alignment Complex financial and investment management

Internal relationships, organisational structures and culture Innovation

Multicultural and international workforce

Employee engagement and commitment

External Factors:

Managing diverse talent, stakeholders and customers Globalisation and promoting global capabilities

Digital and innovative disruption e.g. Airbnb, HomeStay and Onefinestay

Mobile and intuitive interface developments creating a personalised service economy e.g. Foursquare

Experience creation versus brands

LO3 Assess current and future management and leadership skills for the service sector

Management skills:

The characteristics and skills of an effective manager including team dynamics, planning, decision-making, strategic mindset, problem-solving, communicating (verbal and non-verbal) motivating, delegating, managing discipline and dealing with conflict

Approaches to management e.g. task orientation and relationship orientation

Leadership skills:

Soft skills including communication, delegation, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem-solving, giving and receiving feedback, taking responsibility for both success and failure, cultural sensitivity, global outlook and agility

Approaches to successful leadership e.g. situational, transformational and inspirational leadership

The hard skills of management versus the soft skills of leadership The growing importance of 'soft skills' for the service industries Developing capabilities and self-awareness:

The importance and significance of reflective practice for career development

LO4 Demonstrate management and leadership skills in a service industry context

The service industry context:

Differentiate between the many roles and responsibilities of a service sector manager

Different communication processes and strategies applied in different contexts Principles of change management

Developing leaders in the service industry context:

Redefining capabilities and leadership qualities for a dynamic environment

Development of multicultural leaders from different backgrounds and perspectives

Investment in management and leadership development

Coaching and mentoring opportunities

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Review classical management theories and leadership styles		M1 Analyse management and leadership styles in a specific service sector organisation in relation to organisational structure and culture	D1 Evaluate a specific organisation's current management and leadership styles making links to theorists and providing evidence of organisational practice
P1 Assess different classical management theories and apply these in a service industry context	P2 Explain the role of the leader and different leadership styles in a service sector industry context		
P3 Review the management and leadership styles in a specific service sector organisation			
LO2 Explore the factors that influence different management styles and structures in a service industry context		M2 Analyse the internal and external factors that influence management styles and structures in a selected service industry organisation identifying strengths and weaknesses	D2 Critically analyse how specific management styles have been influenced and changed by internal and external factors in a selected service industry organisation
P4 Investigate the internal and external factors that influence management styles and structures in a selected service industry organisation			

Pass	Merit	Distinction
LO3 Assess current and future management and leadership skills for the service sector		LO3 LO4 D3 Critically evaluate how, in response to change, management and leadership skills in the service sector have developed
P5 Asses current management and leadership 'hard' and 'soft' skills providing evidence from specific service sector examples P6 Discuss future management and leadership skills required by the service sector and how these can be achieved	M3 Evaluate current and future management and leadership skills that are crucial for the service sector	
LO4 Demonstrate management and leadership skills in a service industry context		
P7 Compare and contrast different service industry organisations change management systems and leadership in implementing change	M4 Analyse how change management affects management and leadership skills and styles	

Recommended resources

Textbooks

BROOKS, I. (2008) Organisational Behaviour: Individuals, Groups and Organisation. 4th ed. Harlow: Pearson.

COLE, G.A. (2011) Management: Theory and Practice. 7th ed. London: Cengage Learning.

HUCZYNSKI, A.A. and BUCHANAN, D.A. (2017) Organisational Behaviour: 9th ed. Harlow: Pearson.

MULLINS, L. (2016) Management and Organisational Behaviour. 11th ed. Harlow: Pearson.

ROBBINS, S.P. and JUDGE, T.A. (2008) Essentials of Organisation Behaviour. 9th ed. New Jersey: Prentice Hall.

SHEPPARDSON, C. and GIBSON, H. (2011) Leadership and Entrepreneurship in the Hospitality Industry. Oxford: Good Fellows Publishing.

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development
Leadership Factsheet (General Reference)

www.i-l-m.com

Institute of Leadership and Management (General Reference)

www.lmi-world.com

Leadership Management International (General Reference)

Links

This unit links to the following related units:

Unit 3: Professional Identity and Practice

Unit 4: The Hospitality Business Toolkit

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 27: Front Office Operations Management

Unit 43: Organisational Behaviour

Unit 6: Managing Food and Beverage Operations

Unit code	H/616/1793
Unit level	4
Credit value	15

Introduction

The aim of this unit is to provide students with background and operational knowledge of the food and beverage industry. Students will examine the different kind of businesses found within the hospitality sector and the standards associated with them. Students will be expected to learn the operational skills required to work within the food and beverage sector and gain an appreciation for the equipment and technology used in operations. Students will learn how they can gain commercial advantage both operationally and from a marketing perspective. Finally, students will also learn about which factors effect customer's decision to purchase. Students will be able to use this knowledge as a foundation to develop a career in food and beverage management.

Learning Outcomes

By the end of this unit students will be able to:

- Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends
- Demonstrate professional food and beverage service standards in a real working environment
- Compare the ways that different food and beverage operations use technology to improve operational efficiency
- Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success.

1. Essential content

2. **LO1** Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends

Different types of food and beverage service outlets:

Full service restaurants; assisted service; fine dining; casual dining and branded restaurants; counter service; quick service (fast food); self-service; service in situ; bars and pubs; coffee culture and coffee shops; pop-up restaurants

The scope of the food and beverage sector:

The value and contribution of the food and beverage sector to the economy including employment rates, growth rates and future predictions

Rating and classification systems:

Different types of rating systems for the food and beverage sector How standards and quality are awarded to businesses

The advantages of achieving standards for quality

International rating systems e.g. Michelin Stars that reflect business performance and standards

The impact ratings systems have upon business growth

Current industry trends:

Current trends affecting the sector including evolving food and drink products and diets, social trends, service styles, environmental and sustainability trends, styles of outlets and brand growth

Flexible service times, expansion from fixed contract catering to events catering

How digital technology is transforming the industry:

The use of Big Data and artificial intelligence (AI) for data analysis and increasing business intelligence, the commercial impact of The Internet of Things, the use of niche apps for new payment solutions and loyalty rewards changing consumer habits and behaviours

LO2 Demonstrate professional food and beverage service standards in a real working environment

Food service skills:

Different types of service methods e.g. plate, silver service, flambé service

The preparing, resourcing and setting up of food service e.g. layout to maximise available space of service area and flow of service, planning of staff allocation and managing schedules of service

Projecting business activity to forecast staff scheduling and service area layout Monitoring and evaluating food organisation and service

Managing the service requirements to maximise specific business objectives Dealing and resolving complaints and issues

Importance of professional conduct to inspire and motivate others

Essential personal and professional skills development:

How to maintain standards and project a professional image including time management, appropriate conduct and dress codes, communication and customer service skills, developing the right attitude and behaviours, image and personal selling

Beverage service skills:

Different types of service encounters for the serving of alcoholic and non- alcoholic beverages e.g. table service, tray service, counter service

Pre-service duties including selecting, ordering and stocking of supplies and post- service duties such as cashing up and cleaning equipment

Stock ordering and rotation procedures to maximise the shelf-life of beverage products

Managing the wine or bar cellar e.g. cellar and beverage storage procedures, management of supplier contracts, deliveries and monitoring of cellar and drinks storage operations

Manage equipment effectively:

Use of equipment e.g. correct cleaning and maintenance of equipment pre- and post-service use

The importance of cleaning and maintenance of equipment and the implications if this not undertaken

Legal requirements:

The legal and regulatory requirements for food and beverage service e.g. Food Safety; Health and Safety; alcohol licensing and responsible service of alcohol

LO3 Compare the ways that different food and beverage operations use technology to improve operational efficiency

Operational technology:

The impact of digital technologies on the customer service encounter: the use of Point of Sale Systems, Payment technology, Touch screen Technology (e.g. self-service screen) and mobile technology for quick service ordering and managed food delivery systems

Marketing technology:

The use of social media and multi-media platforms to promote products and services, capture customer feedback and support customer database management, display advertising and promotion online

LO4 Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success

Consumer behaviour:

The hospitality consumer decision-making process Factors that motivate consumers to buy

Different factors that influence specific target markets

The importance of marketing planning and strategies to achieve overall business objectives

Business strategy:

Use of market research, product selection, staff recruitment and training, branding, price setting, Unique Selling Points (USPs)

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<p>LO1 Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends</p>			<p>D1 Critically analyse how different types of food and beverage businesses have adapted to current and future trends to meet business objectives</p>
<p>P1 Explore different types of businesses within the food and beverage industry, profiling a chosen business within each area of the industry</p> <p>P2 Explain different rating systems used for the food and beverage industry nationally and internationally</p> <p>P3 Discuss the current and future trends affecting food and beverage businesses</p>	<p>M1 Analyse how current and future trends are affecting food and beverage businesses products and services to meet business objectives</p>		
<p>LO2 Demonstrate professional food and beverage service standards in a real working environment</p>			<p>D2 Analyse the implications of failing to meet the professional food and beverage legal and regulatory requirements upon the overall operational performance</p>
<p>P4 Demonstrate professional food and beverage management skills within a food and beverage organisation</p> <p>P5 Explain the legal requirements and regulatory standards that food and beverage service outlets must comply with, giving specific reference to the maintenance and cleaning of equipment</p>	<p>M2 Discuss the importance and value of having to meet professional food and beverage legal and regulatory standards on operational performance and the consequences on performance if they are not adhered to</p>		

Pass		Merit	Distinction
L03 Compare the ways that different food and beverage operations use technology to improve operational efficiency			L03 L04 D3 Critically evaluate the impact of digital technology both on the operations of food and beverage businesses and the significant influence it has upon consumer buying behaviour
P6 Compare and contrast different operational and marketing technology for a range of different types of food and beverage businesses	M3 Evaluate how digital technology enhances business performance for a range of different types of food and beverage businesses to meet business objectives		
L04 Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success			
P7 Investigate the factors that influence the consumers' decision on which food and beverage outlets they choose P8 Analyse strategies used in a range of food and beverage outlets to attract and build a loyal customer base	M4 Evaluate the effectiveness of strategies used in a range of food and beverage outlets to attract and build a loyal customer base		

Recommended resources

Textbooks

COUSINS, J., LILLICRAP, D. and WEEKES, S. (2014) Food and Beverage Service. 9th ed. London: Hodder Education.

DAVIES, B. and LOCKWOOD, A. (2012) Food and Beverage Management. 5th ed. Oxford: Routledge.

FOSKETT, D., PASKINS, P., PENNINGTON, A. and RIPPINGTON, N. (2016) The Theory of Hospitality and Catering. 13th ed. London: Hodder Education.

NINEMEIER, J. (2017). Food and Beverage Management Operations. Orlando: Educational Institute of the American Hotel Motel Association.

Websites

www.foodservicedirector.com

Food Service Director Magazine

Industry trends, news and business (Research)

www.foodserviceequipmentjournal.com

Food Service Equipment Journal

News and articles (Research/General Reference)

www.foodnewsfeed.com

FSR Magazine News and Reports (General Reference)

www.thecaterer.com

The Caterer

Catering and Hospitality News (General Reference)

Links

This unit links to the following related units:

Unit 8: Managing Conference and Events

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 20: Hospitality Supply Chain Management

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 29: Managing and Planning an Event

Unit 37: Facilities Management

Unit 8: Managing Conference and Events

Unit code	M/616/1795
Unit level	4
Credit value	15

Introduction

The aim of this unit is to give students a background knowledge and understanding of the events and conferencing industry. Students will be required to study the different types of events and profile real events from different events categories. Students will learn how to set up a variety of conferences and the type of equipment and resources required to set up conferences and events. Students will discover the different job roles in the events industry and the skills required for the roles. Students will evaluate their own skills to identify what they need to improve on to gain their desired roles. Students will investigate the criteria required to run and manage a safe and secure event, both in terms of the physical venue and dealing with situations that might occur. On completion of the unit students will have a good understanding of the industry and the skills required and transferable skills in safety, which is invaluable for any area of the events sector.

Learning Outcomes

By the end of this unit students will be able to:

- Investigate the different categories and dimensions of events within the events sector
- Examine the considerations for conference and event room set ups defining the professional standards required
- Explore the management skills required to work within the events environment and successfully deal with stakeholders
- Explain the measures required to manage a secure and safe events environment for staff and guests.

Essential content

LO1 Investigate the different categories and dimensions of events within the events sector

Diversity of the sector:

Event typologies and examples, hallmark, mega, community and special

Different categories of events within the leisure, travel and tourism sector e.g. weddings, private parties versus the corporate sector that includes conferences, meetings, product launches, seminars, promotional events, award ceremonies

Different categories of exhibitions and fairs e.g. carnivals, art fairs and trade shows

The growth in popularity of different categories of festivals e.g. music, religious, sport and food and drink

The value and economic contribution of the events sector

Different dimensions of events e.g. mobile versus place, multi versus single event, live

versus virtual event

Features of events:

The different considerations of an event depending on the type of event

How the purpose, type of client, type of guest, size, influences the choice of location, venues, budgets, duration and entertainment provision

Current trends within the event industry:

The impact of digital technology in the events sector e.g. use of events apps, live streaming, visual animation walls, interactive technology

Increasing safety and security requirements New and innovative types of events

Niche events and sustainability

LO2 Examine the considerations for conference and event room set ups defining the professional standards required

Meeting room configurations:

Space utilisation for comfort and to accommodate the number of guests Room layout and design set up e.g. theatre style, U-shape and boardroom Delegate place setting and value-added consumables

Space, heating, ventilation and lighting considerations to create the right ambience and brand experience

Criteria to meet the set brand standards

Delivery of Daily Delegate Package (DDP):

Type of DDP packages, rates, add on and up selling, typical target consumer and meeting a diverse range of cultural and religious requirements

Equipment requirements:

Audio-visual requirements e.g. Wi-Fi connectivity, facilities for conference calling and video calling

Multiple projections, web streaming, event recording and webcasting Event apps and live interactive collaboration packages

Additional services and added value:

Catering and specific requirements Business

Centre facilities

Special requirements for different client groups e.g. children, elderly and people with disabilities

Specific requirements and services for international guests/speakers, high profile and VIP guests

LO3 Explore the management skills required to work within the events environment and successfully deal with stakeholders

Different job roles and responsibilities:

The importance of effective inter-relationships with other departments involved in the process

The importance of overseeing all aspects of the event on the day and utilising networking opportunities

Key management responsibilities:

How to create appropriate event proposals to meet the client brief and specific requirements

Effective relationship building and networking with vendors and venues Team

management to communicate effectively with all stakeholders

Issuing invoices and producing financial statements and reports, creating sales opportunities

The importance of strategic planning to meet targets and maximise profit Contingency planning and conducting risk assessment

Co-ordination of different functions to minimise disruption

Personal attributes and skills:

Trade-specific technical skills appropriate to role

People management skills and allocation of responsibilities, briefing and supervision

Logistics and resource management skills e.g. analytical, problem-solving, fast thinking, record keeping, finance

Project management skills Cultural

awareness and sensitivity

Personal attitude, appearance and professional conduct

LO4 Explain the measures required to manage a secure and safe events environment for staff and guests

Providing a safe venue:

Venue site visit and appraisal

Risk assessments, Health and Safety, food safety, room capacity, fire safety, equipment and required facilities, storage

Risk management and contingency planning, provisions of emergency services, first aid

The importance of signage and orientation

Providing a safe environment for guests:

Security and crowd management strategies

Evacuation procedures

The use of contingency plans

Conflict resolution in dealing with disruptive guests, predicting issues, problems and situations

Safe environment for staff:

Legal responsibilities and requirements Training and development

Providing Personal Protective Equipment PPE

Providing the correct equipment, tools required and giving accurate briefings

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Investigate the different categories and dimensions of events within the events sector</p>		<p>D1 Critique the development of the events sector providing specific examples from a range of different categories of events</p>
<p>P1 Examine the different categories and dimensions of events using specific examples to illustrate the differences</p> <p>P2 Using specific examples from different categories of events discuss the features and current trends influencing the events sector</p>	<p>M1 Analyse current event trends to explain how events are adapting to stay innovative using specific examples from different categories of events</p>	
<p>LO2 Examine the considerations for conference and event room set ups defining the professional standards required</p>		<p>D2 Justify choices made for the design and layout to set up a conference or event correctly and exceed specific client expectations and needs</p>
<p>P3 Design an event layout to correctly set up a conference or event room to meet specific client brief and requirements</p> <p>P4 Examine the additional services available within a conference or event environment and the importance to provide them to meet specific client requirements for added value</p>	<p>M2 Evaluate the quality of the design and layout in meeting client expectations and needs</p>	

Pass		Merit	Distinction
LO3 Explore the management skills required to work within the events environment and successfully deal with stakeholders			D3 Critically evaluate management skills required in the event industry making and justifying recommendations to meet stakeholder requirements
P5 Explore the different management roles within the event industry with reference to current job opportunities in the sector P6 Review the management skills and personal attributes required to work within the events industry and meet stakeholder needs and expectations	M3 Evaluate the impact of management skills on creating a successful event to meet stakeholders' needs and expectations		
LO4 Explain the measures required to manage a secure and safe events environment for staff and guests			D4 Justify recommendations to improve the provision of security and safety at specific events in terms of benefit and cost to the business, staff and guests
P7 Specify and explain the appropriate measures required to provide a secure and safe event venue, a safe environment for guests and a safe working environment for events staff, providing specific examples	M4 Compare and contrast the security and safety provision for specific events examples		

Recommended resources

Textbooks

ARMSTRONG, D. and ALLAN SCOTT, J. (2016) *The Event Professional's Handbook: The Secrets of Successful Events*. Harriman House Ltd.

BLADEB, C. et al. (2012) *Events Management: An Introduction*. Oxford: Routledge. BOWDIN, G., McDONNELL, I., ALLEN, J. and O'TOOLE, W. (2010) *Events Management*. 3rd ed. Oxford: Butterworth Heinemann.

FERDINAND, N. and KITCHEN, P. (2012) *Events Management – An International Approach*. London: Sage Publications Ltd.

RAJ, R., WALTERS, P. and RASHID, T. (2013) *Events Management: Principles and Practice*. London: Sage Publications.

Websites

www.abpco.org

Association of British Professional Conference Organisers
Industry news and updates (General Reference)

www.iem.institute

Institute of Event Management Professional Recognition (General Reference)

www.ifea.com

International Festivals and Events Association
Industry news and webinars (General Reference)

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 29: Managing and Planning an Event

Unit 30: Global Events

Unit 15: Hospitality Marketing Essentials

Unit code	T/616/1801
Unit level	4
Credit value	15

Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives. Hospitality organisations such as Hilton, Accor, McDonalds, Costa Coffee and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us. The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up their own business or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

- Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation
- Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives
- Develop a basic marketing plan to meet marketing objectives for a hospitality organisation.

Essential Content

LO1 Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation

Definitions and the marketing concept:

Definitions of marketing and the nature of hospitality marketing

The development of the marketing concept, including current and future trends in hospitality marketing

How the external environment influences and impacts upon hospitality marketing activity

The role of marketing:

The structure and operations of marketing departments in hospitality organisations

Overview of marketing processes that include analysis, strategic planning and the marketing mix

The different roles of hospitality marketing within both a B2C and B2B context

The interrelationships of functional units:

Marketing as a business function

The different roles of and interrelationships between marketing and other functional areas of hospitality business

LO2 Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives

The 7Ps marketing mix:

Product: Differences between products and services, importance of brands, product development and product lifestyle

Product image and product placement

Price: Pricing context, pricing strategies and tactics

Place: Shifts in channel management and distribution The effect on hotels and intermediaries

Promotion: Integrated communication mix and promotional tools The use of the Awareness Interest Desire Action (AIDA) model

People: The different roles of 'people' in marketing, including customer interfacing and support personnel the different skills, attitudes and behaviour of people delivering the product or service to customers

Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements

The role of the servicescape and the service encounter

Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function

Achieving overall business objectives:

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix

An overview of the marketing planning process (analysis, planning, implementation and control) and marketing strategy

LO3 Develop a basic marketing plan to meet marketing objectives for a hospitality organisation

Marketing planning:

The importance and value of marketing plans

The links between marketing plans, marketing objectives and marketing strategies

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis

Structure and development of marketing plans:

Market segmentation and target market selection

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation			D1 Critically analyse the key elements of the marketing function and how they interrelate with other functional units within a selected hospitality organisation
P1 Explain the key roles and responsibilities of the marketing function within a selected hospitality organisation P2 Discuss how roles and responsibilities of marketing relate to the wider organisational context	M1 Analyse the roles and responsibilities of marketing in the context of the marketing environment M2 Analyse the significance of interrelationships between marketing and other functional units within a selected hospitality organisation		
LO2 Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives			LO2 LO3 D2 Design a strategic marketing plan that tactically applies the use of the 7Ps and includes measures for monitoring and evaluation to achieve overall marketing objectives
P3 Compare the ways in which different hospitality organisations apply the marketing mix to the marketing planning process to achieve business objectives	M3 Evaluate different tactics applied by hospitality organisations to demonstrate how business objectives are achieved		
LO3 Develop a basic marketing plan to meet marketing objectives for a hospitality organisation			
P4 Produce a basic marketing plan for a hospitality organisation to meet marketing objectives	M4 Produce a detailed, coherent, evidence-based marketing plan that applies the marketing mix to meet marketing objectives for a hospitality organisation		

Recommended Resources

Textbooks

BLYTHE, J. and MARTIN, J. (2016) Essentials of Marketing. 3rd ed. Harlow: Pearson.

BOWIE, D. and BUTTLE, F. (2016) Hospitality Marketing: Principles and Practice. 3rd ed. Oxford: Routledge.

GROUCUTT, J. and HOPKINS, C. (2015) Marketing (Business Briefings). London: Palgrave Macmillan.

JOBBER, D. and CHADWICK, F. (2016) Principles and Practice of Marketing. 8th ed. Maidenhead: McGraw-Hill.

KOTLER, P. and BOWEN, J. et al. (2016) Marketing for Hospitality and Tourism. 7th ed. Harlow: Pearson.

MCDONALD, M. and WILSON, H. (2016) Marketing Plans: How to Prepare Them, How to Use Them. 8th ed. Chichester: John Wiley and Sons.

Websites

www.ama.orgAmerican Marketing Association All sections (General Reference)

www.cim.co.ukChartered Institute of Marketing All sections (General Reference)

Links

This unit links to the following related units:

Unit 28: Hospitality Distribution Channels Management

Unit 31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 18: Research Project

Unit code	A/616/1802
Unit type	Core
Unit level	5
Credit value	30

Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of hospitality in the context of the hospitality environment and their chosen specialist pathway. The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points. On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

***Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson- set unit.**

Learning Outcomes

By the end of this unit a student will be able to:

- Examine appropriate research methodologies and approaches as part of the research process
- Conduct and analyse research relevant to a service industry research project
- Communicate the outcomes of a service industry research project to identified stakeholders
- Reflect on the application of research methodologies and concepts.

Essential Content

LO1 Examine appropriate research methodologies and approaches as part of the research process

Developing a research proposition:

The importance of developing methodical and valid propositions as the foundation for a research project

Rationale – the purpose and significance for a research question or hypothesis

The value of the philosophical position of the researcher and the chosen methods

Use of Saunders's research onion as a guide to establishing a methodological approach

Literature review:

Conceptualisation of the research problem or hypothesis

The importance of positioning a research project in context of existing knowledge

Significance and means of providing benchmarks by which data can be judged

Qualitative, quantitative and mixed method research:

Key theoretical frameworks for research

Advantages and limitations of qualitative and quantitative research approaches and methods

LO2 Conduct and analyse research relevant to a service industry research project

Research as a process:

Research has distinct phases which support a coherent and logical argument This includes using secondary research to inform a primary, empirical, study

Selecting a sample:

The importance of gathering data and information (qualitative or quantitative) to support research analysis

Selecting sample types and sizes that are relevant to the research

Considering sampling approaches and techniques including probability and nonprobability sampling

Ethics, reliability and validity:

Ethical research

How is this achieved and reported?

Reliable research (similar results would be achieved from a similar sample) and valid (the research measures, what it aimed to measure)

Analysing data:

Using data collection tools such as interviews and questionnaires Using analytical techniques such as trend analysis, coding or typologies

LO3 Communicate the outcomes of a service industry research project to identified stakeholders

Stakeholders:

Who are they?

Why would they be interested in the research outcomes? What communication method do they expect?

Communicating research outcomes:

Different methods of communicating outcomes e.g. written word, spoken word and the medium e.g. report, online, presentation

Convincing arguments:

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process

The importance of developing evaluative conclusions

LO4 Reflect on the application of research methodologies and concepts

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence

Reflection on the merits, limitations and potential pitfalls of the chosen methods

The cycle of reflection:

To include reflection in action and reflection on action

Considering how to use reflection to inform future behaviour and future considerations

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine appropriate research methodologies and approaches as part of the research process			LO1 LO2 D1 Critically evaluate research methodologies and processes in application to a hospitality research project to justify chosen research methods and analysis
P1 Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review P2 Examine appropriate research methods and approaches to primary and secondary research	M1 Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks		
LO2 Conduct and analyse research relevant to a service industry research project			
P3 Conduct primary and secondary research using appropriate methods for a hospitality research project that consider costs, access and ethical issues P4 Apply appropriate analytical tools to analyse research findings and data	M2 Discuss merits, limitations and pitfalls of approaches to data collection and analysis		
LO3 Communicate the outcomes of a service industry research project to identified stakeholders			D2 Communicate critical analysis of the outcomes and make valid, justified recommendations
P5 Communicate research outcomes in an appropriate manner for the intended audience	M3 Coherently and logically communicate outcomes to the intended audience demonstrating how outcomes meet set research objectives		

Pass		Merit	Distinction
LO4 Reflect on the application of research methodologies and concepts			D3 Demonstrate reflection and engagement in the research process leading to recommended actions for future improvement
P6 Reflect on the effectiveness of research methods applied for meeting objectives of the hospitality research project	P7 Consider alternative research methodologies and lessons learnt in view of the outcomes	M4 Provide critical reflection and insight that results in recommended actions for improvements and future research considerations	

Recommended Resources

Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students*. 6th ed. Harlow: Pearson.

Links

This unit links to the following related units: Unit 1: The Contemporary Hospitality Industry Unit 3: Professional Identity and Practice

Unit 19: Hospitality Consumer Behaviour and Insight

Unit code	F/616/1803
Unit type	Core
Unit level	5
Credit value	15

Introduction

Creating memories and joyous experiences for consumers is a key dimension affecting the profitability and growth of any hospitality organisation. To understand the factors that influence customers' decisions is invaluable in marketing and hospitality operations. This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences. An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service. The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up in business independently or being employed by a hospitality organisation.

Learning Outcomes

By the end of this unit a student will be able to:

- Examine the factors that influence hospitality consumer behaviour and attitudes
- Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process
- Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process
- Evaluate how marketers influence the different stages of the hospitality consumer decision-making process.

Essential Content

LO1 Examine the factors that influence hospitality consumer behaviour and attitudes

Introduction to consumer behaviour:

The definition of consumer behaviour

The various factors that influence consumer behaviour: cultural, social, personal and psychological

The challenges of quality service delivery to meet consumer expectations

The impact of digital technology on changing consumer behaviour and attitudes Emerging consumer trends affecting the Hospitality industry

LO2 Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process

Introduction to consumer decision-making:

Model of hospitality consumer decision-making

The value of mapping a path to purchase: the consumer decision journey from pre-purchase, purchase, receive and post-purchase

Levels of hospitality consumer decision-making, extensive problem-solving, limited problem-solving and routine response behaviour

Four views of hospitality consumer decision-making: economic, passive, emotional and cognitive

Factors that influence decision-making:

The influence of heuristics on decision-making

The influence of elements of the marketing mix on decision-making

The influence of new technologies e.g. online transactions and purchasing, interactive personalised services, media platforms for ratings and reviews

LO3 Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process

Researching different stages of the decision-making process:

The differences between Business to Consumer (B2C) and Business to Business (B2B) decision-making processes

How does market research differ between B2B and B2C? This covers skills sets, research methodology, sample sizes, the importance of tele-depth interviews and applying the Pareto principle

Influences on the decision-making process:

Personality, self and motivation

Measures of consumer learning: recognition and recall, attitudinal and behavioural

Understanding aspects of consumer perception: dynamics, imagery and risk

LO4 Evaluate how marketers influence the different stages of the hospitality consumer decision-making process

Approaches to consumer learning both behavioural and cognitive:

Influence of culture and sub-culture on consumer behaviour Patterns of buyer behaviour

Role of opinion leaders in influencing purchasing decisions

How hospitality organisations use an understanding of buyer behaviour to influence the decision-making process

The use of digital audience research developments to understand and influence consumer behaviour

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<p>LO1 Examine the factors that influence hospitality consumer behaviour and attitudes</p>		<p>M1 Analyse how cultural, social, personal and psychological factors that influence consumer behaviour and attitudes are changing and driving trends in hospitality</p>	<p>D1 Critically analyse the emerging trends in consumer behaviour and attitudes using specific examples from the hospitality industry to support your arguments</p>
<p>P1 Investigate the different cultural, social, personal and psychological factors that influence consumer behaviour and attitudes within a hospitality context</p> <p>P2 Explore how consumer trends are changing due to the impact of digital technology</p>			
<p>LO2 Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process</p>		<p>M2 Evaluate how marketers are responding to the decision-making process, applying relevant examples from the hospitality sector</p>	<p>LO2 LO3 LO4 D2 Critically evaluate the application of appropriate theories, concepts and models that influence and impact upon the hospitality decision-making process, supported by specific hospitality examples and contexts</p>
<p>P3 Examine the stages of the consumer decision-making journey and map a path to the purchasing for a given hospitality service</p> <p>P4 Explore why it is important for marketers to map a path to purchase and understand consumer decision-making in the hospitality sector</p>			

Pass	Merit	Distinction
<p>LO3 Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process</p>		
<p>P5 Compare and contrast the key differences of the hospitality decision-making process in the context of B2C and B2B, using specific hospitality examples</p> <p>P6 Evaluate the different approaches to market research and methods of research used for understanding the decision-making process</p>	<p>M3 Provide a coherent and justified evaluation of how different factors influence hospitality decision-making and buying behaviour, supported by specific hospitality examples</p>	
<p>LO4 Evaluate how marketers influence the different stages of the hospitality consumer decision-making process</p>		
<p>P7 Evaluate how marketers can influence the different stages of the hospitality decision-making process giving specific hospitality examples</p>	<p>M4 Critically evaluate how marketers influence each stage of the decision-making process with reference to relevant methods and models applied</p>	

Recommended Resources

Textbooks

BOWIE, D. and BUTTLE, F. (2011) Hospitality Marketing Principles and Practice. 2nd ed. Oxford: Routledge.

DIXIT, K. (2017) The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism. 1st ed. Oxford: Routledge.

JAHAURI, V. (2017) Hospitality Marketing and Consumer Behaviour: Creating Memorable Experiences. 1st ed. New Jersey: Apple Academic Press.

SWARBROOKE, J. and HORNER, S. (2016) Consumer Behaviour in Tourism. 3rd ed. Oxford: Taylor and Francis.

Links

This unit links to the following related units:

Unit 2: Managing the Customer Experience

Unit 15: Hospitality Marketing Essentials

Unit 25: Food Service Management

Unit 27: Front Office Operations Management

Unit 29: Managing and Planning an Event

Unit 39: Tourist Resort Management

Unit 25: Food Service Management

Unit code	H/616/1809
Unit level	5
Credit value	15

Introduction

This unit aims to provide students with an overview of the strategic management processes and practices found within different food service contexts. It will take students through the processes from sourcing products and suppliers to the various strategic tools and business options available to organisations, to address various challenges and issues within the business. Students will be expected to investigate real life scenarios in the food service industry and apply analytical skills and problem-solving techniques to address real world situations. Under Lecturer supervision they will create recommendations and action plans for the business, using management tools and approaches. The unit attempts to give students an understanding of the broader strategic perspectives of a food service organisation whilst considering some of the operational challenges to consider when managing strategy.

Learning Outcomes

By the end of this unit students will be able to:

- Investigate the sourcing and procurement processes within a food service organisation
- Evaluate operations management strategies within a given food service context
- Explore the importance of ethical management for overall business success
- Produce an improvement plan for a given organisational challenge within a food service organisation.

Essential content

LO1 Investigate the sourcing and procurement processes within a food service organisation

Overview of differing food service contexts:

Diversity of the food service context including fine dining, casual dining, fast food and take away, pop-up food services, conferences and events, themed food services

Planning product ranges and suppliers in accordance with organisational brand and theme

Food supply chain processes (farm to fork) and key players in the process:

The roles of key players in the supply chain

Procurement management:

Different types of profit opportunities, both direct and indirect cost saving opportunities, 'best deal' evaluations and pricing and purchasing approaches

Maintaining quality and quantity controls e.g. the use of supplier credibility checks and approved supplier lists

Sourcing considerations:

Different methods of supply and trace origin data Value for money

The range/choice on offer Aftersales services and warranties

Types of supplier payment options and methods

LO2 Evaluate operations management strategies within a given food service context

Analysis tools to assess business performances and inform strategic decision-making:

The use of analytical tools including SWOT/PEST, Porters 5 forces, Value chain analysis and Porters 4 Corners analysis to support business strategic planning

Product placement as a marketing tool:

Alignment with organisational strategy, appropriateness in different contexts and best practice approaches

Managing human capital and resources in operations:

Service levels and types versus brand expectations and strategy

Staffing levels and costs management, efficient rota management for seasonality, utilising skills and competencies

The use of Belbin Team roles and skills assessments and development for staff

Property and resource maintenance processes:

Food service facilities to maintain

On-going refurbishment to maintain and project a public image Repairs scheduling through peaks and troughs

Staffing and roles in maintenance

Internal and external providers, buy versus lease options, return on investment (ROI)

LO3 Explore the importance of ethical management for overall business success

Importance of Corporate Social Responsibility (CSR) and environmental awareness in food services:

Defining concepts of CSR

Different CSR initiatives and approaches e.g. eco-friendly practices and, use of ethical alliances such as Fair Trade, organic produce and local producers/suppliers, transparency in practices

Impact of ethical practices:

How does CSR influence stakeholders?

The impact Of CSR on staff retention, image, repeat business, business longevity, brand power/strength

LO4 Produce an improvement plan for a given organisational challenge within a food service organisation

Review of management practices versus best practice:

Food service quality monitoring and control processes

Performances against standard specifications and standard operating procedures (SOPs)

Monitoring and evaluations tools e.g. mystery guests, inspections, environmental health checks and audits, customer satisfaction feedback

Problem-solving techniques and management solutions/alternatives:

A range of techniques including benchmarking, balanced scorecards, Hoshin Kanri model

Management solutions such as recruitment and talent management, restructuring and change management, redundancies, refurbishment, mergers and acquisitions, strategic alliances, re-branding

Implementation and action planning:

SMART Planning, implementation processes and models such as Seven Cs of implementation

Model – BEER et al, Kotter's 8-Steps to successful change model, prioritisation matrices

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Investigate the sourcing and procurement processes within a food service organisation			LO1 LO2 D1 Provide valid and
P1 Examine a range of different food supply chain approaches within the food service industry, highlighting key stakeholders in the process P2 Discuss the principles of effective procurement and sourcing processes for a food service operation	M1 Analyse a range of different food supply chain approaches and procurement strategies that can enhance organisational effectiveness		justified recommendations to support management practices and strategies that enhance effective business operations
LO2 Evaluate operations management strategies within a given food service context			
P3 Assess the application of different analytical tools to support effective management strategies P4 Evaluate different management practices that support successful business operations in food service organisations	M2 Critically evaluate management tools and practices that can support successful business operations in food service organisations		
LO3 Explore the importance of ethical management for overall business success			D2 Critically analyse various ethical practices in a specific food service organisation and their impact on the organisation's business objectives overall
P5 Discuss ethical practices in a specific food service organisation and the impact of these practices on overall business success	M3 Analyse various ethical practices in a specific food service organisation and the impact it has on the overall business success		

Pass	Merit	Distinction
<p>LO4 Produce an improvement plan for a given organisational challenge within a food service organisation</p>		
<p>P6 Assess management practices within a specific food service operation, using a range of performance review techniques</p> <p>P7 Recommend and produce management alternatives to improve performances, including an implementation plan</p>	<p>M4 Devise appropriate management solutions to address shortcomings within a specific food service operation, using a range of management tools and performance review techniques</p>	<p>D3 Justify recommendations to resolve organisational challenges applying measurement tools for monitoring an implementation plan for improved performance within a given food service organisation</p>

Recommended resources

Textbooks

- CHON, K. and MAIER, T. (2010) *Welcome to Hospitality: An Introduction*. 3rd ed. Delmar, New York: Cengage Learning.
- HANNAGAN, T. (2008) *Management Concepts and Practices*. 5th ed. Harlow: Pearson.
- HILL, A. and HILL, T. (2012) *Operations Management*. 3rd ed. Hampshire: Palgrave Macmillan.
- PAYNE-PALCIO, J. and THEIS, M. (2016) *Foodservice Management: Principles and Practices*. 13th ed. Harlow: Pearson.
- REYNOLDS, D. and McCLUSKY, K. (2013) *Foodservice Management Fundamentals*. Chichester: John Wiley & Sons Inc.

Websites

www.fdf.org.uk

Food and Drink Federation (General Reference)

www.foodservicedirector.com

Food Service Director

News and Business (General Reference)

www.ih-ra.com

International Hotel and Restaurant Association

(General Reference) www.instituteofhospitality.org Institute of Hospitality

(General Reference)

www.iosh.co.uk

Institution of Occupational Safety and Health (IOSH)

(General Reference)

Links

This unit links to the following related units: Unit

6: Managing Food and Beverage Operations Unit

16: Human Resource Management

Unit 17: Entrepreneurship and Small Business Management

Unit 27: Front Office Operations Management

Unit code	D/616/1811
Unit level	5
Credit value	15

Introduction

The Front Office multi-departmental operations of a hotel play a crucial role in the customer experience; they meet and greet guests, check them in, manage their luggage and ensure that they have a comfortable and enjoyable stay. The Front Office is the face of the accommodation sector and has an invaluable role in elevating and enhancing the customer experience and relationship. The aim of this unit is to provide students with the understanding of how the hotel Front Office is managed and its importance within accommodation services. This unit will explore the Front Office and students will learn about the day-to-day management of the Front Office. Students will gain an understanding of what is involved in each phase of the guest experience as well as an understanding of room sales revenue and the importance of yield management in maximising revenue. On successful completion of this unit students will have developed sufficient knowledge and understanding of what it takes to manage the Front Office.

Learning Outcomes

By the end of this unit students will be able to:

- Evaluate the role of the Front Office department within various accommodation organisations
- Discuss the importance of managing the reservation process to ensure maximisation of profit
- Analyse the guest experience journey within Front Office operations
- Assess how Front Office operations manage the quality of service delivery.

Essential content

LO1 Evaluate the role of the Front Office department within various accommodation organisations

Strategic management of the Front Office:

Planning, organising and structuring the front office to maximise guest satisfaction

Managing the unexpected e.g. crisis management, planning and trouble-shooting emergency situations

Challenges and opportunities faced by the Front Office Manager

Innovation in the Front Office:

Self-service check in and check out technology

Use of tablets and smartphones by front office staff to ease the check in and check out process, retrieve details, engage with guests and manage operations

Cloud based Property Management Systems (PMS)

Current and future trends e.g. faceless front desks, using smartphones and facial recognition for room entry

Benefits of innovation and technology to guests and front office staff

Importance of front office communication:

Interdepartmental communication between housekeeping, facilities, food and beverage, banqueting and sales and marketing

Impact of technology on interdepartmental communication (Property Management Systems, Point of Sale)

The role total quality management plays in effective communication between the various departments

Methods of communication with guests: face to face, business and information services, digital and mobile guest interactive services

The importance of cultural awareness and diversity in managing the customer experience

Various accommodation organisations:

Small hotels, resorts, guesthouses, Airbnb, chain hotels, multinational hotels, boutique hotels and the different strategic approaches that the Front Office will have within these different properties

LO2 Discuss the importance of managing the reservation process to ensure maximisation of profit

Hotel reservations:

Types of reservations system e.g. Global Distribution System (GDS), Central Reservation System (CSR)

Sources of reservations e.g. the role of the internet in reservations (different ways guests can book using the internet: direct, large scale booking sites)

The importance of reservation systems

Integration and/or interface with overall Property Management Systems (PMS)

Managing reservations:

The reservation process: accepting reservations, denying reservations, cancelling reservations, occupancy management

Overselling rooms and the impact on guests and accommodation properties

Generating reservation reports (occupancy report, arrivals report, revenue forecast report, turnaway report), occupancy forecasting, trend analysis

Standard operating procedures (SOPs) for handling reservations Legal requirements, data protection and consumer law

Reservation process for different types of accommodations services e.g. chain hotels, independently owned hotels, Airbnb, guesthouses

Revenue management:

Capacity management, discount allocation and duration control

Measuring yield: potential average single rate, potential average double rate, double occupancy percentage / multiple occupancy percentage, potential average daily rate, rate spread, room rate achievement, factor and yield calculation

Importance of yield management, application, strategies and implementation

LO3 Analyse the guest experience journey within Front Office operations

The stages of the guest experience journey:

Managing the four stages of the guest cycle pre-arrival, arrival, occupancy and departure

Front Office operations and the relationship with the guest experience journey

Managing sales and financial details:

Coverage of credit at check in and during the stay, posting of charges, link to accounts department

Sales opportunities within the experience journey

The impact of digital technology and innovative software to enhance the customer experience during each stage of the guest experience journey:

In-room features, the use of mobile phones and apps for self-service check in, digital guest experience tools

Property Management systems Current and future trends

LO4 Assess how Front Office operations manage the quality of service delivery

Definition of service quality and the service encounter Planning

the service encounter

The models of service quality e.g. SERVQUAL, Nordic Model

The measurement of quality and use of key performance indicators (KPIs)

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the role of the Front Office department within various accommodation organisations		LO1 LO2 D1 Make valid and
<p>P1 Analyse the functions of front office operations within a range of different accommodation organisations</p> <p>P2 Assess the ways front office operations use technology to enhance the guests' experience, within a range of different accommodation organisations</p> <p>P3 Evaluate the importance of interdepartmental communication between the front office and the various departments within a specific accommodation organisation</p>	<p>M1 Critically evaluate the communication process between housekeeping and the front office in ensuring guest satisfaction within a specific accommodation organisation</p>	<p>justified recommendations to improve the role of the front office operations in maximising profit within a specific accommodation organisation</p>
LO2 Discuss the importance of managing the reservation process to ensure maximisation of profit		
<p>P4 Discuss the reservation process for a range of different accommodation organisations</p> <p>P5 Assess the importance of forecasting room availability and room revenue for Front Office Managers</p> <p>P6 Apply a range of yield management techniques</p>	<p>M2 Analyse the role the internet plays within the reservation process for a range of different accommodation organisations</p> <p>M3 Evaluate yield management and the techniques reservation managers can use to maximise profits for an organisation</p>	

to a variety of scenarios

Pass		Merit	Distinction
L03 Analyse the guest experience journey within Front Office operations		M4 Critically analyse the role digital technology and innovation play in enhancing guest satisfaction at each stage of the guest experience journey for a specific organisation	D2 Provide justified recommendations for improving the relationship management process for front office operations at each stage of the guest experience journey for a specific organisation
P7 Analyse front office operations during each of the four stages of the guest experience journey and how they can optimise business performance and sales P8 Appraise the benefits of digital technology and innovation at enhancing the guest experience within a specific organisation			
L04 Assess how Front Office operations manage the quality of service delivery		M5 Evaluate how the quality of the guest experience can be affected by the role of front office operations and the implications this may have upon measuring service quality	D3 Make valid and justified recommendations for closing the gaps in quality service provision
P9 Review how front office operations can enhance the quality of service and how this can be measured, applying a service quality model			

Recommended Resources

Textbooks

BARDI, J. (2011) Hotel Front Office Management. 5th ed. New Jersey. Chichester: John Wiley and Sons.

CASADO, M. (2014) Front Office Management in Hospitality Lodging Operations. CreateSpace Independent Publishing Platform.

FORD, R., STURMAN, M. and HEATON, C. (2012) Managing Quality Service in Hospitality. How Organizations Achieve Excellence in the Guest Experience. New York: Delmar Cengage.

RADDE, B. (2017) Digital Guest Experience: Tools to Help Hotels to Manage and Optimize the Digital Guest Experience. Hamburg: Tredition.

Links

This unit links to the following related units:

Unit 2: Managing the Customer Experience

Unit 4: The Hospitality Business Toolkit

Unit 7: Managing Accommodation services

Unit 26: Revenue Management

Unit 37: Facilities Management

Unit 31: Hospitality Digital Marketing

Unit code	A/616/1816
Unit level	5
Credit value	15

Introduction

The aim of this unit is to introduce students to the major developments taking place in digital marketing. It will enable students to develop an understanding of how hospitality organisations use various digital tools and techniques to engage their guests/customers and maintain a competitive advantage. This unit is designed to provide students with the knowledge and tools to work as part of a digital marketing team or go on to study more in this specific area. Digital marketing is now a major component of all successful hospitality marketing campaigns. Hospitality organisations recognise the importance of having digital at the core of their business in order to meet the needs of technology-savvy guests/customers. However, with the landscape continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

Learning Outcomes

By the end of this unit a student will be able to:

- Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry
- Examine key digital tools, platforms and channels used by various hospitality organisations
- Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation
- Evaluate methods of monitoring and measuring digital marketing effectively.

Essential Content

LO1 Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry

The digital environment:

Define digital marketing, providing an overview of the digital landscape
The drivers of digital marketing opportunities in the hospitality industry
The differences between online and offline marketing concepts

The key benefits of digital marketing for hospitality organisations

The use of digital marketing by the various sectors within the hospitality industry for raising brand awareness, customer engagement and content marketing

Opportunities of digital marketing:

The importance of customer insight and understanding in developing effective digital marketing activities

Rise of online consumer power

Challenges and impacts of digital marketing:

The shift from brands and suppliers to customers and their experience of the brand

The impact of negative publicity and meeting guest/customer expectations in the digital age

How to track and monitor the multitude of different devices used by guests/customers

The competitive environment and rising above an overcrowded marketplace

The growth of 'micro-moments' and their impact on the hospitality industry in particular on the accommodation sector

LO2 Examine key digital tools, platforms and channels used by various hospitality organisations

Digital tools, platforms and channels:

The use of digital platforms and the internet for revenue generation

The role of digital marketing communications in relation to the 7Ps (Price, Product, Place, Promotion, Physical, People and Process)

Different types of digital tools and digital hardware to support and enhance hospitality marketing

Consumer life cycle stages of digital adoption
The growth of online booking and e-commerce

LO3 Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation

Digital marketing activities:

The opportunities and challenges of a digital hardware landscape and the development of multi-channel platforms and online interchanges

Digital marketing campaigns planning

The use of omni-channel marketing to ensure the consistency of the guest/customer experience in every aspect

LO4 Evaluate methods of monitoring and measuring digital marketing effectively

Monitoring and measuring techniques:

Measurement of digital campaigns using KPIs, measurable metrics and use of analytics platforms

Procedures used for measuring digital campaigns
Performance measures using online metrics

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
L01 Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry			L01 L02 D1 Demonstrate critical analysis and evaluation of the digital marketing landscape and the impact of the growth of e-commerce on the hospitality industry
P1 Present an overview of the digital marketing landscape and compare online and offline marketing concepts P2 Analyse the key hospitality consumer trends and insights that are fuelling the growth of digital marketing	M1 Evaluate the opportunities and challenges facing the digital marketing landscape within the hospitality sector		
L02 Examine key digital tools, platforms and channels used by various hospitality organisations			
P3 Assess the key digital tools used by various hospitality organisations P4 Examine the development of e-commerce and digital marketing platforms and channels in comparison to physical channels	M2 Critically analyse the use of appropriate digital tools, both hardware and software, used by various hospitality organisations to meet their marketing requirements		
L03 Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation			L03 L04 D2 Develop a coherent and logical digital plan and marketing strategy applying a justified measurement framework to measure the success in achieving objectives
P5 Develop a digital marketing plan and strategy to build multi-channel capabilities for a chosen hospitality organisation P6 Explain how omni-channel marketing is used to meet business	M3 Apply the tools and techniques to plan an end-to-end omni-channel marketing campaign for a chosen hospitality organisation		

objectives for a chosen hospitality organisation	
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Pass	Merit	Distinction
LO4 Evaluate methods of monitoring and measuring digital marketing effectively		
<p>P7 Determine and evaluate the measurement techniques and performance metrics for a digital marketing plan and strategy</p> <p>P8 Present a set of actions to improve performance in digital marketing for a chosen hospitality organisation</p>	<p>M4 Critically evaluate the application of key digital measurement techniques and performance metrics used in digital marketing for a chosen hospitality organisation</p>	

Recommended Resources

Textbooks

BOWIE, D. and BUTTLE, F. (2016) Hospitality Marketing. 3rd ed. Oxford: Taylor and Francis.

CHAFFEY, D. and ELLIS-CHADWICK, F. (2012) Digital Marketing: Strategy, Implementation and Practice. 5th ed. Harlow: Pearson.

CHAFFEY, D. and SMITH, P. (2017) Digital Marketing Excellence: Planning and Optimising and Integrating Online Marketing. 5th ed. Abingdon: Routledge.

HEMANN, C. and BURBARY, K. (2013) Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World. Que Publishing.

KINGSNORTH, S. (2016) Digital Marketing Strategy: An Integrated Approach to Online Marketing. London: Kogan Page.

TAPP, A., WHITTEN, I. and MATTHEW, H. (2014) Principles of Direct, Database and Digital Marketing. 5th ed. Harlow: Pearson.

Websites

www.idm.com

Institute of Direct and Digital Marketing (General Reference)

www.journals.elsevier.com

Elsevier

Journal of interactive marketing (Research)

www.marketingweek.com

Marketing Week Strategy section (Reports)

Links

This unit links to the following related units:

Unit 15: Hospitality Marketing Essentials

Unit 28: Hospitality Distribution Channels Management

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 38: Concepts and Innovation in Hospitality

Unit code	R/616/1823
Unit level	5
Credit value	15

Introduction

This unit focuses on innovation and development of innovative concepts in the hospitality industry. In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI). Students are asked to consider the meaning of 'innovation' and how it relates to the hospitality industry in terms of both product, service or brand development and as part of an organisation's overall business strategy. Students will explore the different factors driving innovation in the hospitality industry such as the significant developments in technology and the changing needs of different customer groups. They will also have an opportunity to conceive, evaluate and pitch an innovative concept for the industry.

Learning Outcomes

By the end of this unit students will be able to:

- Explore the concept of innovation and its importance to business performance
- Analyse the key factors driving innovation in the hospitality industry
- Assess the role and importance of innovation to hospitality businesses
- Conceive and pitch an innovative concept for the hospitality industry.

Essential content

LO1 Explore the concept of innovation and its importance to business performance

Definition and etymology of 'innovation'

Different interpretations of 'innovation'

Relationship between innovation and entrepreneurship, invention and product development

The role of innovation within the business strategy

Examples of innovative approaches taken by hospitality organisations and the business benefits achieved as a result

LO2 Analyse the key factors driving innovation in the hospitality industry

Technological advances:

The use of Big Data and Artificial Intelligence (AI) to predict behaviours and future trends

The use of mobile technologies and social media to engage with customers
Multimedia platforms for promotion and distribution

Digital disruption in the hospitality sector

Consumer led demand:

Changing customer profiles and needs e.g. levels of income, free time and expectations of the baby boomer generation

Business strategic factors:

Penetration and expansion strategies into new markets
Increasing environmental consciousness and ethical business practices Skills
shortages and talent management strategies

LO3 Assess the role and importance of innovation to hospitality businesses

The role of innovation as part of the hospitality strategy

The role of innovation in product, service and brand development The importance
of innovation in building competitive advantage Understanding the customer when
considering innovative developments

Examples of differing levels of innovation in the hospitality industry e.g. Airbnb and co-living
accommodation, themed concepts, development of Customer Relationship Management
(CRM) systems to profile customers and gather intelligence, use of technology to
empower hotel guests to use mobile technology to personalise their rooms and service
in advance

LO4 Conceive and pitch an innovative concept for the hospitality industry

Conceive an innovative concept:

The use of the innovation funnel to manage new solution/idea development for a product,
service or brand

Overview of the different types of innovation with a focus on disruptive and incremental
innovation

Design thinking and Stanford model of design thinking

New product development versus service innovation processes Building the
innovation hospitality business case

How to successfully design and pitch new/adapted products/services Building
the pitch

Evaluate the feasibility of the concept:

Market segmentation to identify customers and position the offer

Identification and use of different information and market research sources to understand
the target market and customer needs/expectations

Review of macro and micro environment – analytical tools for planning and evaluation (SWOT,
PESTLE, Porter 5 Forces)

Identify any unique selling points that provide a competitive edge

Budget and financial risks: estimation of different income streams, calculation of fixed and
variable costs for development and delivery

Timescales

Evaluation criteria and key performance indicators for monitoring

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the concept of innovation and its importance to business performance			D1 Critically evaluate the contribution of innovation to business strategy and performance to achieve hospitality business objectives
P1 Discuss the concept of 'innovation' and different sources of innovation P2 Explore the importance of innovation to business performance	M1 Evaluate the contribution of innovation to business performance and analyse the benefits that can be gained as a result		
LO2 Analyse the key factors driving innovation in the hospitality industry			D2 Critically evaluate how the factors driving product, service and brand innovation across a range of organisations in the hospitality industry sustain profitability and competitive edge
P3 Analyse the factors driving innovation in the hospitality industry using a range of organisational examples	M2 Critically analyse the advantages and disadvantages of factors driving innovation in the hospitality industry for meeting business objectives to maximise profit		
LO3 Assess the role and importance of innovation to hospitality businesses			D3 Critically evaluate the success of a range of innovative concepts and approaches adopted by hospitality organisations
P4 Review a range of different innovative concepts and approaches that have been implemented in the hospitality industry using specific examples	M3 Evaluate a range of innovative concepts and approaches within the hospitality industry using specific examples, analysing the extent to which they have added value		
LO4 Conceive and pitch an innovative concept for the hospitality industry			D4 Present a well-articulated, coherent pitch for a feasible innovative concept for the hospitality industry that is based on valid and justified market research and potential that aligns with customer needs and expectations
P5 Conceive an innovative concept for the hospitality industry that has market potential and feasibility to take to market P6 Pitch an innovative concept for the hospitality industry	M4 Evaluate market potential in terms of customer alignment and financial return for an innovative concept		

Recommended resources

Textbooks

BESSANT, J. and TIDD, J. (2015) Innovation and Entrepreneurship. 3rd ed.

Chichester: Wiley and Sons.

DRUCKER, P. (2015) Innovation and Entrepreneurship. London: Harper Business.

MATTHEWS, C. and BRUEGGEMANN, R. (2015) Innovation and Entrepreneurship: A Competency Framework. London: Routledge.

RASHEED, H. (2012) Innovation Strategy: Seven Keys to Creative Leadership and a Sustainable Business Model. Bloomington: iUniverse

RIES, E. (2011) The Lean Startup: How Constant Innovation Creates Radically Successful Businesses. London: Portfolio Penguin.

TROTT, P. (2012) Innovation Management and New Product Development. Harlow: Pearson.

VALIKANGAS, L. and GIBBERT, M. (2015) Strategic Innovation: The Definitive Guide to Outlier Strategies. London: Pearson FT Press.

Websites

www.bighospitality.co.uk Big Hospitality

Online Forum and News Articles (Research, General Reference)

www.hospitalitynet.org

Hospitality Net News and articles (Research, General Reference)

www.innovation-portal.info

Innovation Portal (Research, General Reference)

Links

This unit links to the following related units: Unit

1: The Contemporary Hospitality Industry Unit

31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Channels

Unit 34: Hospitality Brand Management

Unit 44: Strategic Human Resource Management

Unit code	F/508/0533
Unit level	5
Credit value	15

Introduction

The aim of this unit is to explore the contribution strategic Human Resource Management (HRM) makes towards the development and support of sustainable organisational strategies. Students will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable Human Resource (HR) managers to make positive contributions to sustainable organisational change and growth from an HR perspective. On successful completion of this unit students will have the confidence to contribute to strategic decision-making in an HR context. This will be based on strong theoretical and applied foundations which will add value to an organisation's HR function and role.

Learning Outcomes

By the end of this unit a student will be able to:

- Analyse key external and contextual developments which influence HR strategy
- Apply contemporary theoretical and practical knowledge of HR development
- Evaluate how appropriate change management models support HR strategy
- Evaluate the contribution of HR management and development to sustainable business performance and growth.

Essential Content

LO1 Analyse key external and contextual developments which influence HR strategy

Strategic HRM and external influences:

What is strategic HRM and what are the benefits? What are the main external influences on HR strategy?

What are the generic HR strategies that these external factors influence?

External and contextual developments:

Contemporary trends and developments in HR such as the impact of globalisation, workforce diversity, changing skills requirements, continuous improvement and processes for improving productivity

Changes in HR policy and practice related to current trends and developments The use of cloud technology for aligning people and processes

The impact of technology on the recruitment and selection process, monitoring employees and supporting performance management

HR issues in the private, public and third sectors

LO2 Apply contemporary theoretical and practical knowledge of HR development

The theory of HR:

The history of HR development from personnel to HRM and the growth of strategic HRM

Links between organisational strategy and HR strategy: the universalist and contingency approaches to HRM

The impact of theory on HR practices:

The relevance of theory to developing organisational HR practice

Contemporary HR theories and practices such as flexible work arrangements, performance management, e-recruitment and the 540 performance appraisal

The concept of applied HR strategy

LO3 Evaluate how appropriate change management models support HR strategy

Change management strategies, models and concepts:

The concept of organisational behaviour and the impact of change on organisational behaviour

The use of different approaches towards change management, including Kotter's 8-Step Change model and Lewin's Three Step Change model

The relevance of the psychological contract in relation to managing change The use of Nudge theory to support organisational change and behaviour

HR strategy:

How does change management support and influence HR strategy?

HR workforce planning, recruitment processes, managing employee motivation and performance management

LO4 Evaluate the contribution of HR management and development to sustainable business performance and growth

Sustainable performance and business growth:

What is sustainable growth?

How does HRM support sustainable business performance and growth?

The 'best fit' perspective and resource-based view emphasis on achieving competitive advantage

Evaluating the contribution of HR management through benchmarking and Key Performance Indicators (KPIs), 10-C checklist of HRM, the model of capability for skills evaluation and the use of performance management systems

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse key external and contextual developments which influence HR strategy		M1 Critically analyse the influences of the external and contextual developments and discuss how this impacts the HR strategy of an organisation	D1 Critically evaluate the influences of key external and contextual developments applying relevant theories, models and concepts
P1 Determine key current trends and developments that influence an organisation's HR strategy P2 Analyse how both external and internal factors influence HR strategy and practice			
LO2 Apply contemporary theoretical and practical knowledge of HR development		M2 Explain how human resources theory relates to practice in a specific organisational example, identifying areas where this will differ in other organisational situations	D2 Evaluate how human resource theory relates to practice in a specific organisational example, comparing and contrasting this with other possible organisational contexts
P3 Apply relevant theories and concepts relating to the growth and development of strategic HRM to specific organisational examples			
LO3 Evaluate how appropriate change management models support HR strategy		M3 Provide valid justifications for the application of chosen change management strategies, models and concepts and demonstrate how they effectively support HR strategy	D3 Critique how change management strategies, models and concepts could be implemented together with reference to consequential benefits and potential drawbacks for an organisation
P4 Evaluate how appropriate change management models support HR strategy in application to relevant organisational examples			

Pass	Merit	Distinction
L04 Evaluate the contribution of HR management and development to sustainable business performance and growth		D4 Critically reflect on how HR monitoring and evaluating techniques contribute to sustainable performance and growth, addressing potential consequences of their implementation
P5 Explain how HR outcomes can be monitored and measured and apply this to a specific organisational situation P6 Discuss and evaluate how effective HR management and development can support sustainable performance and growth to meet organisational objectives	M4 Make suggestions for HR development techniques applicable in a given organisational situation and provide an account of how they could be applied and how they contribute to sustainable performance and growth	

Recommended Resources

Textbooks

ARMSTRONG, A. (2011) Armstrong's Handbook of Strategic Human Resource Management. 5th ed. London: Kogan Page.

CAMPBELL, D., EDGAR, D. and STONEHOUSE, G. (2011) Business Strategy: An Introduction. 3rd ed. Basingstoke: Palgrave Macmillan.

KEW, J. and STREDWICK, J. (2013) Human Resource Management in a Business Context. 2nd ed. London: CIPD.

LEWIS, L.K. (2011) Organizational Change: Creating Change Through Strategic Communication. Chichester: Wiley-Blackwell.

Websites

www.cipd.co.uk

Chartered Institute for Personnel and Development (General Reference)

www.hr-guide.com

HR Guides (General Reference)

www.shrm.org

Society for Human Resource Management (General Reference)

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 16: Human Resource Management

Unit 43: Organisational Behaviour

Unit 46: Managing and Running a Small Business