

Qualification Handbook

BIIAB Level 4 Certificate in Multiple Licensed Premises Management

603/0599/X

Version 1

**BIIAB Level 4 Certificate in Multiple
Licensed Premises Management
Handbook**



Version and date	Change, alteration or addition	Section

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1. About the BIIAB Level 4 Certificate in Multiple Licensed Premises Management

Following the initial report conducted by the Department for Business, Innovation and Skills into the relationship between pub companies and their lessees and tenants, it was identified that those operating in a business development function should be equipped with the key business knowledge and skills to enable support of their licenses and provide advice on sound and profitable practices.

BIIAB has worked with a committee to identify the key competencies required by anyone involved in managing multiple licensed premises. It has been accredited on the Regulated Qualifications Framework (RQF) by the Office for Qualifications and Examinations Regulation (Ofqual) and has a unique Qualification Number (QN) which is shown in the table below.

Each unit within the qualification also has a unit code and these are shown within the unit details in this specification.

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 4 Certificate in Multiple Licensed Premises Management	603/0599/X

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within a business development role specifically aimed at the licensed retail sector at level 4. Employers can also rely on the knowledge and skills provided as meeting nationally recognised standards for business development and as such the qualification has the primary purpose of developing sector skills.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 4 Certificate in Multiple Licensed Premises Management Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Certificate in Multiple Licensed Premises Management learners **must** gain a **total of 21** credits. This **must** consist of:

- **Minimum total** credit: **21**
- Mandatory group A **minimum** credit: **15**
- Optional unit groups 1, and 2 **minimum** credit: 6. This **must** consist of:
 - Optional unit group 1:
 - **minimum** credit: **4**
 - Optional unit group 2:
 - **minimum** credit: **2**
- A **minimum of 11** credits **must** be achieved through the completion of units at **Level 4** and above.
- Guided Learning Hours (GLH): **150**
- Total Qualification Time (TQT): **210**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CBE	M/600/5062	Communication In A Business Environment	4	4	10	Short-answer assessment
NSPW	J/502/5758	Negotiation Skills and Persuasion in the Workplace	2	3	15	Portfolio
PLBC	A/503/7051	Profit, Loss And Budget Control	2	3	10	Short-answer assessment
PLMRM	A/503/4506	Profit and Loss in Multiple Retail Premises	2	4	10	Portfolio
ISMRRM	H/503/4516	Interviewing Skills in Multiple Retail Management	5	4	25	Portfolio

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Optional Unit Group 1

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
UMW	T/502/3505	Understanding motivation at work	1	3	6	Portfolio
MCE	M/503/7063	Managing Capital Expenditure	2	3	10	Short-answer assessment
MC	J/502/3525	Managing conflict	2	3	12	Portfolio
CFAQ86	Y/600/9686	Lead and managing meetings	4	3	20	Portfolio
RRMRM2016	H/615/2494	Roles and responsibilities of multiple retail managers under the statutory Pubs Code Regulations 2016 and the voluntary working with the Pub Industry Framework Code of Practice*	2	4	15	Portfolio

*This unit is mandatory for those taking the qualification whose role involves working with leased and tenanted premises.

Optional Unit Group 2

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
BP	H/503/7061	Business Planning	2	3	10	Short-answer assessment
SPM	K/503/7059	Sales Promotion and Merchandising	2	3	10	Short-answer assessment
UBM	F/503/7052	Understanding a Business Market	2	3	10	Short-answer assessment

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 18+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification has been designed with partners in higher education to ensure that it allows learners to progress to higher level qualifications, such as the:

- BIIAB Level 5 Diploma in Management and Leadership (QCF) 601/6773/7
- BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF) 601/4602/3

9. Assessment

Overview of assessment strategy

The assessment methodology that is in place for each unit of the BIIAB Level 4 Certificate in Multiple Licensed Premises Management differs and is explained thoroughly within the unit details within this specification. Each assessment methodology has been designed to specifically meet the requirements of the individual assessment criteria of each unit and to ensure that the assessment is valid, authentic, consistent, current and sufficient.

Some units may require internal marking by the tutor/assessor which will be externally quality assured by BIIAB. Where this is the case, marking must be recorded against the assessment criteria for the unit on the appropriate form or forms. It is essential that tutors or assessors provided clear and accurate feedback to their learners within this documentation.

BIIAB will ensure that thorough assessment guidance is provided to centres, through this specification and also through quality assurance documents that are provided on CentreZone to support this qualification. Unless otherwise specified, assessment must be delivered in line with BIIAB examination procedures.

It is important that this qualification is flexible to learners needs, therefore where possible there are several forms of assessment that are acceptable including:

- Case Study
- Report
- Essay
- Multiple Choice/Short answer/Extended Answer Exam Paper
- Observation of role play/simulation or in the workplace (This will be carried out internally by the tutor/assessor or the learners' manager. It will be evidenced by a tutor record of observation, including feedback and comments from both the learners and the tutor/manager).

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Assessment process

Assessment is the process used to judge the competence of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

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Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Externally set assessments, available to order from CentreZone
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent assessing learners' achievements and invigilated assessments. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification.

Communication in a Business Environment

Unit Title: Communication in a Business Environment

Unit Code: M/600/5062

RQF Level: 4

GLH: 27

Credit: 4

Unit Purpose:

This unit covers the knowledge and understanding learners need to communicate (both speaking and in writing) in a business environment using a range of methods and formats. It also covers the practical application of this knowledge and understanding.

Learning Outcomes and Assessment Criteria

Learning Outcomes The Learner will	Assessment Criteria The Learner can
<p>1. Understand the principles of communication in a business environment</p>	<p>1.1 Explain the importance of focusing actively on what others are communicating</p> <p>1.2 Summarise how to direct discussions to ensure objectives are achieved</p> <p>1.3 Explain why it is important to adapt communication methods to different audiences</p> <p>1.4 Critically compare the impact of verbal and non-verbal communication</p> <p>1.5 Justify why it is important to give other people the opportunity to contribute their ideas and opinions and show that account has been taken of these</p> <p>1.6 Explain how to identify sources of accurate, reliable information</p> <p>1.7 Evaluate the quality and reliability of information from different sources</p> <p>1.8 Summarise how to identify and extract key points from information to support objectives</p> <p>1.9 Clarify the importance of structure and presentation when providing information to different audiences</p> <p>1.10 Explain how to structure and present information in a variety of formats, including complex reports and formal business correspondence</p>

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Learning Outcomes The Learner will	Assessment Criteria The Learner can
<p>2. Be able to communicate with other people in a business environment</p>	<p>2.1 Actively focus on information that other people are communicating 2.2 Direct discussions to achieve objectives 2.3 Give others the opportunity to contribute their ideas and opinions and take these into account 2.4 Identify sources of accurate and reliable information 2.5 Critically evaluate information to extract points to support their objectives 2.6 Organise and present information to suit the needs of different audiences 2.7 Communicate with others using a variety of formats, including complex reports and formal business correspondence</p>

Indicative Content

Learning Outcomes	Indicative Content
<p>Principles of communication in a business environment</p>	<p>Actively focusing on what others are communicating</p> <ul style="list-style-type: none"> - Definition of active listening: making a conscious effort to understand the words and the message being sent, not just hear them; blocks to listening; - Active listening: pay attention; show that you are listening; provide feedback; don't interrupt; respond appropriately; show respect; blocks to listening; empathy; awareness; openness; actively move away from distractions; - Focusing actively: positive body language and facial expressions; ask questions; clarify the information; establish rapport (eg mirroring); reinforce the speaker (clarifying, paraphrasing, nodding, eye contact, lean towards) - Importance of: to build relationships; to gain sources of accurate and reliable information; to learn; to improve productivity; to avoid confusion; to avoid conflict and misunderstanding <p>Discussions to achieve objectives</p> <ul style="list-style-type: none"> • Direct discussion <ul style="list-style-type: none"> – Plan – Organise – Collaborate – maintain productive and purposeful discussion – focused questioning – focussed summary and agreed action <p>Verbal and Non Verbal communication</p> <ul style="list-style-type: none"> • Verbal <ul style="list-style-type: none"> – Use of language – Importance of being brief and succinct – Free of jargon – Non Verbal <ul style="list-style-type: none"> – posture, gestures, facial expression, and spatial distance <p>Sources of accurate and reliable information</p> <ul style="list-style-type: none"> • Identify sources <ul style="list-style-type: none"> – for different purposes – fit for purpose – for different audiences; – Accuracy and reliability of sources up to date – Appropriate <p>Opportunity to contribute ideas and opinions</p> <ul style="list-style-type: none"> • Contribution of ideas and opinions <ul style="list-style-type: none"> – allow freedom to share ideas or concerns – encourage open conversation but discourage digression – involve and encourage all

	<ul style="list-style-type: none">– read signs of positive and negative body language– use positive communication <p>Information to support objectives</p> <ul style="list-style-type: none">• Evaluation<ul style="list-style-type: none">– assess validity and reliability of information– how it will support objectives• Extraction of points<ul style="list-style-type: none">– confirm objectives of information required– select reliable and appropriate information sources– select relevant information and points– skim and scan techniques to extract appropriate information to support objectives; <p>Information to suit different audience needs</p> <ul style="list-style-type: none">• Organise:<ul style="list-style-type: none">– plan– prepare– distribute• Present<ul style="list-style-type: none">– clear– concise– no unnecessary jargon– consideration of spelling– punctuation– syntax and grammar– fit for purpose– up to date– reliable– non-offensive– use of tables– combining information from a range of applications– use of specialist software and hardware• Different audiences and purposes<ul style="list-style-type: none">– presentation methods to meet the needs of the user– resolution of images– page layout– text formatting <p>Variety of formats</p> <ul style="list-style-type: none">• Communication formats<ul style="list-style-type: none">– formal business correspondence– complex reports– email– newsletter– memo– formal letter– notice board– telephone meetings
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	<ul style="list-style-type: none"> - intranet - conferencing - internal journalism methods (in-house magazines, internal marketing)
<p>Communicate with other people in a business environment</p>	<p>Information that others are communicating</p> <ul style="list-style-type: none"> • Actively listen <ul style="list-style-type: none"> - active listening and empathetic listening (ask good questions, - listen non-judgmentally, paraphrase) - assess body language of the person/s communicating - nod head - maintain eye contact - pay full attention - pick up nuances - tone of voice - ask for clarification or repetition <p>Discussions to achieve objectives</p> <ul style="list-style-type: none"> • Direct discussion <ul style="list-style-type: none"> - plan - organise - collaborate - maintain productive and purposeful discussion - focused questioning - focused summary and agreed action <p>Opportunity to contribute ideas and opinions</p> <ul style="list-style-type: none"> • Contribution of ideas and opinions <ul style="list-style-type: none"> - allow freedom to share ideas or concerns - encourage open conversation but discourage digression - involve and encourage all - read signs of positive and negative body language - use positive communication <p>Sources of accurate and reliable information</p> <ul style="list-style-type: none"> • Identify sources <ul style="list-style-type: none"> - for different purposes - fit for purpose - for different audiences; • Accuracy and reliability of sources: <ul style="list-style-type: none"> - up to date - appropriate <p>Information to support objectives</p> <ul style="list-style-type: none"> • Evaluation <ul style="list-style-type: none"> - assess validity and reliability of information - how it will support objectives extraction of points - confirm objectives of information required - select reliable and appropriate information sources

	<ul style="list-style-type: none">– select relevant information and points– skim and scan techniques to extract appropriate information– to support objectives; <p>Information to suit different audience needs</p> <ul style="list-style-type: none">• Organise:<ul style="list-style-type: none">– plan– prepare– distribute• Present<ul style="list-style-type: none">– clear– concise– no unnecessary jargon– consideration of spelling, punctuation, syntax and grammar– fit for purpose– up to date; reliable– non-offensive– use of tables– combining information from a range of applications– use of specialist software and hardware• Different audiences and purposes:<ul style="list-style-type: none">– presentation methods to meet the needs of the user– resolution of images– page layout– text formatting <p>Variety of formats</p> <ul style="list-style-type: none">• Communication formats<ul style="list-style-type: none">– formal business correspondence– complex reports– email– newsletter– memo– formal letter– notice board– telephone– meetings– intranet– conferencing– internal journalism methods (in-house magazine, internal marketing)
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Suggested Reading

Lawson, K. (2009) Successful Communication London: New Holland Publishers

The 7 Habits of Highly Effective People by Stephen R. Covey (Paperback - 4 Jan 2004)

How to Win Friends and Influence People by Dale Carnegie (Paperback - 19 May 2006)

Communicate to Win: Learn the Secrets of Successful Communication and Presentation by Richard Denny (Paperback - 3 Aug 2009)

The Speed of Trust: The One Thing That Changes Everything by Stephen R. Covey and Rebecca R. Merrill (Paperback - 5 Feb 2008)

Habit 4: Think Win-win (Signature Series) by Stephen R. Covey (Audio CD - 21 May 2007)

Habit 5: Seek First to Understand, Then to be Understood (Signature Series) by Stephen R. Covey (Audio CD - 18 Jun 2007)

Habit 6: Synergise (Signature Series) by Stephen R. Covey (Audio CD - 18 Jun 2007)

Business Think by Mahan Khalsa, Dave Marcum, and Steve Smith (Paperback - Feb 2003)

The 5 Essential People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts (Dale Carnegie Training) by Dale Carnegie (Paperback - 12 Nov 2009)

The Definitive Book of Body Language: How to Read Others' Attitudes by Their Gestures by Allan Pease and Barbara Pease (Paperback - 15 Dec 2005)

Assessment

Assessment will consist of practical or applied activities that will evidence the assessment criteria that are naturally occurring within the workplace environment, or can be demonstrated in a simulated workplace environment. All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

BIIAB provide documentation in a dedicated Hub within CentreZone at <http://centrezone.bii.org/thehub/mrm> for recording evidence. However centres may use their own documentation as long as it includes at least the information contained in the BIIAB documentation, therefore making it fit for purpose.

Learners may produce one piece of evidence to cover all of the assessment criteria in a holistic task/activity. However careful mapping of evidence must be referenced to ensure that no required assessment evidence is omitted which could jeopardise learner achievement.

All evidence must be made available to the tutor/manager/assessor responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

Units from this qualification may be assessed and evidenced using an integrated and combined approach if required.

Grading

The overall grading for this unit is pass or fail. Learners must achieve each of the assessment criteria to pass the unit.

Evidence codes

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies
- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners’ own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
- Reliable – learners can consistently perform at the level gained for the assessment
- Sufficient – meets requirements of the standards fully

Production of evidence

It is advised that learner evidence should be filed in a working portfolio of evidence which consists of observation records, assignments/essays, witness statements and records of any professional discussions or learners logs and so on. This working portfolio should not contain comprehensive teaching and learning notes as External Quality Assurers will only request to see assessment evidence, not teaching evidence. If learners wish to collate their teaching and learning notes these should be kept in a separate folder.

Guidance for Tutors

This unit is based upon standards at Level 4 developed by Management Standards Centre (MSC). Delivery of the unit should be in the context of the job role and should contextualise where possible learning outcomes to industry specific examples. Knowledge required for the examination must be delivered within training and workplace learning. This could be through training sessions, mentored distance learning or a flexible approach. Assessment criteria can be met through naturally occurring evidence produced in the workplaces or in a simulated working environment.

Profit and Loss and Budget Control

Unit Title: Profit and Loss and Budget Control

Unit Code: A/503/7051

RQF Level: 3

GLH: 10

Credit: 2

Unit Purpose:

This unit aims to de-mystify profit and loss accounting and financial terminology, and help learners to construct profit and loss budgets and monitor performance. It also aims to show learners how to plan and budget effectively and improve management controls in order to increase profitability.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the business applications of financial information	1.1 Calculate the VAT element of sales to determine the value of net sales 1.2 Evaluate the value of net sales to set retail prices for products or services 1.3 Explain the importance of financial information for a business i.e. the Trading and Profit and Loss account) 1.4 Explain the relationship between weekly sales and expenditure records 1.5 Explain the importance of cash flow to a business 1.6 Calculate sales and expenditure information for all sources of income for a business 1.7 Calculate a Profit and Loss account budget for a business

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
<p>2 Understand a business trading accounts</p>	<p>2.1 Calculate the overall gross profit of different products and/or services for a business</p> <p>2.2 Explain the positive and adverse variances against budget and year on year for a business</p> <p>2.3 Explain the importance of accurate costing in producing gross profit targets</p> <p>2.4 Carry out basic costings (i.e. menu items, beverages, accommodation, packages)</p> <p>2.5 Identify the areas of leakage that affect gross profit performance for a business</p> <p>2.6 Identify the sources of information that can be used to identify gross profit shortfall</p> <p>2.7 Explain the relationship between sales mix and differential margins and overall gross profit performance</p> <p>2.8 Recommend action for improvement that is consistent with the findings of an analysis of trading accounts</p>
<p>3 Understand business costs</p>	<p>3.1 Define variable and fixed costs</p> <p>3.2 Explain the importance of setting budgets to control costs</p> <p>3.3 Explain the external factors that should be considered when producing budgets</p> <p>3.4 Identify positive and adverse variances against budget and year on year for a business</p> <p>3.5 Identify trends and indicators of poor cost control for a business</p> <p>3.6 Quantify the net profit performance for a business through an analysis of cost information</p> <p>3.7 Explain the likely causes of poor cost control</p> <p>3.8 Recommend management action for a business that is consistent with the findings of an analysis of cost controls</p> <p>3.9 Outline the principles of accurate manpower planning for a business</p> <p>3.10 Identify the consequences of inaccurate manpower planning for business</p> <p>3.11 Explain the importance of wage control in maximising business profit</p>

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
<p>4 Understand components and their relationship to profitability</p>	<p>4.1 Explain the internal business information that supports the decision making process for a business (i.e. budgeting, forecasting)</p> <p>4.2 Explain the reason for depreciating fixed assets</p> <p>4.3 Calculate the depreciation (straight-line and reducing balance) of a business</p> <p>4.4 Explain the importance of analysing spend per head and volume trends to determine the effectiveness of business strategies</p> <p>4.5 Recommend action for a business to enhance business profitability that is consistent with the findings of an analysis of business information (i.e. Profit and Loss account, spend per head and customer volume)</p> <p>4.6 Calculate break-even for a business</p> <p>4.7 Determine the viability of a proposed promotion or activity</p>

Indicative Content

Learning Outcomes	Indicative content
<p>1. Understand the business applications of financial information</p>	<p>Calculate the VAT element of sales to determine the value of net sales (excluding VAT)</p> <ul style="list-style-type: none"> - sales price - retail price <p>Evaluate the value of net sales to set retail prices for products or services</p> <ul style="list-style-type: none"> - calculating gross profit margins - adding VAT at the applicable rate <p>Explain the importance of financial information for a business (i.e. the Trading and Profit and Loss account)</p> <ul style="list-style-type: none"> - setting targets - measuring business performance - identifying trends - supporting effective decision making <p>Explain the relationship between weekly sales and expenditure records</p> <ul style="list-style-type: none"> - the importance of keeping regular checks on sales and expenditure - how they help in the preparation of the profit and loss account <p>Explain the importance of cash flow to a business</p> <ul style="list-style-type: none"> - structure - timescale - credit periods - receipts - payments <p>Calculate sales and expenditure information for all sources of income for a business</p> <ul style="list-style-type: none"> - cost of stock you buy for resale - components/raw materials to make your product - labour to produce the product - utilities - rent, rates - other production costs <p>Calculate a Profit and Loss account budget for a business</p> <ul style="list-style-type: none"> - calculate gross profit margins - calculate net profit margins - calculate costs as a percentage of sales

	<ul style="list-style-type: none"> - enter the appropriate figures into a profit and loss account
<p>2. Understand a business trading accounts</p>	<p>Calculate the overall gross profit of different products and/or services for a business</p> <ul style="list-style-type: none"> - food - beverages - accommodation <p>Explain the positive and adverse variances against budget and year on year for a business</p> <ul style="list-style-type: none"> - calculate positive and adverse variances <p>Explain the importance of accurate costing in producing gross profit targets</p> <ul style="list-style-type: none"> - use of standard recipes - use of effective stock control systems - Identification of areas for improvement <p>Carry out basic costings (i.e. menu items, beverages, accommodation, packages)</p> <ul style="list-style-type: none"> - dish costing - menu items - beverages - accommodation <p>Identify the areas of leakage that affect gross profit performance for a business</p> <ul style="list-style-type: none"> - inaccurate specifications - running promotions - incorrect portioning - inaccurate costing - waste <p>Identify the sources of information that can be used to identify gross profit shortfall</p> <ul style="list-style-type: none"> - records of stock - sales records - supplier invoices - standard recipes - records of waste - records of allowances of give-aways <p>Explain the relationship between sales mix and differential margins and overall gross profit performance</p> <ul style="list-style-type: none"> - gross profit contribution - cash contribution - delisting of non-profit making items

	<p>Recommend action for improvement that is consistent with the findings of an analysis of trading accounts</p> <ul style="list-style-type: none"> - improved stocktaking procedures - re-costing all recipes - evaluate suppliers - control wastage - accurately cost promotions
<p>Understand business costs</p>	<p>Define variable and fixed costs</p> <ul style="list-style-type: none"> - fixed: rent, rates, salaries - variable: wages - Semi-variable: utilities - direct: materials, labour - indirect - apportioned <p>Explain the importance of setting budgets to control costs</p> <ul style="list-style-type: none"> - achievement of business financial goals - make long- and short-term projections - set a business direction <p>Explain the external factors that should be considered when producing budgets</p> <ul style="list-style-type: none"> - political - economical - social - technological <p>Identify positive and adverse variances against budget and year on year for a business</p> <ul style="list-style-type: none"> - calculate positive and adverse variances <p>Identify trends and indicators of poor cost control for a business</p> <ul style="list-style-type: none"> - calculate positive and adverse variances <p>Quantify the net profit performance for a business through an analysis of cost information</p> <ul style="list-style-type: none"> - analyse information on costs, including invoices, usage reports, wastage reports, manpower utilisation reports - identify poor cost controls - recommend appropriate remedial action <p>Explain the likely causes of poor cost control</p> <ul style="list-style-type: none"> - identify incidences of poor cost control <p>Recommend management action for a business that is consistent with the findings of an analysis of cost controls</p> <ul style="list-style-type: none"> - review expenses

	<ul style="list-style-type: none">- review management control methods <p>Outline the principles of accurate manpower planning for a business</p> <ul style="list-style-type: none">- forecasting levels of trade- identifying peaks and troughs- scheduling management hours- utilisation of full-time and skilled staff- multiskilling staff- use of seasonal staff- planning using off-peak trading figures <p>Identify the consequences of inaccurate manpower planning for a business</p> <ul style="list-style-type: none">- impact on profit <p>Explain the importance of wage control in maximising business profit</p> <ul style="list-style-type: none">- wages as a percentage of sales- net profit margins
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<p>4. Understand components and their relationship to profitability</p>	<p>Explain the internal business information that supports the decision-making process for a business (i.e. budgeting, forecasting)</p> <ul style="list-style-type: none"> - sales - production costs - purchases - debtors - creditors - cash flow statement <p>Explain the reason for depreciating fixed assets</p> <ul style="list-style-type: none"> - ascertainment of true profit or loss - ascertainment of true cost of production - true valuation of assets - replacement of assets <p>Calculate the depreciation (straight line and reducing balance) of a business</p> <ul style="list-style-type: none"> - use straight line, reducing balance and residual value methods to calculate depreciation <p>Explain the importance of analysing spend per head and volume trends to determine the effectiveness of business strategies</p> <ul style="list-style-type: none"> - use of key performance indicators (KPI's) - performance management: financial, organisational <p>Recommend action for a business to enhance business profitability that is consistent with the findings of an analysis of business information (i.e. profit and loss account, spend per head and customer volume)</p> <ul style="list-style-type: none"> - business analysis: SWOT, PEST - customer feedback - business strategy <p>Calculate break-even for a business</p> <ul style="list-style-type: none"> - calculate break even using the profit and loss account - calculate break even using costs <p>Determine the viability of a proposed promotion or activity</p> <ul style="list-style-type: none"> - calculate the break-even of a one-off event
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BIIAB Level 4 Certificate in Multiple Licensed Premises Management Handbook



Essential Reading

BIIAB handbook for the Level 3 Profit and Loss and Budget Control unit

Assessment

Assessment is by means of an externally set 10-question short-answer examination that must be taken in controlled conditions.

Example examination questions are accessible on our website, www.biiab.org

Guidance to tutors

BIIAB provides a handbook and specimen questions to support the delivery of this unit containing information to help pass the examination. Centres are of course free to use other sources of information to deliver the learning.

Tutors should, as far as possible, contextualise the information to the role of learners on the course, with the use of examples and case studies. Internal policies and procedures in relation to the subject should be explored where possible.

Learners should be provided with specimen questions to allow them to familiarise themselves with the style of questions that will be used in the examination.

This unit should be delivered in conjunction with the Level 4 Profit and Loss in Multiple Retail Premises unit (L/503/5580).

Profit and Loss in Multiple Retail Premises

Unit Title: Profit and Loss in Multiple Retail Premises

Unit Code: A/503/4506

RQF Level: 4

GLH: 10

Credit: 1

Unit Purpose:

This unit has been designed to give those learners involved in the analysis of profit and loss accounts for multiple premises and the provision of advice and guidance to those operating licensed premises.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Be able to evaluate performance and profitability in the multiple retail premises	1.1 Explain the calculation of a Profit and Loss account 1.2 Verify the accuracy of a Profit and Loss account against business performance 1.3 Account for gaps, anomalies and inconsistencies in a Profit and Loss account (wet and dry take, machines, accommodation, meeting/function rooms) 1.4 Evaluate performance and costs against industry norms 1.5 Identify inefficiencies in the treatment of overheads 1.6 Explain the significance of a Profit and Loss account to business success
2. Be able to help operators to maximise their market share and profits	2.1 Identify areas for improvement from an analysis of a Profit and Loss account 2.2 Identify areas where business is underperforming 2.3 Develop an action plan that addresses identified shortfalls and weaknesses in business performance 2.4 Provide advice on cost reductions that is consistent with an analysis of a Profit and Loss account

Learning Outcomes	Indicative content
<p>1. Be able to evaluate performance and profitability in the hospitality industry</p>	<p>Explain the calculation of a profit and loss account - Working with a shadow profit and loss account</p> <p>Verify the accuracy of a Profit and Loss account against business performance - Weekly and monthly figures - Account for gaps, anomalies and inconsistencies in a Profit and Loss account (wet and dry take, machines, accommodation, meeting/function rooms)</p> <p>Evaluate performance and costs against industry norms - Referencing the ALMR Benchmarking Report and the BBPA Guide to Running a Pub</p> <p>Identify inefficiencies in the treatment of overheads - Identify poor cost controls such as staff costs, utility bills, cleaning bills, maintenance and repair costs, stock etc.</p> <p>Explain the significance of a Profit and Loss account to business success - Having access to frequent (monthly) accurate profit and loss accounts and statistical data is fundamental to running a business and making informed decisions based on performance, trends and a forecast of where the business is heading - A profit and loss account is a detailed calculation to identify the net profit (or loss) the business is generating.</p>
<p>2. Be able to help operators to maximize their market share and profits</p>	<p>Identify areas for improvement from an analysis of a Profit and Loss account, based on areas such as: - Wet and dry sales - Gaming machines - Function rooms and accommodation</p> <p>Identify areas where business is underperforming, for example: - Accommodation - Wet and dry sales - Function room - Gaming machines</p> <p>Develop an action plan that addresses identified shortfalls and weaknesses in business performance - identify poor cost controls - recommend appropriate remedial action</p> <p>Provide advice on cost reductions that is consistent with an</p>

	analysis of a Profit and Loss account - Fixed Costs and Variable Costs
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Essential Reading

BIIAB handbook for the Level 3 Profit and Loss and Budget Control

ALMR Benchmarking Report 2011 <http://www.almr.org.uk/hotpdfs/143.pdf>

BBPA Running A Pub, A guide to costs for tenants/lessees

<http://www.beerandpub.com/industry-briefings/running-a-pub-information-for-prospective-tenants-lessees>

Assessment

Assessment will consist of practical or applied activities that will evidence the assessment criteria that are naturally occurring within the workplace environment, or can be demonstrated in a simulated workplace environment. All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

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All evidence must be made available to the tutor/manager/assessor responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

Units from this qualification may be assessed and evidenced using an integrated and combined approach if required.

Grading

The overall grading for this unit is pass or fail. Learners must achieve each of the assessment criteria to pass the unit.

Evidence codes

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies

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- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners' own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
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Production of evidence

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Guidance to tutors

This unit should be delivered in conjunction with the Level 3 Profit and Loss and Budget control unit.

Interviewing Skills in Multiple Retail Management

Unit Title: Interviewing Skills in Multiple Retail Management

Unit Code: H/503/4516

RQF Level: 4

GLH: 25

Credit: 5

Unit Purpose:

Various types of interview processes are a key role for anyone who is involved in the management of multiple retail premises. This unit covers the knowledge and competence required for the role.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the principles involved in conducting recruitment interviews	1.1 Explain the principles involved in interviewing candidates 1.2 Explain the specific job related information required of interview candidates 1.3 Explain how to remain objective during recruitment interviews 1.4 Explain the key principles involved in interview preparation
2. Be able to plan a recruitment interview	2.1 Plan candidate interviews 2.2 Plan interview questions 2.3 Gather relevant information and evidence of the candidate
3. Be able to conduct a recruitment interview	3.1 Open an interview 3.2 Demonstrate a methodical and structured approach during the interviewing process 3.3 Refer to appropriate information and evidence during the interview process 3.4 Demonstrate appropriate questioning skills to extract key information during the interview process 3.5 Maintain a positive impression with the candidate throughout the interview process 3.6 Maintain objectivity throughout the interview 3.7 Maintain sufficient momentum and focus during the interview
4. Be able to close a recruitment interview	4.1 Give feedback in a positive and constructive manner 4.2 Summarise and close the interview in a positive and professional manner 4.3 Collate and store interview documentation with regard to the confidentiality of data

Indicative Content

Learning Outcomes	Indicative content
<p>1. Understand the principles involved in conducting recruitment interviews</p>	<p>Principles involved in interviewing candidates</p> <p>Legalities including:</p> <ul style="list-style-type: none"> - Objective and fair interviewing policies and procedures - Un-biased interview process - Avoidance of discrimination <p>Equal opportunities including:</p> <ul style="list-style-type: none"> - Adherence to equality of opportunity for all applicants (sex, marital status, race, colour, nationality, ethnic or national origin, disability, sexual orientation, religion, age, special arrangements or facilities required of candidates at interview) <p>Diversity:</p> <ul style="list-style-type: none"> - Flexibility in dealing with different people (personality types, level of experience and entrepreneurial activity, educational background, interests outside of work) <p>Accurate and valid job descriptions including:</p> <ul style="list-style-type: none"> - Initial job analysis - Schedule of work - Roles and responsibilities - Sufficient in detail to ensure job clarity - Person specification to match job description <p>Recruiting period including:</p> <ul style="list-style-type: none"> - Importance of maintaining a short time frame from collection of application forms and CV to making an offer of employment - Completing recruitment process in a timely manner <p>Importance of planning and preparation including:</p> <ul style="list-style-type: none"> - Designing the interview process and format (presentation, task, process) - Selection and interview panel; short-listing - Taking up references - Scheduling - Inviting colleagues - Inviting candidates to interview - Instructions to candidates (time, venue, date, format, reimbursement of interview expenses) - Planning the questions; room set up <p>Types of interview including:</p> <ul style="list-style-type: none"> - Telephone - Face to face - Group - One to one

	<p>Structure including;</p> <ul style="list-style-type: none"> - Open the interview - Maintain appropriate pace - Time keeping - Wrapping up interview; <p>Communication including:</p> <ul style="list-style-type: none"> - Two way process - Positive methods - Body language (professional, interpreting candidate body language); <p>Questioning skills including:</p> <ul style="list-style-type: none"> - Wide range of question types (open, closed, hypothetical, leading, multi-barrelled, competency - Challenging but fair questioning - Questioning of motivations and behaviour - Persistence to achieve a valid reply from candidate - Opportunity for candidate questions - Listening skills including: - Active - Taking notes <p>Closing the interview including:</p> <ul style="list-style-type: none"> - Advising of next steps in the process standing up - Giving thanks - Hand shaking - Showing candidate out; <p>Rating candidates and making decisions including</p> <ul style="list-style-type: none"> - Matching candidates to company vision - Values and job description - Feedback to unsuccessful candidates <p>Selection of successful candidate including:</p> <ul style="list-style-type: none"> - Employment offer (telephone, follow up formal letter) - Probationary period - Refer to next best candidate if appropriate in the event of successful candidate refusing the offer of employment; - Evaluating and improving the interview process including: - What went well - What could be improved; - What to evaluate - Tracking (number of applications received, number of short-listed applicants, number of interviewees, number of application pack requests, how this tracking can help in evaluating the process) <p>Candidate job related information</p> <p>Initial application including:</p> <ul style="list-style-type: none"> - Completed application form and/or Curriculum Vitae - Personal details (name, contact details)
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	<ul style="list-style-type: none">- Qualifications- Previous experience and career information- Knowledge, skills and achievements- About the candidate (hobbies, interests, what makes them tick, future aspirations)- Completed equal opportunities monitoring form <p>Ahead of interview including:</p> <ul style="list-style-type: none">- References- Proof of eligibility to work in UK- Medical clearance- Disclosure of criminal convictions <p>Interview including:</p> <ul style="list-style-type: none">- Proof of qualifications- Presentation notes for panel <p>Objectivity during recruitment interviews</p> <ul style="list-style-type: none">- Standardised interviewing including:<ul style="list-style-type: none">- Process- Format- Opportunity- Generic list of interview questions designed to elicit job related information- Judge candidates against a common set of criteria in order to select the best and most suitable applicants in a fair way <p>All applicants treated consistently including:</p> <ul style="list-style-type: none">- All candidates given the same opportunities (tour of premises, meeting other staff)- Candidates given equal opportunity to be appointed; <p>Eliminate interviewer bias including:</p> <ul style="list-style-type: none">- Avoiding mental pictures of the ideal candidate (e.g. physical traits, gender etc) <p>Key principles</p> <p>Short listing including:</p> <ul style="list-style-type: none">- Candidate selection from applicants- Assessment of curriculum vitae and application form; <p>Candidate information including:</p> <ul style="list-style-type: none">- Time and date of interview- What to bring to interview- Location- Directions to venue- Local accommodation- Names of interviewers- Reimbursement of interview travel expenses. <p>Booking of room to conduct interview including:</p> <ul style="list-style-type: none">- Layout
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	<ul style="list-style-type: none"> - Booking - Space - Resources <p>Interviewers including;</p> <ul style="list-style-type: none"> - Panel selection - Specialism's - Availability; - Time including: candidate time slots length of interview - confirmation of interview date and time
<p>2. Be able to plan a recruitment interview</p>	<p>Planning</p> <p>Pre-planning including:</p> <ul style="list-style-type: none"> - Reviewing of CV's - Application forms and business plans/tenders - Understanding organisation's expectations - Design of objective criteria against which to measure candidates - Determine how each short-listed candidate measures against criteria planned prior to the interview <p>Plan including:</p> <ul style="list-style-type: none"> - Interview approach (formal, non-formal) - Resources (interview and selection panel, rooming, layout, documentary recording paperwork, timing, hospitality, equipment; <p>Variety of different question types to extract key information</p> <p>Questions including:</p> <ul style="list-style-type: none"> - Standardised and generic for each candidate; - Open questions: <ul style="list-style-type: none"> - Allowing for elaboration and clarification (strengths, qualities and attributes of the candidate); - Closed questions: <ul style="list-style-type: none"> - For specific information (factual or technical, eg to check credentials); - Hypothetical questions <ul style="list-style-type: none"> - To assess candidate's ability to think on their feet (eg What would you do if...); - Leading questions: <ul style="list-style-type: none"> - Including opportunity for candidate to support yes or no closed responses - Multi-barrelled questions: <ul style="list-style-type: none"> - Initial question followed by further related questions; - Competency based questions: <ul style="list-style-type: none"> - Including how these could subsequently benefit the prospective employer (eg can you give an example of a way

	<p>in which you have previously sought a creative solution to a problem?)</p> <p>Relevant information and evidence of the candidate Information and evidence including:</p> <ul style="list-style-type: none"> - Skills and knowledge - Previous experience - Previous employment - Qualifications - Memberships - Hobbies/interests - Personal data - Criminal checks - Equal opportunities monitoring
<p>3. Be able to conduct a recruitment interview</p>	<p>Open an interview Welcome including:</p> <ul style="list-style-type: none"> - To greet - Introduce panel <p>Create an initial rapport including:</p> <ul style="list-style-type: none"> - To smile - Positive body language - Offer hospitality (refreshment, seating) <p>Structure including:</p> <ul style="list-style-type: none"> - Overview of format - Time and process given to candidate <p>Methodical and structured approach: According to plan including:</p> <ul style="list-style-type: none"> - Keeping to planned format and process - Maintaining time - Covering all sections of the interview process; <p>Reference to information and evidence: Candidate information including:</p> <ul style="list-style-type: none"> - Application form and CV - Check and verify - Extract relevant information <p>Company documentation including:</p> <ul style="list-style-type: none"> - Standardised questions - Recording documentation - Notes <p>Appropriate questioning skills Discrimination including:</p> <ul style="list-style-type: none"> - Avoidance of potentially discriminating questions; <p>Job related including:</p>

	<ul style="list-style-type: none">- With reference to candidate's relevant skills, experiences and motivations related to the job- Avoid veering into unrelated topics (such as relationships, personal lives, political interests) <p>Consistency Including:</p> <ul style="list-style-type: none">- Standardised questions for each candidate in more or less the same order- For parity across candidates- For ease of interviewers- Variety of question types; <p>Questioning skills including:</p> <ul style="list-style-type: none">- Fair- Valid- Accurate- Non-discriminatory- Range of different question types- Opportunity for candidate questions- Designed to extract relevant key information- To allow opportunity for candidates to give a full and fair account of themselves- Challenging but appropriate- Use of open questions for evaluation of candidate skills- Use of closed questions to confirm factual information- Avoidance of hard-hitting aggressive questions to simulate job stress <p>Positive communication and rapport</p> <p>Communication including:</p> <ul style="list-style-type: none">- Allowing two way communication- Time for candidate questions- Positive communication- Active focusing and listening; <p>Rapport including:</p> <ul style="list-style-type: none">- Being friendly- Welcoming- Encouraging- Non-aggressive manner- Behaving with professionalism and respect- Build and protect company's reputation <p>Maintain objectivity</p> <ul style="list-style-type: none">- Standardised interviewing process and questioning;- Equal opportunity for all candidates;- Avoidance of interviewer bias;
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	<ul style="list-style-type: none"> – Non-judgemental: feeling and behaviour of interviewers; <p>Momentum and focus Focus and momentum including:</p> <ul style="list-style-type: none"> – Keeping to the plan – Avoid overrunning of time allocated – Avoid getting involved in conversational chit chat that is irrelevant to the interview or post – Keep things moving along smoothly – Intercept if the momentum is moving away from the focus and get the interview back on track;
<p>4. Be able to close a recruitment interview</p>	<p>Positive feedback Feedback at end of interview including:</p> <ul style="list-style-type: none"> – Giving chance for candidate to ask questions at the end – Offer to provide feedback whether they are successful or not – Clarify contact details for result and feedback; <p>Feedback after interview including:</p> <ul style="list-style-type: none"> – Provide feedback on request (email, phone or letter) – Offer positive and constructive comments on their interview performance; <p>Dealing with unsuccessful candidate conflict including:</p> <ul style="list-style-type: none"> – Issuing feedback calmly and non-judgementally – Avoid personal feedback – Base feedback on job specification and person specification and how candidate did or did not match these. <p>Close interview Closing the interview including:</p> <ul style="list-style-type: none"> – Inform of next steps in the process and timescales for hearing about outcome of interview – Thank candidate for attending – Shake hands – Show candidate out – Eye contact – Positive communication and body language. <p>Documentation Candidate confidentiality</p> <ul style="list-style-type: none"> – Avoiding discussion of candidate with others not related to the interview or job; <p>Collation and storage of personal data including:</p> <ul style="list-style-type: none"> – In a timely manner – Stored in line with Data Protection Act (lockable filing)

	<p>system, electronic password protected file folders)</p> <ul style="list-style-type: none">– Avoidance of personal documentation lying around– Immediate storage after the interview– Shredding or safe disposal of candidate and job information in line with organisational and legal requirements when no longer required.
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Assessment

Assessment for this unit is by means of an applied assignment.

The interview type may be chosen by the learner but must be appropriate to the resources, need, size of organisation, purpose and budget. Where it is not possible for an interview to be assessed in the workplace it is acceptable for a simulated working environment to be used.

Documentary evidence of relevant paperwork prepared during the planning and carrying out of the candidate interview must be included as well as authentication of the work involved and the contribution, by the assessor.

Guidance for Tutors

BIIAB encourages integrated delivery of units where possible. This unit could be delivered in conjunction with effective business communication or negotiation and persuasion.

Negotiation Skills and Persuasion in the Workplace

Unit Title: Negotiation Skills and Persuasion in the Workplace

Unit Code: J/502/5758

RQF Level: 3

GLH: 15

Credit: 2

Unit Purpose:

This unit aims to help the learner understand how to develop the skills required for persuading others and negotiating. These are important and helpful for both personal and professional development.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Know about persuasion in the workplace	1.1 Describe situations in the workplace where persuasion is used 1.2 Explain skills used to persuade others
2. Understand negotiation in the workplace	2.1 Analyse ways to use negotiation in the workplace
3. Be able to use skills to negotiate	3.1 Demonstrate the skills required to negotiate
4. Be able to evaluate own skills in negotiating	4.1 Evaluate skills used in negotiating 4.2 Describe areas for improvement

Indicative Content

Learning Outcomes	Indicative content
<p>1. Know about persuasion in the workplace</p>	<p>Situations in the workplace where persuasion is used When to use persuasion:</p> <ul style="list-style-type: none"> – Negotiation is usually the best way to persuade people to do things. But, in urgent situations, persuasion is a useful tool to get quick action. It should only be used however in occasional urgent situations: never as normal behaviour – Following persuasion, negotiation must take place in order to address the issues for longer term success. <p>Situations:</p> <ul style="list-style-type: none"> – building staff relationships – in meetings and discussions – buying and selling – when leading and briefing teams – when managing conflict – when assigning team roles – When managing and creating change – Sales of products or services – Reaching agreements – New ways of working – Changes in working conditions – Conflict resolution – Pricing and marketing strategies <p>People</p> <ul style="list-style-type: none"> – Staff – Peers – Colleague – Superiors – Customers/clients; <p>Skills used to persuade others What is persuasion</p> <ul style="list-style-type: none"> – How to get people to do what you ask of them – how to convince people in business – Influencing people in business – Getting results – Why people are resistant to change; how to reduce resistance – Win-Win <p>Skills:</p> <ul style="list-style-type: none"> – Encouragement – Coercement

	<ul style="list-style-type: none">- Incentivising/setting targets- Emphasise benefits- Honesty- Asking politely- Expressing gratitude- Express appreciation- After the event- Ask permission- Eliminate obstacles reciprocity; asking for more; <p>How it is achieved:</p> <ul style="list-style-type: none">- Through trust- Motivational strategies- Incentivising- Assertiveness- Empathy- Objectivity; <p>All persuasion should have the following characteristics:</p> <ul style="list-style-type: none">- Concise can be understood quickly.- Authoritative well thought through and presented- Factual must have the relevant details, facts, and requirements: so people can clearly see the need for the action- Constructive with positive statements, suggesting positive actions - encourage action and quicker decisions.- Friendly with a considerate, cooperative and complimentary tone -people react much more positively to others who are considerate of them: whether they want to do the action or not the first place
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<p>2. Understand negotiation in the workplace</p>	<p>Ways to use negotiation in the workplace</p> <p>What is negotiation:</p> <ul style="list-style-type: none"> - A process of consulting with another to arrive at a new set of circumstances - reaching a consensus - resolution of conflicting situations/opinions - creative cooperation resulting in new outcomes and ideas with action agreed as a partnership - negotiation should result in a 'win-win outcome' over the long-term - the only other option is 'no deal' or compromise (not an ideal outcome of negotiation, but occasionally a stopgap to least start making some progress) <p>Ways to use negotiation:</p> <ul style="list-style-type: none"> - contractual discussion - personnel requests (salary rise, pay benefits, new accommodation, additional resources, working conditions, responsibilities) - when developing relationships and networking activities - selling new concepts and ideas <p>Breakdown in negotiation:</p> <ul style="list-style-type: none"> - go for 'no deal' (this means agreeing to disagree agreeably, whilst continuing to communicate with courage (not to give in and end up in a lose win outcome) and consideration (not to try and manipulate the other person to try and get a win lose outcome) - back to the drawing board - adjournment - joint working party - disputes procedure - referral elsewhere (arbitration, mediation, conciliation)
<p>3. Be able to use skills to negotiate</p>	<p>Skills required to negotiate</p> <p>Skills</p> <ul style="list-style-type: none"> - Suited to the negotiation - Clear knowledge of your options and where the boundaries are - Clear commercial understanding from an objective viewpoint of your market and the position of the current issue within it - Communication skills - Empathy - Open mind - Positive attitude - Effective verbal communication (tone of voice) - Clarity

	<ul style="list-style-type: none"> - Active listening and focusing - Effective non-verbal communication (positive body language) - Eye contact - Gesturing - Non-threatening behaviour - Personal space - Facial expression - Willingness to listen and be considerate - Compromise - Pro-active - Ability to anticipate needs and change - Assertiveness skills
<p>4. Be able to evaluate own skills in negotiating</p>	<p>Skills used in negotiating Effectiveness of negotiation skills</p> <ul style="list-style-type: none"> - For situation/audience appropriateness of negotiating skills for the purpose - Aims/needs established and achieved - Feedback from others <p>Areas for improvement Improvement</p> <ul style="list-style-type: none"> - For future negotiating skills - Review of negotiation skills used - What went well - What could be improved - Acting on feedback from others - Get a third party to survey the other person's opinion of the process

Suggested Reading

Persuasion

Reading

[Persuasion: The Art of Influencing People](#) by James Borg (Paperback - 29 Apr 2010)

[Persuasion Skills Black Book: Practical NLP Language Patterns for Getting the Response You Want](#) by Rintu Basu (Paperback - 24 Feb 2009)

Test

<http://www.businessballs.com/persuasionmotivationtest.htm>

Negotiation

Reading

[Negotiating for Dummies](#) by David Frohnmayer and Michael C. Donaldson (Paperback - 2 Feb 2007)

[The 7 Habits of Highly Effective People](#) by Stephen R. Covey (Paperback - 4 Jan 2004)

[The Speed of Trust: The One Thing That Changes Everything](#) by Stephen R. Covey and Rebecca R. Merrill (Paperback - 5 Feb 2008)

[Habit 4: Think Win-win \(Signature Series\)](#) by Stephen R. Covey (Audio CD - 21 May 2007)

[Habit 5: Seek First to Understand, Then to be Understood \(Signature Series\)](#) by Stephen R. Covey (Audio CD - 18 Jun 2007)

[Habit 6: Synergise \(Signature Series\)](#) by Stephen R. Covey (Audio CD - 18 Jun 2007)

[Getting to Yes: Negotiating an Agreement Without Giving In](#) by Roger Fisher, William Ury, and Bruce Patton (Paperback - 7 Aug 2003)

[How to Win Friends and Influence People](#) by Dale Carnegie (Paperback - 19 May 2006)

Assessment

Assessment for this unit is by means of portfolio of evidence which will be assessed internally by the centre. Evidence should be naturally occurring within a learner's work place where possible. It is the choice of the learner as to how they evidence achievement of the assessment criteria.

The assessment criteria within this unit are suitable for workplace delivery, in situations resembling the workplace or as part of an educational training programme with the exception of Assessment Criterion 3.1 (Demonstrate the skills required to negotiate) which must be demonstrated and observed in a workplace situation. Simulation here is not suitable.

All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

BIIAB provides documentation within CentreZone at <http://centrezon.bii.org/thehub/mrm> for recording evidence. However centre documentation may be used as long as it includes at least the information contained in the BIIAB documentation, thereby making it fit for purpose.

Learners may produce one piece of evidence to cover all of the assessment criteria in a holistic task/activity, however careful mapping of evidence must be referenced to ensure that no required assessment evidence is omitted which could jeopardise learner achievement.

All evidence must be made available to the tutor/manager responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

The component units of the BIIAB Level 4 Certificate in Multiple Licensed Premises Management may be assessed and evidenced using an integrated and combined approach if required.

Evidence codes for this unit

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies
- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners’ own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
- Reliable – learners’ can consistently perform at the level gained for the assessment
- Sufficient – meets requirements of the standards fully

Production of evidence for this unit

It is advised that learner evidence should be filed in a working portfolio of evidence which consists of observation records, assignments/essays, witness statements and records of any professional discussions or learners logs and so on. This working portfolio should not contain comprehensive teaching and learning notes as External Quality Assurers will only request to see assessment evidence, not teaching evidence. If learners wish to collate their teaching and learning notes these should be kept in a separate folder.

Guidance for Tutors

This unit must take advantage of each learner’s experience and knowledge in this area. Assessment for this unit can be produced in the workplace. It is essential that training and assessment of this unit includes realistic examples and is contextualised to the industry.

Due to the nature of this unit, tutors are advised to find creative methods for delivering content in association with other units of this qualification. Units that would be suitable for combined delivery would be ‘Effective communication in a Business Environment’.

17. Optional Group 1 Units

The following units are contained within optional group 1 for this qualification.

Managing Capital Expenditure

Unit Title: Managing Capital Expenditure

Unit Code: M/503/7063

RQF Level: 3

GLH: 10

Credit: 2

Unit Purpose:

This unit aims to help learners develop ways of gathering and analysing financial information and to understand the tools and techniques needed to measure potential benefits and risks to the business before making an investment. Learners will be able to manage suppliers, understand basic legal requirements, evaluate and market their new capital expenditure successfully, to ensure its profitability.

Learning Outcomes and Assessment Criteria:

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the capital expenditure decision-making process	1.1 Identify the strengths, weaknesses, opportunities and threats of a capital expenditure opportunity 1.2 Outline the importance of research when planning a capital expenditure investment 1.3 Describe the strengths and weaknesses of different research methods 1.4 Describe the strengths and weaknesses of decision making models for a capital expenditure investment 1.5 Calculate break-even for a capital expenditure investment 1.6 Identify a fall-back position for a capital expenditure investment
2. Explain, identify and prepare external information to include in a business case, identifying the legislation and regulations that may affect capital expenditure	2.1 Explain the importance of a clear business vision when considering a capital expenditure investment 2.2 Explain the role of benchmarking when planning a capital expenditure investment 2.3 Explain the importance of each area of information in a business case for a capital expenditure investment 2.4 Explain how to produce a business case for a capital expenditure investment 2.5 Identify the way in which legislation and regulations affects a capital expenditure investment 2.6 Explain the limits of their competence and authority in a capital expenditure investment

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
3. Understand the process for working with an external contractor	3.1 Explain what is meant by a tendering process 3.2 Explain the advantages and disadvantages of a tendering process 3.3 Identify the information that should be included in a written contract 3.4 Explain the importance of written contracts with contractors 3.5 Identify the services required of a contractor for a capital expenditure investment
4. Understand project management principles	4.1 Explain the purpose of a project plan for a capital expenditure investment 4.2 Describe the steps involved in the project management process for a capital expenditure investment 4.3 Explain the importance of carrying out each step of a project plan for a capital expenditure investment 4.4 Explain the importance of a critical path plan when producing a project plan for a capital expenditure investment 4.5 Explain the importance of communicating a project plan for a capital expenditure investment 4.6 Outline the roles and responsibilities of a project manager
5. Understand how to market a re-launch of a capital expenditure investment	5.1 Explain how to develop an operational planning document for a capital expenditure investment 5.2 Explain the suitability of different methods of marketing communication to a range of capital expenditure scenarios 5.3 Explain the suitability of the marketing mix to the marketing success of a capital expenditure investment
6. Understand the importance of reviewing a capital expenditure investment after completion	6.1 Explain the importance of carrying out a financial evaluation after completion of a capital expenditure investment 6.2 Explain the importance of carrying out a review of the capital expenditure process after completion

Indicative Content

<p>Learning Outcomes</p> <p>The Learner will</p>	<p>Assessment Criteria</p> <p>The Learner can</p>
<p>1. Understand the capital expenditure decision-making process</p>	<p>Identify the strengths, weaknesses, opportunities and threats of a capital expenditure opportunity</p> <p>SWOT</p> <ul style="list-style-type: none"> – Strengths, weaknesses, opportunities and threats analysis – Simple tool that helps operators take a good look at their business and identify future strategies for improvement. – Analysis of internal strengths and weaknesses – Analysis of external environment <p>Outline the importance of research when planning a capital expenditure investment</p> <ul style="list-style-type: none"> – The definition and importance of carrying out research <p>Describe the strengths and weaknesses of different research methods</p> <p>Process and tips of research methods:</p> <ul style="list-style-type: none"> – Customer Focus Groups – Questionnaire – Upmystreet.com – Competitor – Survey – Networking <p>Describe the strengths and weaknesses of decision making models for a capital expenditure investment</p> <p>Pareto Analysis</p> <ul style="list-style-type: none"> – part process <p>Pairs Comparison or force fed analysis</p> <p>The Grid Analysis</p> <ul style="list-style-type: none"> – Options, factors, decision on the importance of factors, scoring <p>Cost/benefit analysis.</p> <ul style="list-style-type: none"> – Questions to consider for costs and the benefits to consider <p>Calculate break-even for a capital expenditure investment</p> <ul style="list-style-type: none"> – Important financial calculations to complete prior to capital expenditure – The two methods of calculating break even points

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<p>Identify a fall back position for a capital expenditure investment Fall-back position Sourcing finance, the types of loans available are:</p> <ul style="list-style-type: none"> - Repayment - Pension - Deferred interest - Fixed repayments - Fixed rate - Covenants <p>Importance of professional advice and conditions on loans</p>
<p>2. Explain, identify and prepare external information to include in a business case, identifying the legislation and regulations that may affect capital expenditure</p>	<p>Explain the importance of a clear business vision when considering a capital expenditure investment</p> <ul style="list-style-type: none"> - Importance of a clear business vision - Should be in the present tense - Importance of the balance from what is wanted from the business together with what customers want and expect from the business - Competitive advances (unique selling point) - Visual representation and communication of thoughts to stakeholders - Considerations of the 5 senses - Appealing to the 5 senses <p>Explain the role of benchmarking when planning a capital expenditure investment</p> <ul style="list-style-type: none"> - The process of identifying and adopting the best practice by looking outside of the business and looking at what others are doing - Examining ‘performance gaps’ and gaining competitive superiority - Benefits for benchmarking - Direct and indirect benchmarking <p>Explain the importance of each area of information in a business case for a capital expenditure investment</p> <ul style="list-style-type: none"> - Brief history: the history of the business, highs/lowes, financial trends, changes in the micro (local) and macro (wider climate) environment - The present: where the business is positioned now –

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<p>financials, people, market, SWOT</p> <ul style="list-style-type: none"> - The future: micro and macro factors likely to affect the business over the next 1, 5 and 10 years. Timescale will often be determined by the length of any likely loan repayments. - Market research: details on the available market, confirmation that the proposal will satisfy customer needs and expectations - Project outline: an outline of the project <ul style="list-style-type: none"> - Plans - Vision, including collage board - Timescale - Operational overview - Product samples, e.g. menu/drinks portfolio - Financial data – turnover and profit projections, project costs - Marketing plan: how the benefits of the investment will be realised. <p>Explain how to produce a business case for a capital expenditure investment</p> <ul style="list-style-type: none"> - A business case for a capex project should include: <ul style="list-style-type: none"> - Brief history - The present - The future - Market research - Project outline - Marketing plan <p>Identify the way in which legislation and regulations affects a capital expenditure investment</p> <ul style="list-style-type: none"> - Planning permission <ul style="list-style-type: none"> - Working with the planning department or local authority - Planning Portal on-line - Professional guidance - Listed building consent - Building regulations - Fire regulations - Licensing : <ul style="list-style-type: none"> o England and Wales o Scotland – Acts 1976 and 2005 - Environmental health - Health and Safety

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<ul style="list-style-type: none"> - Regulations relating to heritage sites - Asbestos - Construction (Design and Management) Regulations 2007 - Disability Discrimination Act - Party Wall Act 1996 <p>Explain the limits of their competence and authority in a capital expenditure investment</p> <p>When planning a refurbishment/alterations it is essential to take note of the various pieces of legislation that impact on business premises. failure to do this could lead to prosecution and result in substantial fines.</p>
<p>3. Understand the process for working with an external contractor</p>	<p>Explain what is meant by a tendering process</p> <ul style="list-style-type: none"> - Tendering can be used as a means of fairly selecting the main contractor for a capital project. - The different tendering processes are: <ul style="list-style-type: none"> - Open - Restricted - Negotiated - Tenders should be evaluated against set criteria - Tenderers should be notified of the outcome in writing - The successful tenderer should receive a contract <p>Explain the advantages and disadvantages of a tendering process</p> <ul style="list-style-type: none"> - The benefits of inviting at least three contractors to tender are: <ul style="list-style-type: none"> - You get a broader picture of the estimated costs of the project - A variety of building ideas may be presented - Competitiveness between those asked to attend. <p>Identify the information that should be included in a written contract</p> <ul style="list-style-type: none"> - Should always be completed - Estimates, timescales, potential extras and deadlines - Agreements to be made prior to commencement of work - Penalty clause for delayed completion - The importance of organisation and planning

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<p>Explain the importance of written contracts with contractors</p> <ul style="list-style-type: none"> – Should always be completed – Estimates, timescales, potential extras and deadlines – Agreements to be made prior to commencement of work – Penalty clause for delayed completion – The importance of organisation and planning <p>Identify the services required of a contractor for a capital expenditure investment</p> <ul style="list-style-type: none"> – Be clear with what you want from your contractor: <ul style="list-style-type: none"> – Which trades do you want the contractor to supply? – Which trades will you source?
<p>4. Understand how to market a re-launch of a capital expenditure investment</p>	<p>Explain how to develop an operational planning document for a capital expenditure investment</p> <ul style="list-style-type: none"> – Planning to avoid operation issues <ul style="list-style-type: none"> – Considerations to consider are: <ul style="list-style-type: none"> ○ Operation of the business during building work ○ Periods of closures and implications of closure ○ Security ○ The use of a Gantt chart ○ Laying off staff ○ Advisory, Conciliation and Arbitration Service (ACAS) – Examples of tasks which need to be considered: <ul style="list-style-type: none"> ○ External ○ Legal ○ Public areas ○ Behind the bar ○ Toilets ○ Kitchen ○ Cellar ○ Merchandising ○ Cleaners' cupboard ○ Team ○ Office ○ Importance of timescales and monitoring on a regular basis ○ Placing orders with suppliers

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<ul style="list-style-type: none"> ○ Storage space solutions <p>Explain the suitability of different methods of marketing communication to a range of capital expenditure scenarios</p> <ul style="list-style-type: none"> – Essential to keep customers updated – Methods of communication <ul style="list-style-type: none"> – Focus Group – Collection of contact details for newsletter and promotions – Advising of re-opening <p>Explain the suitability of the marketing mix to the marketing success of a capital expenditure investment</p> <ul style="list-style-type: none"> – Aspects of the marketing mix <ul style="list-style-type: none"> - People - Product - Place - Price - Promotion – Considerations of the elements of the marketing mix
<p>5. Understand the importance of reviewing a capital expenditure investment after completion</p>	<p>Explain the importance of carrying out a financial evaluation after completion of a capital expenditure investment</p> <ul style="list-style-type: none"> – Daily, weekly and monthly forecasts and targets should be set and monitored – Average spends – Sales – Trading patterns – Number of covers – Volumes – Sales mix – Stock results – Cast to till variances – Footfall – Costs – Determining a break-even point and payback point for investment <p>Explain the importance of carrying out a review of the capital expenditure process after completion</p> <ul style="list-style-type: none"> – Key part of management activity – Typical review should include discussion on: <ul style="list-style-type: none"> – Planning stage

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
	<ul style="list-style-type: none"> – Architects – Main contractor/ sub-contractor – The expenditure – What have we learnt – What would we do differently next time – The team development – The offer – Finance

Essential Reading

The BIIAB Handbook for the Level 3 Managing Capital Expenditure unit.

Assessment

Assessment is by means of an externally set 10-question short-answer examination that must be taken in controlled conditions.

Example examination questions are accessible on our website, www.biiab.org.

Guidance to tutors

BIIAB provides a handbook and specimen questions to support the delivery of this unit containing information to help pass the examination. Centres are of course free to use other sources of information to deliver the learning.

Tutors should, as far as possible, contextualise the information to the role of learners on the course, with the use examples and cases studies. Internal policies and procedures in relation to the subject should be explored where possible.

Learners should be provided with specimen questions to allow them to familiarise themselves with the style of questions that will be used in the examination.

Understanding Motivation at Work

Unit Title: Understanding Motivation at Work

Unit Code: T/502/3505

RQF Level: 3

GLH: 6

Credit: 1

Unit Purpose:

Learners will be introduced to issues and theories of motivation in a work-context. The unit will cover what motivates or de-motivates people and the impact this can have, and how motivation can be influenced by colleagues, home life, career prospects and expectations. It will cover analysing and understanding individual motivation and the resulting behaviours in the place of work.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand key theories of motivation applicable to a work context.	1.1 Explain the key theories of motivation and how they might apply to three specific examples in a work context.
2. Understand their own motivations and know how to use this to improve their performance in the place of work.	2.1 Analyse their own motivations and demonstrate how they have used this knowledge to improve their performance in a place of work.
3. Understand the motivations of others and know how this impacts on performance in the place of work.	3.1 Analyse the motivations of others in the place of work and explain the potential impact of this on performance in the place of work.

Indicative Content

Learning Outcomes	Indicative content
Key theories of motivation applicable to a work context	<p>Key theories of motivation</p> <ul style="list-style-type: none"> - Recognised theories of motivation <ul style="list-style-type: none"> - Maslow’s hierarchy of needs - Herzberg’s theory of motivation - David McClelland - C Argyris - Expectancy theory - Porter and Lawler’s model - Handy’s motivational calculus - Adams’ equity theory
Own motivations and know how to use this to improve their performance	<p>Own motivations</p> <ul style="list-style-type: none"> - Money - Incentives - Colleagues - Progression - Status - Teamwork - Personal growth - Work life balance - Learning and development
Motivations of others and know how this impacts on performance	<p>Motivations of others</p> <ul style="list-style-type: none"> - Money - Incentives - Colleagues - Progression - Status - Teamwork - Personal growth - Work life balance - Learning and development/Coaching - Trust

BIIAB Level 4 Certificate in Multiple Licensed Premises Management Handbook



Suggested Reading

<http://managementhelp.org/guiding/motivate/motivate.htm>

BIIAB handbook for the Level 3 Motivating a Team in Business unit

Assessment

Assessment for this unit is by means of portfolio of evidence which will be assessed internally by the centre. Evidence should be naturally occurring within each learner's work place wherever possible. It is the choice of the learner as to how they evidence achievement of the assessment criteria.

Assessment criteria for this unit are suitable for workplace delivery, or in situations resembling the workplace.

All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

BIIAB provides documentation within CentreZone at <http://centrezone.bii.org/thehub/mrm> for recording evidence. However centre documentation may be used as long as it includes at least the information contained in the BIIAB documentation, therefore making it fit for purpose.

Learners may produce one piece of evidence to cover all of the assessment criteria in a holistic task/activity for Learning Outcome 2. (Learners will understand their own motivations and know how to use this to improve their performance in the place of work). However careful mapping of evidence must be referenced to ensure that no required assessment evidence is omitted which could jeopardise learner achievement.

All evidence must be made available to the tutor/manager responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

The component units of the BIIAB Level 4 Certificate in Multiple Licensed Premises Management may be assessed and evidenced using an integrated and combined approach if required.

Evidence codes for this unit

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies
- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners' own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
- Reliable – learners can consistently perform at the level gained for the assessment
- Sufficient – meets requirements of the standards fully

Production of evidence for this unit

It is advised that learner evidence should be filed in a working portfolio of evidence which consists of observation records, assignments/essays, witness statements and records of any professional discussions or learners logs and so on. This working portfolio should not contain comprehensive teaching and learning notes as External Quality Assurers will only request to see assessment evidence, not teaching evidence. If learners wish to collate their teaching and learning notes these should be kept in a separate folder.

Guidance for Tutors

This is a short unit which must take advantage of each learner's experience and knowledge in this area. Assessment for this unit can be produced in the workplace. It is essential that training and assessment of this unit includes realistic examples and is contextualised to the industry.

**BIIAB Level 4 Certificate in Multiple
Licensed Premises Management
Handbook**



Unit Title: Roles and responsibilities of multiple retail managers under the statutory Pub Code Regulations 2016 and the voluntary Pub Industry Framework Code of Practice

Unit Code: H/615/2494

RQF Level: 4

GLH: 15

Credit: 2

Unit Purpose:

This unit aims to provide knowledge and understanding of how the Statutory Pubs Code regulations 2016 and The Voluntary Pub Industry Framework for England and Wales impacts on the job roles of multiple licensed retail managers.

The unit requires an understanding of the key requirements of both the Pub Companies Regulations 2016 in respect of pub companies operating 500 or more pubs, and The Voluntary Pub Industry Framework Code of Practice for England and Wales in respect of pub companies operating up to 499 pubs. The unit is, therefore, a generic unit that is appropriate to multiple retail managers working in any size of Pub Company that has tied tenants or lessees.

The unit does not aim to provide knowledge or understanding of requirements for Scotland and Northern Ireland or any other country.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the background to the statutory Pubs Code Regulations 2016 in respect of pub companies operating 500 or more pubs	<p>1.1 Explain the background to the Pubs Code Regulations 2016 (PCR 2016) in respect of pub companies operating 500 or more tied, tenanted or leased pubs</p> <p>1.2 Explain the aims and the obligations of pub companies in respect of the PCR 2016 for tied, tenanted or leased pubs</p> <p>1.3 Identify the key people who should receive and sign a copy of the PCR 2016 for tied, tenanted or leased pubs and give the reasons why</p> <p>1.4 List the key points of information that must be given to a tenant/lessee under the PCR 2016</p>

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
2. Understand the background to the voluntary Pub Industry Framework Code of Practice in respect of pub companies operating up to 499 pubs	2.1 Explain the background to the voluntary Pub Industry Framework Code of Practice (COP) in respect of companies operating up to 499 tied tenanted or leased pubs 2.2 Evaluate the aims and the obligations of the voluntary Pub Industry Framework COP 2.3 Identify the key people who should receive and sign a copy of the COP and give the reasons why 2.4 Explain the key points of the information that should be included in the Pub Companies COP
3. Understand the pre-entry requirements for prospective tenants and lessees in respect of pub companies of all sizes	3.1 Identify the pre-entry requirements for prospective tenants and lessees 3.2 Explain the reasons for the requirement of appropriate pre-entry training 3.3 Summarise the key information a pub company is obliged to supply to prospective tenants and lessees
4. Understand the different types of rental agreements	4.1 Explain the different types of agreements that may be made offered to tenants/lessees by the multiple retail manager 4.2 Explain the process for assignment of leases and the obligations on all parties involved
5. Understand the repair and dilapidations obligations in respect of the different types of agreements	5.1 Explain the repair and dilapidations obligations in respect of the different types of agreement 5.2 Explain the financial implications with regard to repair of a premises in respect of different types of repair obligations 5.3 Summarise the information that should be included in a dilapidations report
6. Understand the law in relation to Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE)	6.1 Summarise the process and timelines with regard to TUPE 6.2 Explain the potential penalties for failing to adhere to TUPE
7. Understand what is meant by the drinks tie and pub company obligations in relation to trading terms	7.1 Explain the drinks tie in relation to leased and tenanted pub agreements 7.2 Explain the market rent only option for pub companies operating 500 or more pubs as required by the PCR 2016

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
8. Know the key principles of Flow Monitoring Equipment (FME) and the benefits of using it	<p>8.1 Describe what Flow Monitoring Equipment (FME) is and the benefits of using it</p> <p>8.2 Explain the procedures and protocols involved if FME is used and the consequences if contractual rights are breached</p>
9. Know the procedure for rent assessment under the statutory PCR 2016 and the voluntary Pubs Framework Code of Practice	<p>9.1 Explain the sequence of events which would trigger the offer of a market rent only option under the PCR 2016</p> <p>9.2 Describe the procedure for setting rent in relation to Fair Maintainable Trade (FMT) and how FMT works</p> <p>9.3 Describe the procedure for rent review summarising the options available if rent cannot be agreed at review</p> <p>9.4 Explain the recording obligations of the multiple retail manager in respect of discussions with tied tenants/lessees and the market rent only option under PCR 2016</p> <p>9.5 Outline the requirement to provide a record of all discussions and the timescale for this provision</p> <p>9.6 Explain the tenant's responsibility to respond to these discussions and the timescales within which this response must be received</p>
10. Understand company policy and terms of business and trading in relation to pub companies of all sizes	<p>10.1 Summarise the information that should be provided to lessees and tenants in relation to price lists and trading terms</p> <p>10.2 Describe company policy in relation to gaming machines, including supply and operation</p> <p>10.3 Summarise company policy with regard to capital developments</p> <p>10.4 Describe company policy in relation to insurance</p> <p>10.5 Summarise company policy for on-going training and support for tenants and lessees</p> <p>10.6 Summarise company policy for progression and support for the multiple retail manager</p>
11. Know the procedures to be adopted with regard to disputes for pub companies of all sizes	<p>11.1 Evaluate the impact of the PCR 2016 when dealing with disputes</p> <p>11.2 Describe procedures if there is a breakdown in communication</p> <p>11.3 Identify the bodies that can mediate in the event that agreement cannot be reached</p> <p>11.4 Summarise how external independent disputes bodies assist to resolve disputes that are unable to be resolved internally</p>

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
12. Know what documentary information covering policies and procedures is required for new tenants and lessees in respect of pub companies of all sizes	12.1 Identify documentary information which covers company policies and procedures for new tenants and lessees based on the voluntary Pub Industry Framework COP 12.2 Identify the policies and procedures for new tenants and lessees to ensure compliance with the requirements of the PCR 2016

Indicative Content

Learning Outcomes	Indicative content
1. Understand the background to the statutory Pubs Code Regulations 2016 in respect of pub companies operating 500 or more pubs	<p>Background</p> <ul style="list-style-type: none"> • Pub Code Regulations 2016 – what it is • Its main purpose • Background history on Pub Code Regulations 2016 for tied, tenanted and leased pubs • Analysis of the differences between the Pub Code Regulations 2016 and the Pub Industry Framework Code of Practice

2. Understand the background to the Pub Industry Framework Code of Practice

Background

- Pub companies Code of Practice - what it is
- Its main purpose
- Background history on Pub Industry Framework Code of Practice for tied tenanted and leased pubs

Aims and obligations of COP

- Aims and obligations
 - It should be based on the framework code of practice and it must be accredited by BIIBAS
 - Sets out the minimum standards and requirements that tenants/lessees should expect from a pub company
 - It demands transparency from pub companies to ensure the success of the business partnership
 - It is intended to ensure that prospective tenants/lessees have the necessary skills, advice and knowledge to take on a pub business
- Minimum requirements for Pub Companies Codes of Practice
 - Contracts to be fair, reasonable and comply with legal requirements
 - Initial heads of agreement with a full copy of the agreement must be provided before tenant/lessee signs
 - Business opportunities offered by the company
 - Types of agreement available and period of tenure
 - Purchase obligations
 - Machine ties
 - Other product ties

Key people to receive COP and reasons

- Who should be in receipt of Pub Companies COP
 - Prospective tenants
 - Lessees
- Reasons, benefits of receiving it

Information contained in COP

- Content of a company's COP includes information on:
 - Initial heads of agreement
 - Business opportunities
 - Terms of business
 - Repairing leases
 - Rent assessment
 - Disclosure and transparency
 - Rent review
 - PIRRS
 - Business support
 - Material changes/exceptional circumstances
 - Assignment of leases

<p>3. Understand the pre-entry requirements for prospective tenants and lessees</p>	<p>Pre-entry requirements</p> <ul style="list-style-type: none">• Pre-Entry requirements for prospective tenants or lessees<ul style="list-style-type: none">– PEAT– Personal licence– Seek professional advice– A business plan– Prior learning and/or experience can waive some of the above <p>Supply of key information</p> <ul style="list-style-type: none">• Key information<ul style="list-style-type: none">– Shadow profit and loss account– Projected sales income– Estimated costs– Companies code of practice– Initial heads of agreement– Companies current and relevant price list– Full details of insurance schedule– Pre-entry requirements– Company protocol for FME (if used)– Full description of pub premises including premises licence– Dilapidations report– Shadow profit and loss account• Information on premises licences<ul style="list-style-type: none">– Who holds the premises licence– Trading hours– Areas for where alcohol can be sold– Provision of regulated entertainment– Conditions attached• Minimum standards for letting and operating of a pub premises<ul style="list-style-type: none">– Transparency and disclosure from pub companies– Prospective tenants/lessees have the necessary skills, advice and knowledge to take on pub business
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<p>4. Understand the different types of rental agreements</p>	<p>Agreement types</p> <ul style="list-style-type: none">• The main characteristics of each type of agreement<ul style="list-style-type: none">– tenanted– leased– freehold– managed• The main differences between the agreements<ul style="list-style-type: none">– length of agreements– purchasing obligations– repair obligations <p>Assignment of leases</p> <ul style="list-style-type: none">• Assignment of leases<ul style="list-style-type: none">– what it is and why use it• The different obligations that assignment has on each party involved <p><i>Lessee obligations:</i></p> <ul style="list-style-type: none">– Provide prospective buyer (assignee) the same financial information including up to date figures– inform prospective lessee of the pre-entry requirements– They must comply with all pre-entry requirements the same as if they were purchasing a lease direct from pubco/brewery <p><i>Pubco/brewery obligations:</i></p> <ul style="list-style-type: none">– They must set out how they will respond to requests for assignment– Provide full details to the lessee in regards to procedures and professional advice available including all relevant fees– Provide a breakdown of any dilapidations to the lessee– Ensure the prospective lessee (assignee) has all pre-entry requirements
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<p>5. Understand the repair and dilapidations obligations of the different types of agreements</p>	<p>Dilapidations report information</p> <ul style="list-style-type: none"> • Definition of a dilapidations report • Information it should contain <ul style="list-style-type: none"> – Full description of pub building/s – The current condition of the premises – Details of what work is required to return the premises back to the previous condition – Estimate of cost of repairs <p>Financial obligations for business repair Different types of repair obligation and the responsibilities with each</p> <ul style="list-style-type: none"> • Full repair and financial obligations <ul style="list-style-type: none"> – Responsible for any repairs and maintenance to the whole property including structural repairs • Limited responsibilities and repair and financial obligations <ul style="list-style-type: none"> – Responsible for maintenance and repairs of interior, but not responsible for structural repairs • Meaning of full repair <ul style="list-style-type: none"> – Definition
<p>6. Understand the law in relation to Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE)</p>	<p>TUPE process and timelines</p> <ul style="list-style-type: none"> • Transfer of Undertakings (Protection of Employment) Regulations 2006 <ul style="list-style-type: none"> – Information to be collected/provided on staff before taking over or leaving a premises. This is to be done at least 14 days in advance of the handover date. • Information to be provided as stated in FLVA Green Paper 2009 <ul style="list-style-type: none"> – All employees terms and conditions – Any grievance and disciplinary action taken – Any court or tribunal cases <p>Potential penalties</p> <ul style="list-style-type: none"> • Penalties in reference to TUPE <ul style="list-style-type: none"> – Responsibilities TUPE places on the ingoing and outgoing tenant/lessee – Failure to consult with appropriate representatives on the transfer can result with a compensation claim of maximum 13 weeks' pay per affected employee – Information must be provided to ingoing tenant/lessee with at least 14 days' notice. Failure to comply can result in the incoming tenant/lessee claiming compensation from the outgoing person with a minimum award of £500 per employee

<p>7. Understand what is meant by the drinks tie and pub company obligations in relation to trading terms</p>	<p>Drinks tie</p> <ul style="list-style-type: none"> • What is the drinks tie? • Company policy on purchase obligations and trading terms in regards to the drinks tie • Free of tie agreements and the differences from tied agreements <ul style="list-style-type: none"> – The price you pay for free of tied products inevitably will be cheaper than tied products – Rent for free of tie agreements will usually be higher than tied agreements – More option vs brand loyalty • Company policy for breach of agreements in regards to tied products
<p>8. Know the key principles of Flow Monitoring Equipment (FME) and the benefits of using it</p>	<p>Flow monitoring and benefits of</p> <ul style="list-style-type: none"> • Flow Monitoring Equipment (FME), what it is and why it is used <ul style="list-style-type: none"> – Equipment used to monitor flow of beer and other products so figures can be compared with the quantity purchased – Reasons for use <ul style="list-style-type: none"> ▪ Management tool ▪ To enforce the tie <p>Procedures and protocol if contractual rights breached</p> <ul style="list-style-type: none"> • Company protocols if FME is used • Consequences for breach of agreement • Can result as a last resort in legal proceedings to recover damages and costs, forfeit the agreement or repossession of the premises

<p>9. Know the procedure for rent assessment under the statutory PCR 2016 and the voluntary pubs Framework Code of Practice</p>	<p>FMT setting procedure</p> <ul style="list-style-type: none">• Fair Maintainable Trade (FMT) what it is, what is it based on and how does it works<ul style="list-style-type: none">– Based on the estimated trading of a business which assumes that it is run by a reasonably efficient operator– Rents are calculated in relation to the agreement that is signed, so can vary a lot <p>Rent review procedure</p> <ul style="list-style-type: none">• Rent review process<ul style="list-style-type: none">– RPI adjustments, rent can move upwards and downwards– Upwards only rent review clauses to be no longer included in leases• Pub Independent Rent Review Scheme (PIRRS)• Company policy on rent assessment• RICS guidelines for rent assessment• Action if rent review unable to be agreed
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<p>10. Understand company policy and terms of business and trading in relation to pub companies of all sizes</p>	<p>Pricing and trading terms</p> <ul style="list-style-type: none"> • Information that needs to be provided for price lists <ul style="list-style-type: none"> – Notification of imminent changes in price – Range of products available and details if a guest beer is allowed – Qualifications for discounts – Details of purchase obligations in relation to other wet products – Trading terms <p>Company policy – gaming machines</p> <ul style="list-style-type: none"> • Company policy for gaming machines • Policy in relation to terms of supply and operation of gaming machines <ul style="list-style-type: none"> – Whether a tie exists or not – Number of machines required and siting of these – Support provided • Differences in split of income with regard to tied and free of tie gaming machines. For example, if a machine tie exists the rent should be calculated without machine income so that the machine income is not included in the divisible balance <p>Company policy - capital developments</p> <ul style="list-style-type: none"> • Company policy with regard to potential opportunities for improvements and refurbishments and any implications on future rent <p>Company policy - insurance</p> <ul style="list-style-type: none"> • Company policy with regard to insurance and charges payable by the tenant/lessee <p>Company policy – support and training</p> <ul style="list-style-type: none"> • Understand company policy for on-going training and support for tenants and lessees, so that business opportunities can be used for mutual benefit • Understand company policy for the role of the BDM with regard to support and guidance they provide as well as future progression and training within the role
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<p>11. Know the procedures to be adopted with regard to disputes for pub companies of all sizes</p>	<p>Procedures for breakdown in communication and conflict resolution between parties</p> <ul style="list-style-type: none"> • Company procedures if there is a breakdown in communication or conflict between BDM and tenant/lessee • Official process to follow <p>Use of external independent dispute bodies</p> <ul style="list-style-type: none"> • Independent dispute bodies can be contacted if a dispute cannot be resolved internally <ul style="list-style-type: none"> – BII – FLVA • How they assist in resolving disputes
<p>12. Know what documentary information covering policies and procedures is required for new tenants and lessees in respect of pub companies of all sizes</p>	<ul style="list-style-type: none"> • Identification of requirements in respect of documentary information for pub companies of all sizes • Identification of how policies and procedures have changed with the introduction of the Pubs Code Regulations 2016

Assessment

Assessment for this unit is by means of portfolio of evidence which will be assessed internally by the centre. Evidence should be naturally occurring within each learner's work place wherever possible. It is the choice of the learner as to how they evidence achievement of the assessment criteria.

Assessment criteria for this unit are suitable for workplace delivery, or in situations resembling the workplace.

All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

BIIAB provides documentation within CentreZone at <http://centrezone.bii.org/thehub/mrm> for recording evidence. However centre documentation may be used as long as it includes at least the information contained in the BIIAB documentation, thereby making it fit for purpose.

Learners may produce one piece of evidence to cover all of the assessment criteria in a holistic task/activity. However careful mapping of evidence must be referenced to ensure that no required assessment evidence is omitted which could jeopardise learner achievement.

All evidence must be made available to the tutor/manager responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

The component units of the BIIAB Level 4 Certificate in Multiple Licensed Premises Management may be assessed and evidenced using an integrated and combined approach if required.

Evidence codes for this unit

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies
- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

**BIIAB Level 4 Certificate in Multiple
Licensed Premises Management
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Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners’ own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
- Reliable – learners’ can consistently perform at the level gained for the assessment
- Sufficient – meets requirements of the standards fully

Production of evidence for this unit

It is advised that learner evidence should be filed in a working portfolio of evidence which consists of observation records, assignments/essays, witness statements and records of any professional discussions or learners logs and so on. This working portfolio should not contain comprehensive teaching and learning notes as External Quality Assurers will only request to see assessment evidence, not teaching evidence. If learners wish to collate their teaching and learning notes these should be kept in a separate folder.

Managing Conflict

Unit Title: Managing Conflict

Unit Code: J/502/3525

RQF Level: 3

GLH: 12

Credit: 2

Unit Purpose:

The unit explores some of the reasons as to why conflict occurs and some of the approaches that may be used to prevent it.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand key theoretical perspectives as to why conflict occurs and understand some of the approaches that can be used to prevent it.	1.1 Explain some key theoretical perspectives on place of work conflict 1.2 Analyse some of the common causes of conflict in the place of work. 1.3 Analyse 3 different approaches used to prevent conflict arising or escalating.
2. Understand and be able to demonstrate attitudes and behaviours that help to manage conflict.	2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise. 2.2 Analyse how language can play an important role in starting or resolving conflict. Look at the role of language in: <ul style="list-style-type: none"> a. Emails b. Conversation c. Giving instructions.
3. Understand and be able to review own strengths and how these can be used to support others in the place of work.	3.1 Analyse how their own attitude and behaviour can be used to support others in work-related situations, demonstrating their ability to: <ul style="list-style-type: none"> a. Engage with a colleague’s work-related issue b. Listen attentively c. Offer constructive suggestions and support

Indicative Content

Learning Outcomes	Indicative content
<p>1. Understand key theoretical perspectives as to why conflict occurs and understand some of the approaches that can be used to prevent it.</p>	<p>Explain some key theoretical perspectives on place of work conflict</p> <ul style="list-style-type: none"> – Conflict theory: social, political, material inequality – Why conflict arises and how it escalates – Escalation of frustration through to violence (frustration, anger, aggression, violence) – Stages of conflict – discomfort, incident, misunderstanding, tension, crisis <p>Analyse some of the common causes of conflict in the place of work.</p> <ul style="list-style-type: none"> • Different causes of conflict in the workplace <ul style="list-style-type: none"> – Communication misunderstandings – Differences in goals and objectives – Substandard job or premises performance – Differences over procedures or methods to be used between company and premises – Lack of clearly defined areas of responsibility from the company or internally within premises – Lack of employee cooperation internally within premises or externally with company – Problems related to areas of authority (i.e. pub company employees) – Frustration with people within the premises or company and or resources – Competition for limited resources (i.e. time with Business Development Manager, finance etc) – Non-compliance with company rules and policies <p>Analyse 3 different approaches used to prevent conflict arising or escalating.</p> <p>Learners will need to be able to analyse three of the following approaches – advantages, disadvantages, when appropriate to use an approach etc.</p> <ul style="list-style-type: none"> • Rules of Engagement : <ul style="list-style-type: none"> – Remain engaged and control "flight" response – Control "fight" response – Acknowledgement of feelings not being the same as agreement with another’s perspective – Acknowledgement of another’s action without taking

	<p>advantage of these</p> <ul style="list-style-type: none"> • Mental approaches to heading-off conflicts: <ul style="list-style-type: none"> – Differences are not threatening – they can actually present opportunities – Anger is not necessarily bad – it can lead to positive outcomes if contained, controlled and channelled – The importance of recognising that different perceptions of the same situation that can lead to disagreement, misunderstanding and ultimately anger • The importance of maintaining self-control and independence in a situation • The importance of signalling non-aggression and how this can be achieved <ul style="list-style-type: none"> – Tone of voice – Body language – Normal eye contact – Respect for another person’s space • Showing empathy and listening actively • The importance of defusing emotion in a conflict or potential conflict situation • Adopting a planned approach to conflict resolution: <ul style="list-style-type: none"> – <i>Identification of the Problem</i> - understanding both sides; listening carefully; identifying common ground and differences of opinion. – <i>Identifying Solutions</i> – the importance of brainstorming to generate solutions and of being creative .Looking at every option – <i>Evaluation of Alternative Solutions</i>. Process of evaluation – considering the merits and disadvantages of each to narrow down the options. The importance of honesty in this phase - no solution may be ideal for either side and may involve compromise. – <i>Decide on the Best Solution</i>. Selecting a mutually acceptable solution. The importance of buy-in and mutual commitment to work with the decision if the conflict has a chance for resolution. – <i>Implement the Solution</i>. Allocation of responsibilities for implementing various parts of the agreement – how to do
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	<p>this and actions to be taken if the agreement starts to break down.</p> <p><i>Continue to Evaluate the Solution.</i> Conflict resolutions are works in progress. Check on progress. Decisions should be open to revision by mutual agreement</p>
<p>2. Understand and be able to demonstrate attitudes and behaviours that help to manage conflict.</p>	<p>Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise.</p> <p>Learners will need to be able to demonstrate appropriate use of any or all of the following:</p> <ul style="list-style-type: none"> • Preventative action to stop conflicts before they happen – rests on four Rules of Engagement: <ul style="list-style-type: none"> – Do not "walk-away" from the potential conflict. Stay engaged with the other person, and control your "flight" response – Do not resort to "power-plays" towards the other person. Control your "fight" response – Take some risks. Recognize when the other person has a valid point. Acknowledge their feelings, even if you don't agree with their perspective – Resist the urge to exploit the other person's risk taking. Acknowledge their moves towards you. • Ways of thinking to head-off conflicts: <ul style="list-style-type: none"> – Different is not a threat. Avoid saying that different is wrong – Feelings are real. – Each person owns their feelings. They experience anger because of their perception of a situation. • Maintain self-control and don't be pulled in <ul style="list-style-type: none"> – Retain your independence • Signal non-aggression <ul style="list-style-type: none"> – Tone – Body language • Show empathy and listen actively – not the same as agreeing with the other person • Deal with the emotion first so that rationality is restored • Planned approach to conflict resolution: <ul style="list-style-type: none"> – <i>Identify the Problem</i> – <i>Come Up With Several Possible Solutions</i>

	<ul style="list-style-type: none">– <i>Evaluate These Alternative Solutions</i>– <i>Decide on the Best Solution</i>– <i>Implement the Solution</i>– <i>Continue to Evaluate the Solution.</i> <ul style="list-style-type: none">• Signalling non-aggression<ul style="list-style-type: none">– Eye contact– Stance– Space– Body language <p>Analyse how language can play an important role in starting or resolving conflict. Look at the role of language in: Emails, conversation and giving instructions</p> <ul style="list-style-type: none">• Email is a good way of keeping each and every member informed; conflict among individuals often arises when they are not included.• Transparency is essential at all levels for better understanding and avoiding conflicts• Master the art of writing emails.<ul style="list-style-type: none">– Correct font and style and– Make the content of mail self-explanatory.– Make sure that managers are always available to assist staff with any confusion/misunderstanding• Signal non-aggression<ul style="list-style-type: none">– Tone– Body language• Show empathy and listen actively• Speak clearly and in a controlled way. This will help people accept what you say. Do not raise your voice. Stay with the facts• When you need to be more assertive, you can raise your voice and use a more forceful manner. Do not shout• Avoid using critical or sneering tones in your voice. Never talk down to people• Communicate constructively by trying to work with the other person to agree a suitable solution.
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	<p>The importance of body language and signalling non- aggression</p> <ul style="list-style-type: none"> • Maintain good eye contact • Actively listen • Understand the basic zones of space • Monitor your stance, movements and gestures • Monitor the tone, pitch and volume of your voice • Understand and read other non-verbal communication
<p>3. Understand and be able to review own strengths and how these can be used to support others in the place of work.</p>	<p>Analyse how their own attitude and behaviour can be used to support others in work-related situations, demonstrating their ability to:</p> <ul style="list-style-type: none"> • Attitude and behaviour cycle • Blocks to communication <p>Engage with a colleague’s work-related issue</p> <p>Work-related issues with a premises</p> <ul style="list-style-type: none"> • Allocating time for discussion • Understand how to question appropriately • Empathy • Formulate solutions to the issue and develop an action plan for a resolution • Arrange follow up meetings for feedback (from managers) or review progress • How to handle next steps <p>Listen attentively</p> <ul style="list-style-type: none"> • Demonstrate through active listening – learner can show that they understand what another person is saying and how he or she is feeling about it. • Restating in own words what the other person has said • Checking whether your understanding is correct (also demonstrates listening and that there is interest and concern) • The components of active listening responses: <ul style="list-style-type: none"> – naming the feeling that the other person is conveying

	<ul style="list-style-type: none"> – stating the reason for the feeling. • Actively listening is not the same as agreement. • Benefits of Active Listening <ul style="list-style-type: none"> – Creates good feelings about the other person and makes you feel better about yourself. – Promotes better communication and produces fewer misunderstandings. – Can have a calming effect in an emotional situation. <p>Offer constructive suggestions and support</p> <ul style="list-style-type: none"> • Make appropriate suggestions for short, medium and long term resolution to the problem • Do not bully the other person into a course of action – discuss and get buy in • Listen to concerns about how things will move forward • Make action plan including follow-up sessions to review progress
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Suggested Reading

BIIAB Handbook for the Level 2 Award in Conflict Management

Assessment

Assessment for this unit is by means of portfolio of evidence which will be assessed internally by the centre. Evidence should be naturally occurring within each learner’s work place wherever possible. It is the choice of the learner as to how they evidence achievement of the assessment criteria.

The assessment criteria within this unit are suitable for workplace delivery, in situations resembling the workplace or as part of an educational training programme with the exception of AC2.1 which must be demonstrated and observed in a workplace situation, or if that is not possible within a simulated environment.

All evidence submitted must be accompanied by a Declaration of Authentication signed on the unit sign off sheet and will be verified by a BIIAB appointed External Quality Assurer.

BIIAB provides documentation within CentreZone <http://centrezon.bii.org/thehub/mrm> for recording evidence. However centre documentation may be used as long as it includes at least the information contained in the BIIAB documentation, thereby making it fit for purpose.

Learners may produce one piece of evidence to cover all of the assessment criteria in a holistic task/activity. However careful mapping of evidence must be referenced to ensure that no required assessment evidence is omitted which could jeopardise learner achievement.

All evidence must be made available to the tutor/manager responsible for assessing the learner, the Internal Quality Assurer and the appointed BIIAB External Quality Assurer on request.

The component units of the BIIAB Level 4 Certificate in Multiple Licensed Premises Management may be assessed and evidenced using an integrated and combined approach if required.

Evidence codes for this unit

- EC1 – Observation by tutor or manager
- EC2 – Learner diary/reflection log
- EC3 – Assignment/Essay/Projects/Case studies
- EC4 – Learner portfolio evidence/production of learner work
- EC5 – Witness statements/testimonies/professional discussion
- EC6 – RPL

Evidence may be generated from:

- Case studies
- Workplace practice
- Recognition of Prior Learning (RPL)
- A combination of the above

Evidence must be:

- Valid – relevant to the specification standards for which achievement is claimed
- Authentic – learners' own evidence
- Current – sufficiently up to date to verify that the same knowledge, understanding and skills are of the same level and focus
- Reliable – learners can consistently perform at the level gained for the assessment
- Sufficient – meets requirements of the standards fully

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Production of evidence for this unit

It is advised that learner evidence should be filed in a working portfolio of evidence which consists of observation records, assignments/essays, witness statements and records of any professional discussions or learners' logs and so on. This working portfolio should not contain comprehensive teaching and learning notes as External Quality Assurers will only request to see assessment evidence, not teaching evidence. If learners wish to collate their teaching and learning notes these should be kept in a separate folder.

Guidance for Tutors

This unit is supported by an in-depth BIIAB handbook which covers all of the learning outcomes for the qualification. The course covers many theories of communication in relation to Conflict Management, and may be suited to delivery in conjunction with the Effective Communication in a Business Environment unit.

Lead and manage meetings

Unit Title: Lead and manage meetings

Unit Code: Y/600/9686

RQF Level: 3

GLH: 20

Credit: 4

Unit Purpose:

This unit will ensure that learners are able to prepare for, lead and follow up issues identified in meetings.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Be able to prepare to lead a meeting	1.1 Perform activities needed to be carried out in preparation for leading a meeting 1.2 Produce documentation in support of activities
2. Be able to manage meeting procedures	2.1 Identify any formal procedures that apply in own organisation
3. Be able to chair a meeting	3.1 Manage the agenda in cooperation with participants to ensure meeting objectives are met 3.2 Produce minutes of the meeting and allocate action points after discussions
4. Be able to undertake post meeting tasks	4.1 Explain that the minutes of the meeting provide an accurate record of proceedings 4.2 Communicate and follow up meeting outcomes to relevant individuals 4.3 Evaluate whether the meeting objectives were met and identify potential improvements

Indicative Content

Learning Outcomes	Indicative Content
<p>1. Be able to prepare to lead a meeting</p>	<p>Activities to prepare for leading a meeting:</p> <p>Planning and preparation</p> <ul style="list-style-type: none"> - importance of - implications of lack of planning and preparation <p>Meeting types:</p> <ul style="list-style-type: none"> - Regular meeting (weekly, monthly, annually) - Irregular (meeting for specific purpose; emergency) - Formal (disciplinary, AGM) - Informal (team briefing, breakfast or lunch meeting, discussion) - Suitability for the purpose - Cost effective <p>Meeting purpose</p> <ul style="list-style-type: none"> • Educational • Social • Business; <ul style="list-style-type: none"> - leading to an objective - Information exchange - Training One to one discussion - Generating ideas - Business planning - Workshops - Consulting - Finding solutions (problem solving, crisis management) - Performance reporting and appraisal; - Target setting and business objectives - Setting tasks and delegating - Decision making - Team building and motivation - Process improvement; <p>Meeting format</p> <ul style="list-style-type: none"> - In groups - One to one - Face to face - Virtual (online, teleconferencing) - The most appropriate for the purpose and resources - Most cost effective

	<p>Preparation</p> <ul style="list-style-type: none"> – Agenda – Time – Length of meeting – Date – Venue; – Attendees – Purpose and focus – Required documentation – Additional resources and required (projector, DVD player, flip chart, microphone, lectern) – Preparatory information or tasks for attendees to do ahead of meeting; hospitality and comfort arrangements (food, drink, dietary requirements, seating, heat, light, noise) – Consider attendee/delegate travel time; <p>Communication of meeting:</p> <ul style="list-style-type: none"> – To all attendees and/or delegates – Prepare and disseminate clear agenda – Previous meeting minutes – Logistics (time, date, venue, attendees, guest speakers) <p>Documentation that supports activities</p> <ul style="list-style-type: none"> • Agenda: <ul style="list-style-type: none"> – item priority set according to importance and urgency – Introduce one or two simple items initially to get the meeting going – Set timescales for each agenda item • Supporting documentation: <ul style="list-style-type: none"> – That attendees will need to see prior to meeting including and guidance on what needs to be done with information in preparation for meeting; • Action points agreed from last meeting: <ul style="list-style-type: none"> – Previous meeting minutes – Updated with actions completed • Any other business (AOB) <ul style="list-style-type: none"> – To be notified to the meeting organiser in advance
<p>2. Be able to manage meeting procedures</p>	<p>Formal organisational procedures to apply:</p> <ul style="list-style-type: none"> • Meeting regularity: <ul style="list-style-type: none"> – Weekly – Monthly – Bi-monthly – Ad hoc

	<ul style="list-style-type: none"> – Annually • Preferred ways of working within the organisation <ul style="list-style-type: none"> – Modes of communication – Frequency of meetings – Preferred venues and format – Budget available – Who to notify or request permission from – Reference to organisational manual as appropriate Relevant rules and regulations (timekeeping, meeting notification, discretion and confidentiality);
<p>3. Be able to chair a meeting</p>	<p>Manage the agenda</p> <ul style="list-style-type: none"> • Before the meeting: <ul style="list-style-type: none"> – Briefed on each item and actions since last meeting; – Check practical arrangements (with relevant staff, arrive in good time ahead of meeting) • Roles and processes: <ul style="list-style-type: none"> – Previously agreed upon – Followed correctly throughout meeting; • Common problems <ul style="list-style-type: none"> – Late attendees – Non-attendees – Over-talking – Monopoly of meeting time (attendees who talk too much) – Silence – Silent attendees – Meeting conflict (productive, non-productive); – People with high emotions on specific subjects; • Strategies to use for common problems <ul style="list-style-type: none"> – Defer new ideas to a different time – Know how to say ' no ' courageously and considerately – Stick to the agenda – Resist tangents (make notes of them, and deal with them in different way) – Keep the meeting moving along – Encourage all to take a turn speaking – Non-verbal stop sign – Redirection of conversation to another person; • Meeting commencement <ul style="list-style-type: none"> – Start on time whether all present or not – Deal with health, safety and housekeeping – Ensure everyone can view information needed – Check everyone’s comfort – Receive apologies for absence – Previous meeting action points

	<ul style="list-style-type: none">– Overview of agenda and timings;• Meeting process<ul style="list-style-type: none">– Keep control– Coax to achieve full participation– Agenda and timings– Focus on outcomes– Manage personalities– Ensure everyone is involved– Take simple clear notes– Focused on action around the desired results– Ensure the input is appropriate to the meeting– Act as an example of good manners and mutual respect– Delegate simply and effectively– Look for body language and tone of voice, to indicate problems• End of meeting:<ul style="list-style-type: none">– Clarify and summarise points and agreed action;– Agree date for next meeting;– Agree items to go on next meeting agenda;– Ensure minutes will be drawn up, checked by the Chair and sent out <p>Produce minutes and allocate action points</p> <ul style="list-style-type: none">• Responsible person<ul style="list-style-type: none">– Administrative staff– Preferably a person not directly involved in the meeting;• Minutes:<ul style="list-style-type: none">– Simple clear notes– Focused on action around the desired results– Less is more (include relevant facts and figures, accountabilities, agreed actions and timescales)– Action points (specific, measurable, agreed, realistic, time bound)– Quickly as possible after the meeting (preferably within 24-48 hours)– Sent to other people who would benefit from seeing them– Save time by directing them to relevant sections to read– Output you expect from them having read the minutes
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<p>4. Be able to undertake post meeting tasks</p>	<p>Accurate record of proceeding</p> <ul style="list-style-type: none">• Accurate record<ul style="list-style-type: none">– Taken in real time during the meeting– Agreed by all– Disseminated for comment– Followed up in subsequent meeting; <p>Follow up to relevant individuals</p> <ul style="list-style-type: none">• Outcomes<ul style="list-style-type: none">– Disseminate to relevant departments and people– Send out within 24-48hours– Meeting follow up and dissemination of action points– Follow up with individuals concerned with specific agreed action points (email, phone, face to face depending on nature);– Offer support as required; ensure clarity on desired results and actions; offer support with resources to achieve outcomes (time, people, money, other resources);• Accountability:<ul style="list-style-type: none">– When and how will review of action take place– Who will review that action is and has taken place– Indicators of completion– Consequences of success or failure (for the individual, for the organisation, for other personnel); <p>Evaluating meeting objectives</p> <ul style="list-style-type: none">• Desired results<ul style="list-style-type: none">- Consider specific and measurable output required from the meeting- Reconsider necessity of meeting if output is unclear• Measuring meeting success<ul style="list-style-type: none">– Whether objectives met– Consequences of a successful meeting– Consequences of an unsuccessful meeting– Methods of evaluating the success of a meeting– Outcome documentation (timelines, action points and owners, checkpoints);
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	<ul style="list-style-type: none">• Potential improvements<ul style="list-style-type: none">– To planning– Attendees– Scheduling– Documentation– Venue– Hospitality– Format– Momentum
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Assessment

Assessment is by means of an applied assignment required to achieve this unit.

Learners will be able to choose a meeting type appropriate to their resource, need, size of the organisation, purpose and budget.

Documentary evidence of relevant paperwork prepared during the planning and carrying out of the meeting must be produced as well as authenticated.

Assessment materials are available in CentreZone at <http://centrezon.bii.org/thehub/mrm>.

Guidance for Tutors

This unit must take advantage of each learner's experience and knowledge in this area. Assessment for this unit can be produced in the workplace. It is essential that training and assessment of this unit includes realistic examples and is contextualised to the industry.

Due to the nature of this unit, tutors are advised to find creative methods for delivering content in association with other units of this qualification. Units that would be suitable for combined delivery would be 'Effective communication in a Business Environment' and 'Negotiation Skills and Persuasion in the Workplace'.

18. Optional Group 2 Units

The following units are contained within optional group 1 for this qualification.

Understanding a Business Market

Unit Title: Understanding a Business Market

Unit Code: F/503/7052

RQF Level: 3

GLH: 10

Credit: 2

Unit Purpose:

This unit aims covers the basic aspects and theories behind the concept of marketing and allows learners to gain the knowledge and ability to be able to assess current markets, write business objectives, plan and deliver a marketing promotion.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the relationship between the marketing mix and business vision	1.1 Explain a vision that is appropriate for different types of business 1.2 Explain the importance of a clear business vision 1.3 Define the use and advantages of marketing 1.4 Explain the relationship between marketing and achieving the vision of a business 1.5 Explain the importance of customer focus in establishing marketing objectives 1.6 Define the meaning and application of the marketing mix 1.7 Explain how the marketing mix shapes a business structure 1.8 Explain how the elements of the marketing mix apply to internal strengths and weaknesses of a business
2. Understand how to establish marketing objectives	2.1 Identify the elements of a business’s external environment using the PEST model and outline the relationship of each to a business’s marketing strategy 2.2 Identify business opportunities and threats using the SWOT model 2.3 Identify internal factors that may have an impact on a business’s ability to optimise its opportunities 2.4 Identify the characteristics of different types of competition (indirect and direct) 2.5 Analyse indirect and direct competitor information 2.6 Propose marketing objectives that take into account competitor information and activity

Learning Outcomes The Learner will	Assessment Criteria The Learner can
3. Understand methods of identifying and analysing target customer groups	3.1 Explain the purpose of understanding the difference between customers' needs, wants and expectations 3.2 Recognise different methods of identifying and segmenting customer groups within a marketplace (socio-economic; lifestyle; demographic) 3.3 Explain how customers' needs, wants and expectations may change according to their experiences 3.4 Identify marketing offers that reflect the needs, wants and expectations of a target customer group during different customer occasions
4. Understand how to apply marketing objectives and promotional techniques	4.1 Define the scope and purpose of the promotional mix 4.2 Explain the relationship of the promotional mix to achieving marketing objectives 4.3 Outline the framework for a marketing action plan 4.4 Set SMART marketing objectives that outline business marketing strategy 4.5 Explain the factors to be considered when costing a marketing plan (budget, timing of payments due, materials, labour costs and other resources)
5. Understand how to evaluate the success of a marketing plan	5.1 Describe the ways in which the success of a marketing plan can be monitored and evaluated 5.2 Describe methods of collecting information about customers, outlining the strengths and weaknesses of each 5.3 Identify opportunities for business through an analysis of customer feedback 5.4 Amend marketing objectives in line with the analysis of customer feedback

Indicative Content

Learning Outcomes	Indicative Content
<p>Understand the relationship between the marketing mix and business vision</p>	<ul style="list-style-type: none"> • Explain a vision that is appropriate for different types of business <ul style="list-style-type: none"> – Be able to write an appropriate business vision • Explain the importance of a clear business vision <ul style="list-style-type: none"> – Clear picture of business in the marketplace – A signpost for what the business is trying to achieve • Define the use and advantages of marketing <ul style="list-style-type: none"> – CIM definition – Meeting needs of customers – Anticipating customer needs – Communication • Explain the relationship between marketing and achieving the vision of a business <ul style="list-style-type: none"> – Business direction – Business communications – Application of correct marketing mix • Explain the importance of customer focus in establishing marketing objectives <ul style="list-style-type: none"> – Customer satisfaction – Customer loyalty – Increased profits • Define the meaning and application of the marketing mix <ul style="list-style-type: none"> – People – Product – Place – Price – Promotion • Explain how the marketing mix shapes a business structure <ul style="list-style-type: none"> – Competitors – Customers – Suppliers

	<ul style="list-style-type: none"> • Explain how the elements of the marketing mix apply to internal strengths and weaknesses of a business <ul style="list-style-type: none"> – People: skills and attributes – Product: quality – Place: location – Price: level – Promotion: type
<p>Understand how to establish marketing objectives</p>	<ul style="list-style-type: none"> • Identify the elements of a business’s external environment using the PEST model and outline the relationship of each to a business’s marketing strategy <ul style="list-style-type: none"> – Political – Economical – Social – Technological • Identify business opportunities and threats using the SWOT model <ul style="list-style-type: none"> – strengths – Weaknesses – Opportunities – Threats • Identify internal factors that may have an impact on a business’s ability to optimise its opportunities <ul style="list-style-type: none"> – Employee turnover, employee satisfaction, employee skills – Management of resources – Physical constraints: space, building fabric • Identify the characteristics of different types of competition (indirect and direct) <ul style="list-style-type: none"> – Direct: restaurants, inns, hotels – Indirect: leisure facilities • Analyse indirect and direct competitor information <ul style="list-style-type: none"> – Be able to analyse direct and indirect competition • Propose marketing objectives that take into account competitor information and activity <ul style="list-style-type: none"> – Be able to propose marketing objectives when presented with competitor information and activity

<p>Understand methods of identifying and analysing target customer groups</p>	<ul style="list-style-type: none"> • Explain the purpose of understanding the difference between customers' needs, wants and expectations <ul style="list-style-type: none"> – Definition: wants, needs, expectations • Recognise different methods of identifying and segmenting customer groups within a marketplace (socio-economic; lifestyle; demographic) <ul style="list-style-type: none"> – Demographic – Socio-economical – Lifestyle – Life cycle – Geographical – Customer occasions • Explain how customers' needs, wants and expectations may change according to their experiences <ul style="list-style-type: none"> – How customers expectations are formed – Internal – External • Identify marketing offers that reflect the needs, wants and expectations of a target customer group during different customer occasions <ul style="list-style-type: none"> – Be able to identify marketing offers that reflect the needs, wants and expectations of different customer groups during different customer occasions – Customer occasions: definition
<p>Understand how to apply marketing objectives and promotional techniques</p>	<ul style="list-style-type: none"> • Define the scope and purpose of the promotional mix <ul style="list-style-type: none"> – Sales promotions – Merchandising – Personal selling – Advertising – Public relations – Direct marketing – Sponsorship • Explain the relationship of the promotional mix to achieving marketing objectives <ul style="list-style-type: none"> – To present information to consumers as well as others – To increase demand – To differentiate a product

	<ul style="list-style-type: none"> • Outline the framework for a marketing action plan <ul style="list-style-type: none"> – The marketing audit – Marketing objectives – Marketing strategy – Control and evaluation • Set SMART marketing objectives that outline business marketing strategy <ul style="list-style-type: none"> – Specific – Measurable – Achievable – Realistic – Time bound – Be able to write a SMART business objective • Explain the factors to be considered when costing a marketing plan (budget, timing of payments due, materials, labour costs and other resources) <ul style="list-style-type: none"> – Project costs – Cost of borrowing money – Recruitment – Staff pay – Promotional materials
<p>Understand how to evaluate the success of a marketing plan</p>	<ul style="list-style-type: none"> • Describe the ways in which the success of a marketing plan can be monitored and evaluated <ul style="list-style-type: none"> – Financial data – Staff feedback – Volume of business • Describe methods of collecting information about customers, outlining the strengths and weaknesses of each <ul style="list-style-type: none"> – Observing customers – Talking to customers – Monitoring plate waste – Monitoring customer complaint and compliments – Comment cards – Interviewing customers – Customer focus groups – Surveys – Questionnaires – Mystery customers

	<ul style="list-style-type: none">• Identify opportunities for business through an analysis of customer feedback<ul style="list-style-type: none">– Be able to analyse customer feedback and identify business opportunities • Amend marketing objectives in line with the analysis of customer feedback<ul style="list-style-type: none">– Be able to analyse customer feedback and amend marketing objectives in line with this feedback
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Essential Reading

The BIIAB handbook for the Level 3 Understanding a Business Market unit.

Assessment

Assessment is by means of an externally set 10-question short-answer examination that must be taken in controlled conditions.

Example examination questions are accessible on our website, www.biiab.org.

Guidance to tutors

BIIAB provides a handbook and specimen questions to support the delivery of this unit containing information to help pass the examination. Centres are of course free to use other sources of information to deliver the learning.

Tutors should, as far as possible, contextualise the information to the role of learners on the course, with the use examples and cases studies. Internal policies and procedures in relation to the subject should be explored where possible.

Learners should be provided with specimen questions to allow them to familiarise themselves with the style of questions that will be used in the examination.

Sales Promotions and Merchandising

Unit Title: Sales Promotions and Merchandising

Unit Code: K/503/7052

RQF Level: 3

GLH: 10

Credit: 2

Unit Purpose:

This unit aims to help learners promote their products and services through selling and merchandising techniques. Using a range of recognised industry approaches, the unit will coach learners through the development of an action plan to increase profit margins by manipulating the sales mix in order to influence customer choice

Learning Outcomes and Assessment Criteria:

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand the role of communication in promoting a business	1.1 Explain the scope and definition of marketing 1.2 Describe the benefits of effective marketing communications within a business 1.3 Describe the strengths and weaknesses of communication tools 1.4 Explain the role and stages of promotion within marketing 1.5 Explain the importance of the Attention, Interest, Desire, Action (AIDA) model to develop a marketing message 1.6 Explain the importance and use of Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives to determine the success criteria for a sales promotion 1.7 Describe the importance of adapting marketing communications to a target audience
2. Understand the characteristics of sales promotions	2.1 Describe the purpose, strengths and weaknesses of sales promotions 2.2 Explain the use, benefits and risks of different promotional tools 2.3 Describe the techniques and benefits of personal selling (upselling, alternative selling, related selling and suggestive selling) 2.4 Explain the considerations to be taken into account in calculating a product selling price 2.5 Identify the impact of internal and external factors on the success of a sales promotion 2.6 Explain the financial implications of a sales promotion for a business

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
3. Understand the characteristics of merchandising	3.1 Explain the characteristics and use of merchandising 3.2 Define the requirements of the 4 As (i.e. Accessibility, Attention, Arousal and Action) 3.3 Explain the required conditions for different types of merchandising tools 3.4 Explain the classification of products for a business 3.5 Identify product categories for a business (demand products and impulse products) 3.6 Identify the design elements to consider when merchandising a Product 3.7 Explain the principles of merchandising display design
4. Understand the production of advertising materials for a sales promotion	4.1 Describe the benefits and weaknesses of different methods of advertising promotions 4.2 Describe the factors to be considered when producing different kinds of advertising materials 4.3 Explain the benefits and disadvantages of different promotional media and schemes
5. Understand the evaluation of a sales promotion	5.1 Explain the importance of evaluating a sales promotion 5.2 Describe the features and requirements of different methods of evaluating a sales promotion (i.e. Sales figures and informal and formal discussion with customers and staff) 5.3 Describe the benefits and weaknesses of customer feedback on a sales promotion 5.4 Describe how questionnaires can be used as an evaluation tool for a sales promotion 5.5 Explain the principles of questionnaire design, analysis and Interpretation 5.6 Explain the strengths and limitations of questionnaires as evaluative tools

Indicative Content

Learning Outcomes	Indicative Content
<p>Understand the role of communication in promoting a business</p>	<ul style="list-style-type: none"> • Explain the scope and definition of marketing <ul style="list-style-type: none"> – CIM definition – Meeting needs of customers – Anticipating customer needs – Communication • Describe the benefits of effective marketing communications within a business <ul style="list-style-type: none"> – To get customers to: visit a particular business, stay longer once there, spend more at each visit, buy a certain product or brand that they wouldn't normally buy. • Describe the strengths and weaknesses of communication tools <ul style="list-style-type: none"> – CIM definition – Sales promotions – Merchandising – Personal selling – Public relations – Advertising – Direct marketing – Sponsorship • Explain the role and stages of promotion within marketing <ul style="list-style-type: none"> – Product lifecycle: introduction, growth, maturity, decline • Explain the importance of the Attention, Interest, Desire, Action (AIDA) model to develop a marketing message <ul style="list-style-type: none"> – Interest – Desire – Action

	<ul style="list-style-type: none"> • Explain the importance and use of Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives to determine the success criteria for a sales promotion <ul style="list-style-type: none"> – Specific – Measurable – Achievable – Realistic – Time bound • Describe the importance of adapting marketing communications to a target audience <ul style="list-style-type: none"> – Market segmentation – Customers wants, needs, expectations – Customer occasions
<p>2. Understand the characteristics of sales promotions</p>	<ul style="list-style-type: none"> • Describe the purpose, strengths and weaknesses of sales promotions <ul style="list-style-type: none"> – Characteristics – Strengths – Weaknesses • Explain the use, benefits and risks of different promotional tools <ul style="list-style-type: none"> – Competitions – Sampling – Price discounts – Branded discounts – Branded offers – Premium offers – Charity promotions – Loyalty schemes • Describe the techniques and benefits of personal selling (upselling, alternative selling, related selling and suggestive selling) <ul style="list-style-type: none"> – Upselling – Alternative selling – Related selling – Suggestive selling • Explain the considerations to be taken into account in

	<p>calculating a product selling price</p> <ul style="list-style-type: none"> - Volume - Cost price - Gross profit margin - VAT <ul style="list-style-type: none"> • Identify the impact of internal and external factors on the success of a sales promotion <ul style="list-style-type: none"> - SWOT analysis - PEST analysis • Explain the financial implications of a sales promotion for a business <ul style="list-style-type: none"> - Project costs - Cost of borrowing money - Recruitment - Staff pay - Promotional materials
<p>Understand the characteristics of merchandising</p>	<ul style="list-style-type: none"> • Explain the characteristics and use of merchandising <ul style="list-style-type: none"> - Non-personal communication - Stimulates human senses, primarily and in most cases by applying the visual presentation of information or products to customers. - Happens within the business, predominantly at the point of sale - Where it has most influence - Promotes the products on sale, rather than the business itself - Used to trigger behaviour, so is especially concerned with influencing customer actions. • Define the requirements of the 4 As (i.e. Accessibility, Attention, Arousal and Action) <ul style="list-style-type: none"> - Accessibility - Attention - Arousal - Action • Explain the required conditions for different types of merchandising tools <ul style="list-style-type: none"> - Merchandising is most successful and effective when the conditions are right from a consumer perspective. These conditions can be summarised as:

	<ul style="list-style-type: none"> - Low involvement / low cost purchases. Where the products bought are relatively unimportant to the consumer - Where consumers have more disposable income and are able to be more impulsive - Where purchases are unplanned. Research has shown that over 60% of customers do not know what they are going to drink when they go up to a bar. The number of people who have not chosen what they will eat when they go into a restaurant is much greater. - In all the above circumstances the conditions and opportunities are ideal for merchandising. In every situation, customers are at their most receptive to the persuasion of merchandising, if the merchandising is right. <ul style="list-style-type: none"> • Explain the classification of products for a business <ul style="list-style-type: none"> - Core - Supporting • Identify product categories for a business (demand products and impulse products) <ul style="list-style-type: none"> - Demand - Impulse • Identify the design elements to consider when merchandising a product <ul style="list-style-type: none"> - Colour - Line • Explain the principles of merchandising display design <ul style="list-style-type: none"> - Eye level - Field of vision - Mass facings - Points of contact - Hot spots
<p>Understand the production of advertising materials for a sales promotion</p>	<ul style="list-style-type: none"> • Describe the benefits and weaknesses of different methods of advertising promotions <ul style="list-style-type: none"> - Characteristics - Strengths - Weaknesses

	<ul style="list-style-type: none"> • Describe the factors to be considered when producing different kinds of advertising materials <ul style="list-style-type: none"> - Copy - Impact - Eye dwell - photography • Explain the benefits and disadvantages of different promotional media and schemes <ul style="list-style-type: none"> - Banners - 'A' boards - Window posters - Chalkboards - Menus - Brochures - Tent cards - Drip mats - In-house posters - posters
<p>Understand the evaluation of a sales promotion</p>	<ul style="list-style-type: none"> • Explain the importance of evaluating a sales promotion <ul style="list-style-type: none"> - Financial performance - Staff feedback - Volume of business • Describe the features and requirements of different methods of evaluating a sales promotion (i.e. Sales figures and informal and formal discussion with customers and staff) <ul style="list-style-type: none"> - Financial data - Staff feedback - Volume of business - customer feedback • Describe the benefits and weaknesses of customer feedback on a sales promotion <ul style="list-style-type: none"> - Observing customers - Talking to customers - monitoring plate waste - monitoring customer complaint and compliments - Comment cards - Interviewing customers - Customer focus groups - Surveys - Questionnaires - Mystery customers

	<ul style="list-style-type: none">• Describe how questionnaires can be used as an evaluation tool for a sales promotion<ul style="list-style-type: none">- An provide accurate and detailed information- Ease of evaluation- Accuracy of measure • Explain the principles of questionnaire design, analysis and interpretation<ul style="list-style-type: none">- Explanations, instructions and confidentiality issues prescribed (closed); prescribed (open-ended) and free format- Layout- Spacing- Phrasing of questions- Responses (boxes, scales, free descriptions)- response scales- Thanks and post-completion instructions- Pre-paid postage- Coupons and voucher- Incentives (cash, offers, discounts) • Explain the strengths and limitations of questionnaires as evaluative tools<ul style="list-style-type: none">- Strengths- Weaknesses- Limitations
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Essential reading

The BIIAB handbook for the Level 3 Sales Promotion and Merchandising

Assessment

Assessment is by means of an externally set 10-question short-answer examination that must be taken in controlled conditions.

Example examination questions are accessible on our website, www.biiab.org.

Guidance to tutors

BIIAB provides a handbook and specimen questions to support the delivery of this unit containing information to help pass the examination. Centres are of course free to use other sources of information to deliver the learning.

Tutors should, as far as possible, contextualise the information to the role of learners on the course, with the use examples and cases studies. Internal policies and procedures in relation to the subject should be explored where possible.

Learners should be provided with specimen questions to allow them to familiarise themselves with the style of questions that will be used in the examination.

Business Planning

Unit Title: Business Planning

Unit Code: H/503/7061

RQF Level: 3

GLH: 10

Credit: 2

Unit Purpose:

This unit will provide learners with essential knowledge and a working template on which to develop an operations business plan. Learners will be able to construct and analyse business plans that will provide the basis for effective business decisions.

Learning Outcomes and Assessment Criteria:

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
1. Understand how to produce a business plan	1.1 Identify the elements of a business plan 1.2 Explain the relationship between the business plan and business objectives 1.3 Explain the influence of a business plan on business success 1.4 Identify potential constraints to producing a business plan through an analysis of business information 1.5 Recommend an action plan that is capable of overcoming the constraints to producing a business plan
2. Understand opportunities for business growth and development	2.1 Explain methods to determine a business' current market position 2.2 Determine a business' ability to meet current and new market opportunities through an analysis of data (i.e. SWOT, TOWS, PEST, the Marketing Mix) 2.3 Make recommendations to approve or reject business growth and development activities that are consistent with the findings of an evaluation 2.4 Identify potential business constraints that could have an impact on business performance 2.5 Develop an action plan that is capable of ensuring that a business' objectives can be achieved

Learning Outcomes	Assessment Criteria
The Learner will	The Learner can
3 Understand business growth strategies and tactics	3.1 Explain the difference between business strategies and tactics 3.2 Describe the strengths and limitations of different strategic approaches to business growth (i.e. Ansoff's Matrix) 3.3 Explain the components of a business growth strategy 3.4 Ensure that business objectives align with business growth strategies and tactics 3.5 Ensure business strategies and tactics align with findings of the marketing mix for a business
4 Understand sources of external business finance	4.1 Explain the structure and benefits of a financial forecast 4.2 Explain the role of budgets for a business 4.3 Explain the suitability of different sources of funding to different business needs 4.4 Describe the impact of external funding on strategic financial forecasts and business plans 4.5 Identify areas of risk to a business 4.6 Determine where improvements can be made to forecasts and plan 4.7 Explain the principles of the development of a business case for external funding applications
5 Understand business performance measures	5.1 Explain how to evaluate business performance against business plan objectives 5.2 Describe sources of information that can be used to carry out performance monitoring 5.3 Identify areas of low performance through an analysis of business performance data 5.4 Develop a remedial action plan that addresses areas identified as low performing

Indicative Content

Learning Outcomes	Indicative Content
<p>Understand how to produce a business plan</p>	<p>Identify the elements of a business plan</p> <ul style="list-style-type: none"> • A business plan is a tool that looks at all the key functions of the business: <ul style="list-style-type: none"> – Finance – Marketing – Human resources – Operations. • A business plan is written in the form of a business report and should contain the following areas or ‘chapters’: <ul style="list-style-type: none"> – An executive summary – A contents page – An introduction, which will inform the reader of the main contents of the document – A conclusion to summarise the main points of the research contained within the plan – Appendices that contain extra information as appropriate. • The business plan is often bound into a suitable folder to ensure that all parts are kept together in the correct order and can be presented to the bank or other potential investors. • The whole document may contain photographs, charts and diagrams that help to explain and illustrate the contents. <p>Explain the relationship between the business plan and business objectives</p> <ul style="list-style-type: none"> • A plan links these functions and provides a focus for the future of the business. It is used to make objective forecasts, steer the business in the right direction and enables the outcomes to be measured. Decisions can then be made on how to move the business further forward. <p>Explain the influence of a business plan on business success</p> <ul style="list-style-type: none"> • Having an accurate and well thought out business plan is important as it will help and enable: <ul style="list-style-type: none"> – The control of the direction of the business – The maintenance of standards and quality – The business to keep ahead of the competition

	<ul style="list-style-type: none"> – High-spend customers to be attracted – External threats and constraints to be responded to. <ul style="list-style-type: none"> • If there is no business plan there is almost certainly no direction. A lack of focus will risk ignoring the actions needed to make the most of opportunities. In other words, failure to plan represents a plan to fail. • The business plan is the map or chart that is used to determine strategies, objectives and tactics that will navigate the business towards business success. <p>Identify potential constraints to producing a business plan through an analysis of business information</p> <ul style="list-style-type: none"> • Lack of accurate historical information insufficient detailed information about the performance of the business • Failure to recognise the importance of business planning, allocate sufficient resources • Lack of skill in preparing a business plan • Too much time taken in preparing a plan, fear of the plan becoming obsolete • External information ignored/inaccurate <p>Recommend an action plan that is capable of overcoming the constraints to producing a business plan</p> <ul style="list-style-type: none"> • <i>Strategy:</i> A strategy is a long-term action plan that is developed to achieve a specific, measurable goal. • <i>Objective:</i> An objective states the outcome, quantitative and qualitative, that is to be achieved and by when, but it does not give details of the methods by which the business is to get there. • <i>Tactic:</i> Tactics are short-term actions/initiatives used to get a business back on track if the strategy is derailed by factors not anticipated: a price war, poaching of key employees, a new business opening.
<p>Understand opportunities for business growth and development</p>	<p>Explain methods to determine a business' current market position</p> <ul style="list-style-type: none"> • SWOT is one analysis technique for assessing: <ul style="list-style-type: none"> – Strengths – Weaknesses – Opportunities – Threats. • A SWOT analysis involves both looking internally at a business strengths and weaknesses, where internal strengths are most useful if they can provide the business with a unique selling

	<p>point (USP), and also externally at the business environment.</p> <ul style="list-style-type: none">• PEST is a useful model for identifying the external opportunities and threats to the business. <p>Determine a business' ability to meet current and new market opportunities through an analysis of data (i.e. SWOT, TOWS, PEST, the Marketing Mix)</p> <ul style="list-style-type: none">• SWOT SWOT is one analysis technique for assessing:<ul style="list-style-type: none">- Strengths- Weaknesses- Opportunities- Threats.• A SWOT analysis involves both looking internally at a business strengths and weaknesses, where internal strengths are most useful if they can provide the business with a unique selling point (USP), and also externally at the business environment.• This analysis will include a summary of the competition, remembering that the competition includes other retail operations that are competing for the customer's disposable income, or 'leisure pound'.• The analysis would highlight threats to the business, enabling the business to develop strategies to protect the business direction and identify potential for the business to turn weaknesses into opportunities for growth. <ul style="list-style-type: none">• PEST PEST is a useful model for identifying the external opportunities and threats to the business. PEST stands for:<ul style="list-style-type: none">- Political- Economic- Social- Technological.• PEST identifies factors outside the business that may have an impact on business performance but are outside of the control of the business itself. <p>Sources of external business information include:</p>
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- National newspaper reports
- Reports in trade journals or on the internet
- Government websites - Office for National Statistics, HSE, HMSO, DTI
- Local authorities – planning, transport departments
- Business Links, Chambers of Commerce, Regional Development Agencies, Careers Services
- Local libraries
- Pub companies and breweries
- Marketing companies – CACI Acorn, Geoplan, Mosaic.

Make recommendations to approve or reject business growth and development activities that are consistent with the findings of an evaluation

Once you've identified the changes that are taking place in the external business environment using PEST and SWOT, each change needs to be looked at to establish if it is an opportunity for your business or whether the change can weaken or threaten your business.

It could be that a possible change in lifestyle choices and the lean towards healthier food is an opportunity for new products and menu change, thus providing an opportunity for your business, or you may see this as being a threat to your business and its current offer.

More dramatic changes, like demographic changes may require you to devise different strategies to manage the change.

Identify potential business constraints that could have an impact on business performance

Political

- Political stability and changes in government
- Local elections
- Policies and legislation i.e licensing, employment, immigration
- Political influences
- Trade restrictions

Economical

- Economic growth or recession
- Interest rates
- Inflation
- Unemployment rates
- Exchange rates

Social

- Health

	<ul style="list-style-type: none">• Population growth• Age distribution• Immigration• Religious beliefs• Lifestyle choices <p>Technological</p> <ul style="list-style-type: none">• Technological change• Barriers to entry• Social media <p>Environmental</p> <ul style="list-style-type: none">• Environmental policy• Recycling• Energy costs and use• Pollution• Availability of raw materials <p>Legal</p> <ul style="list-style-type: none">• The legal framework• Specific industry regulation and legislation• Employment law• Environmental legislation• Monopoly regulation• Presence of ombudsman. <p>Develop an action plan that is capable of ensuring that a business' objectives can be achieved</p> <ul style="list-style-type: none">– Planning to achieve the objectives which have been set involves making decisions about the marketing mix offered by the business. <p>The marketing mix is sometimes called the 5Ps and contains the following elements:</p> <ul style="list-style-type: none">– Product (including elements of service implicit in the product)– Price– Place– Promotion– People (this could include a detailed training plan to give people the skills needed to carry out the tasks built into the strategies and objectives). <ul style="list-style-type: none">• It is the role of the leasee/tenant and BDM to decide how each of these should be assessed to form the basis for the
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	<p>decisions concerning the strategies to follow. Detailed specifications should then be drawn up to underpin the decisions, to ensure consistency is delivered. These specifications should include the budgets that have been established to promote the strategies.</p> <ul style="list-style-type: none"> • The importance of the 5Ps is based on bringing to life the business’ customer focus. The understanding you have of the business’ existing and potential customers is channelled into the mix elements so that they are designed and delivered to meet the needs, wants and expectations of the customers within the constraints of the resources available to the business.
<p>Understand business growth strategies and tactics</p>	<p>Explain the difference between business strategies and tactics</p> <ul style="list-style-type: none"> • Strategy <ul style="list-style-type: none"> – A strategy is a long term action plan that is produced to achieve a specific goal. • Tactic <ul style="list-style-type: none"> – Tactics are short term action plans that are used to achieve the strategies and objectives detailed in the business plan. – While the business is trading and following the business plan, events may happen that were not anticipated or under the control of the business, for example, a new business may open next door that is in direct competition. – Tactics can be changed very quickly to allow short-term reaction and keep the business on track. – While a short-term change of tactics is employed, a longer term review of the business plan and relevant strategies can take place to incorporate the effect that the new competitor has had. • Describe the strengths and limitations of different strategic approaches to business growth (i.e. Ansoff’s Matrix) <ul style="list-style-type: none"> – Ansoff’s Matrix is a useful and very popular tool for management to help analyse the strategic position of the business and set objectives for the way forward. The Matrix sub-divides the options into four specific strategies that management could consider for long term growth. It indicates the level of risk associated with each strategy thus encouraging management to focus carefully on the impact of any decision made. The biggest criticism of Ansoff’s matrix is that it is highly simplistic and does not factor in the external environment within a business context. For example if a

	<p>business decided that they would bring their existing product into a new market based upon the results of an Ansoff's matrix then they would also need to consider if there is the demand for this product within this market before they could do this.</p> <ul style="list-style-type: none">• Explain the components of a business growth strategy<ul style="list-style-type: none">– A successful business growth strategy combines opportunities and strengths and results in improved business performance. These opportunities and strengths will have been identified by using a selection of appropriate business management tools.• Ensure that business objectives align with business growth strategies and tactics<ul style="list-style-type: none">– The setting of business objectives is based on an appreciation of the business environment. The SWOT analysis pinpoints the opportunities for your business and helps you to understand how you rank with the competition. The PEST analysis looks at the business environment that is essentially out of our control but impacts massively on how our businesses operate which can also have an impact on the profitability of our businesses. Ansoff's matrix can be used to highlight and represent opportunities, which will then assist you to decide on the strategic options available. The use of these three business tools will assist in the setting of business objectives and the strategic direction your business is going to go.• Ensure business strategies and tactics align with findings of the marketing mix for a business<ul style="list-style-type: none">– Planning to achieve the objectives you have set involves making decisions about the marketing mix offered by your business. The marketing mix is sometimes called the 7 Ps and contains some of the elements listed to the right.– Place strategies could be where the products are available, for example 'in-store only'. Promotion strategies include product giveaways.– People strategies could include a detailed training plan to give people the skills needed to carry out the tasks built into the strategies and objectives.– Physical evidence strategies could include the quality of the physical layout - accommodation, shops, bars and other facilities.– Processes strategies could include those associated with customer service, e.g. processes for handling customer
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	<p>complaints, processes for identifying customer needs and requirements, processes for It is the role of the manager to decide how each of these should be assessed to form the basis for the decisions concerning the strategies to follow. Detailed specifications should then be drawn up to underpin the decisions, to ensure consistency is delivered. These specifications should include the budgets that have been established to promote the strategies.</p> <ul style="list-style-type: none"> – The importance of the 7 Ps is based on bringing to life your customer focus. The understanding you have of your existing and potential customers is channelled into the mix elements so that they are designed and delivered to meet the needs, wants and expectations of your customers within the constraints of the resources available to your business.
<p>Understand sources of external business finance</p>	<p>Explain the structure and benefits of a financial forecast</p> <p>Financial Projections/Forecasts</p> <ul style="list-style-type: none"> • Without financial projections, the map of the journey the business is hoping to undertake is incomplete. Current performance levels plus achievement of agreed objectives should equal the projected figures and flow through logically. • The projected P&L accounts must be credible and, like the objectives on which they are based, realistic and achievable. If the actual performance falls short of the projected targets, there needs to be an appreciation of the potential risks to the initial investment and the consequences of lenders ‘pulling the plug’ shown on the plan. • Financial projections cover the duration of the plan, usually 3 years, and are usually presented in the appendices as schedules, often accompanied by notes. • The notes usually provide an explanation for events that have an impact on performance, such as apparent sudden leaps or dips. For example, changes in capacity are a frequent influencing factor, perhaps when building works are planned that will primarily reduce trading space, but then, on completion, increase the size of trading area. • The first of the 3 projected years should be broken down into both a detailed P&L account and cash flow forecast. ‘Phasing’ is required so that the performance of each accounting period can be directly compared with the previous year. However, if the previous year’s

	<p>figures are not available in this format then the first projected year establishes the benchmark!</p> <ul style="list-style-type: none">• Phasing can take various forms and is based on accounting periods of one of the following:<ul style="list-style-type: none">– Calendar months– Thirteen periods of 4 weeks– Year divided into four quarters.• Accurate programming and project management is critical both to profit and to cash flow. <p>Explain the role of budgets for a business</p> <ul style="list-style-type: none">– Budgets will generally be based on previous achievements and a growth figure, together with adjustment for the local and national economy. If the sales premises have been extended or refurbished, targets will be set that cover those outgoing costs. Sales targets need to be set which cover all operating cost and leave some net profit for the owners.– This form of budget will probably necessitate a break-even analysis in order to establish minimum sales requirements.– The starting point of a budget is often the sales budget. The first step would be to consider past sales records. These should be available even if they are in the form of barrelage figures.– By looking at past seasonal trends and recent spending patterns, reasonably accurate predictions can be made. However, don't forget that external factors (as analysed in the PEST exercise) may have an influence here.– For example, a new road can have a dramatic effect on sales; passing trade that used to frequent a pub may now flash past at 70 mph. Alternatively, a pub which was bombarded with traffic noise may now have the opportunity to open up a garden to customers.– The process, therefore, is to consider past sales figures, look at current trends, consider relevant local economic and PEST factors and consider bank holiday movements. (Easter changes every year and can make quite a dramatic difference to sales patterns).– Sales records: When looking at sales records it is important that you can break down the mix of food and drink and record this on a daily or per session basis. Ideally, sales records should be broken down
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	<p>into different bars or tills, give figures for each opening session. For food sales allow the sales mix of different items to be recorded and reveal, through stocktaking the sales of individual items sold. 'EPOS' tills or other computerised database systems can help with this. Sales trends can also be identified over the periods being analysed here.</p> <p>Expenses: - All costs in business can be categorised into two types, fixed and variable.</p> <ul style="list-style-type: none">- Fixed Costs are costs that stay constant despite other factors that are out of your control. These include rent, rates and council tax.- Variable Costs (also known as controllable costs or expenses) can alter depending on the circumstances. An increase in sales or production can affect the variable costs, which should be taken into account when making a budget plan. For example, if the sales in a restaurant that uses linen tablecloths were to double, then you would expect the laundry bill to increase to clean the extra tablecloths. This cost varies based on sales and is therefore a variable cost. Another option is not to use tablecloths at all, with an immediate saving or reduction which further underlines the characteristic of a variable cost. Some costs such as service related bills (gas, electric, telephone, etc) have elements of both fixed and variable costs. Paying a (fixed) rental or monthly charge with the usage (variable) on top is sometimes classed as semi-variable.- Capital expenses: The intention to purchase new equipment can also be reported at this stage. In this way the sales budget can be varied according to the equipment bought whilst the capital expense can be allocated to the cash budget. If the cash reserve determines that the capital equipment cannot be bought then, conversely, this may affect sales growth.- Cash Budget: having completed the operational
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	<p>budget, a cash flow budget or forecast should be prepared to see the effect of trading on available cash.</p> <ul style="list-style-type: none">• Explain the suitability of different sources of funding to different business needs• There are a number of different types of loan, some of which offer more flexibility than others. Consideration needs to be given to the type of loan selected, as one may suit your business better than others. It is always advisable to get more than one quote as rates and terms can vary according to the package and company making the offer.<ul style="list-style-type: none">– Types of loan;<ul style="list-style-type: none">○ Repayment○ Pension○ Deferred interest○ Fixed repayment○ Fixed rate.• Describe the impact of external funding on strategic financial forecasts and business plans<ul style="list-style-type: none">– To receive funding from any external company, the business planning process must be approached professionally and competently. It is important that once the plan is formulated, professional advice from accountants and solicitors is sought to make sure that facts are correct and realism prevails. It is vital that financial projections are realistic and are presented professionally. Cash flow forecasting is particularly important to show that you can make the repayments on any loan that you have requested. Often the repayments of such loans fall at inconvenient times and this can be highlighted through the cash flow forecast. Some adjustment to loan repayment dates could then be negotiated to take this into account. Identify areas of risk to a business.• Identify areas of risk to a business• Determine where improvements can be made to forecasts and plan<ul style="list-style-type: none">– When making sales forecasts carefully consider past sales figures, look at current trends, consider relevant local economic and PESTLE factors and consider bank holiday movements. (Easter changes every year and can make quite a dramatic difference to sales patterns.)
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	<p>Ideally, sales records should be broken down into different bars or tills; giving figures for each opening session. For food sales allow the sales mix of different items to be recorded and reveal, through stocktaking, the sales of individual items sold.</p> <p>To create the cash flow forecast accurately it is necessary to establish the average collection time for debtors and payment to creditors, so those credit sales can be entered in the appropriate month. Using the cash flow forecast will help to establish whether more money needs to be borrowed to keep the business fluid and avoid heavy overdraft or late payment charges.</p> <ul style="list-style-type: none"> • Explain the principles of the development of a business case for external funding applications <ul style="list-style-type: none"> – The projected P&L accounts must be credible and, like the objectives on which they are based, realistic and achievable. If the actual performance falls short of the projected targets, there needs to be an appreciation of the potential risks to the initial investment and the consequences of lenders ‘pulling the plug’ shown on the plan.
<p>Understand business performance measures</p>	<p>Explain how to evaluate business performance against business plan objectives</p> <ul style="list-style-type: none"> – In order to track and control the business effectively, it is important to measure performance and forecast cash flow regularly and accurately. These measurements will help to make any tactical adjustments that are necessary to keep the business on track and supported by all those with a vested interest, e.g. investors. – There are a variety of methods that can and should be used for monitoring business progress against business objectives. The objectives will be SMART, with measurement of performance as an integral part. – In the same way that objectives were converted into sales and profits, so should the sales and profits generated by the business activities be broken down into customers and spend. <p>Describe sources of information that can be used to carry out performance monitoring</p> <p>Some areas that should be measured are:</p> <ul style="list-style-type: none"> – Figures: Figures are vital but only useful if accurate. P&L

	<p>projections form the budget and the actual performance provides a credible comparison. The crucial assumption is made that the budget is both achievable and realistic.</p> <ul style="list-style-type: none">– Trends: Trends need to be established. The actual performance compared with the budget will establish a pattern, which will become a trend. After every set of accounts is produced at the end of each month it should be straightforward to re-forecast the expected position at the end of the financial year based on the revised trend. This technique should be used, even if the sole objective of a business is to achieve the same level of sales/profit as last year.– Sales opportunities: Sales opportunities that are investigated and targeted properly will become profitable. If initial response is positive but volume or average spend is lower than expected, the cause may be identified as inappropriate or inadequate marketing or promotional activity. The remedy may involve no more than a tactical adjustment to re-focus the promotion. However, if the standard of the offering is perceived as being below consumer needs or expectations, a very different solution will be required. A more in-depth review that leads to a change in strategy could be required and that is more likely to have an impact on the objectives.– Market research: Different types of strategic or tactical reaction should only be based on knowledge of what is happening in the business. An additional way to find this out is to seek the views of staff and customers, asking open questions about any of the factors 'covered' by the 5Ps. Use market research and mystery guests to help the business evaluate progress and answer the question, 'Have they got 'it' right?'– Budgets: This part of the monitoring function may need to be completed weekly, so that outflow can be anticipated and the business doesn't run out of cash! If you do, lenders will not be too sympathetic. You must, therefore, measure and forecast cash flow regularly and accurately. This is covered more fully in the following section. <p>Identify areas of low performance through an analysis of business performance data</p> <ul style="list-style-type: none">– Areas of low performance;<ul style="list-style-type: none">○ Average spend per head is not as high as predicted in the budget○ Gross profit is down across all sectors: bar food, drink and
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	<p>restaurant</p> <ul style="list-style-type: none"> ○ Labour costs have risen despite the sales drop ○ Sales volume was not as high as anticipated <p>Develop a remedial action plan that addresses areas identified as low performing</p> <ul style="list-style-type: none"> – Average spend per head is not as high as predicted in the budget <ul style="list-style-type: none"> ○ Are meal portions too large, resulting in customers not wanting a dessert? ○ Are customers buying the number of drinks you estimated to accompany meals? ○ Are staff selling desserts when they clear main courses? ○ Are staff selling additional products, such as garlic bread, when taking the food orders? – Gross profit is down across all sectors: bar food, drink and restaurant <ul style="list-style-type: none"> ○ Drink: <ul style="list-style-type: none"> ▪ Are correct measures being used when serving drinks, especially wine? ▪ Are wines by the glass being sold at the correct price? ▪ Is wastage being monitored correctly? ▪ Are barrels being delivered with the correct amount of liquid in them? ▪ Is training needed for the staff serving drinks? ○ Food: <ul style="list-style-type: none"> ▪ Are portion sizes correct? ▪ Are suppliers delivering the correct specification of product at the agreed price? ▪ Have deliveries been checked carefully? ▪ Has food been stored correctly? ▪ Has food been wasted because of over ordering or incorrect order taking? – Labour costs have risen despite the sales drop <ul style="list-style-type: none"> ○ Have you more staff on sessions than you really need? ○ Can you change shift patterns in order to have staff when you need them but not when you don't? ○ Have wage costs risen because of other external influences or Government intervention that were not planned for properly? – Sales volume was not as high as anticipated <ul style="list-style-type: none"> ○ Are your competitors targeting your target market?
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	<ul style="list-style-type: none">○ Has the weather affected the business?○ Have new businesses opened up in the area?○ Has something happened locally to affect customer spending habits, such as the closing of a local business?○ Are customers coming in for a drink and not receiving a welcome and therefore not staying?○ Is the kitchen having problems in turning over tables quickly enough in order to get more customers into the restaurant?
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Essential reading

BIIAB Handbook for Business Planning.

Suggested Reading

Company specific business planning documentation.

Assessment

Assessment is by means of an externally set 10-question short-answer examination that must be taken in controlled conditions.

Example examination questions are accessible on our website, www.biiab.org.

Guidance to tutors

BIIAB provides a handbook and specimen questions to support the delivery of this unit containing information to help pass the examination. Centres are of course free to use other sources of information to deliver the learning.

Tutors should, as far as possible, contextualise the information to the role of learners on the course, with the use examples and cases studies. Internal policies and procedures in relation to the subject should be explored where possible.

Learners should be provided with specimen questions to allow them to familiarise themselves with the style of questions that will be used in the examination.

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19. BIIAB Level 4 Certificate in Multiple Licensed Premises Management Sign Off Sheet

To achieve the BIIAB Level 4 Certificate in Multiple Licensed Premises Management learners **must** gain a **total of 21** credits. This **must** consist of:

- **Minimum total** credit: **21**
- Mandatory group A **minimum** credit: **15**
- Optional unit groups 1, and 2 **minimum** credit: 6. This **must** consist of:
 - Optional unit group 1:
 - **minimum** credit: **4**
 - Optional unit group 2:
 - **minimum** credit: **2**
- A **minimum of 11** credits **must** be achieved through the completion of units at **Level 4** and above.
- Guided Learning Hours (GLH): **150**
- Total Qualification Time (TQT): **210**

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Mandatory Group A

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
PLBC	A/503/7051	Profit Loss and Budget Control						
ISMRRM	H/503/4516	Interviewing Skills in Multiple Retail Management						
PLMRM	A/503/4506	Profit and Loss in Multiple Retail Premises						
NSPW	J/502/5758	Negotiation Skills and Persuasion in the Workplace						
CBE	M/600/5062	Communication In A Business Environment						

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Optional Unit Group 1

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
UMW	T/502/3505	Understanding motivation at work						
MCE	M/503/7063	Managing Capital Expenditure						
CFAQ86	Y/600/9686	Lead and manage meetings						
MC	J/502/3525	Managing conflict						
RRMRM2016	H/615/2494	Roles and responsibilities of multiple retail managers under the statutory Pub Code Regulations 2016 and the voluntary Pub Industry Framework Code of Practice						

Optional Unit Group 2

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
BP	H/503/7061	Business Planning						
SPM	K/503/7059	Sales Promotions and Merchandising						
UBM	F/503/7052	Understanding a Business Market						

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Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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