BIIAB

Qualification Guidance Document

BIIAB Level 3 Certificate in Licensed Hospitality Operations

Level 3 Certificate - 600/5195/4
Wales - C00/0448/2

Qualification Guidance Document

About Us

BIIAB Qualifications Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualification Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

Copyright

Version	Date	Details of Change
4.0	August 2016	Complete reformat into current BIIAB house style
		Correction to total credits and mandatory credits
		Inclusion of unit PDSS
		Correction to content of PDSS
5.0	August 2016	Updated handbook throughout to remove reference to 'QCF'
		Updated RoC with TQT figures
6.0	December 2022	Updated branding, contacts
		New review date: 31st August 2023
7.0	July 2023	Updated to new branding
		Updated review date in Qualification Summary

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Certificate in Licensed Hospitality Operations						
Qualification Purpose	To demonstrate the knowledge relating to the supervision of areas used to cook, prepare and serve food, at level 3.					
Age Range	**Pre 16**		**16-18**	✓	**18+**	**19+** ✓
Regulation	The above qualification is regulated by: • Ofqual					
Assessment	• Multiple Choice Examination • Written Examination					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited website for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	01/05/2012					
Review Date	31/08/2025					
Certification End Date						
Guided Learning (GL)	111 hours					
Total Qualification Time (TQT)	200 hours					
Credit Value	20					
BIIAB Qualification Limited Sector	Hospitality and Catering					
Ofqual SSA Sector	07.4 Hospitality and Catering					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited website					

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About the BIIAB Level 3 Certificate in Licensed Hospitality Operations

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual and CCEA Regulation in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN)

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

Qualification	Qualification Number (QN)
BIIAB Level 3 Certificate in Licensed Hospitality Operations	600/5195/4

Objective and Purpose of this Qualification

The BIIAB Level 3 Certificate in Licensed Hospitality Operations has been designed for those wanting to progress to a supervisory level position in licensed hospitality, for example behind a bar or in customer facing roles in the bar area, employed in various licensed hospitality premises such as:

- Leased premises
- Managed houses
- Tenanted premises
- Hotels
- Restaurants
- Nightclubs
- Club premises

Alongside the BIIAB Level 3 Diploma in Licensed Hospitality Skills and Functional Skills (Essential Skills in Wales) in English and Maths, the qualification is designed to make up the component parts of the Advanced Apprenticeship in Licensed Hospitality in England and Wales.

This qualification meets the knowledge-based requirements of the Level 3 Apprenticeship in Hospitality Management in Wales.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB Qualifications Limited head office.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (RoC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups of units (e.g. 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 title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (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.

BIIAB Level 3 Certificate in Licensed Hospitality Operations Rules of Combination (RoC) and Structure

To achieve the BIIAB Level 3 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 20** credit. This **must** consist of:

- **Minimum total** credit: **20**
  - Mandatory Group A credit: **12**
  - Optional Group B **minimum 3 units and 8 credits**

- A **minimum of 20** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **111**
- TQT: **200**

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

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Listed below are the qualification units.

Mandatory Unit Group A.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MTB	J/503/7053	Motivating a Team in Business	3	2	10	Short Answer Questions
UBM	F/503/7052	Understanding a Business Market	3	2	10	Short Answer Questions
PLBC	A/503/7051	Profit Loss and Budget Control	3	2	10	Short Answer Questions
ILM	H/503/0630	An introduction to leadership and management	3	6	41	Short Answer Questions

Optional Unit Group B.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
PFSSC	K/502/0388	The Principles of Food Safety Supervision for Catering	3	3	25	Multiple Choice Test
HSW3	K/602/1647	Health and Safety in the Workplace	3	3	30	Multiple Choice Test
REP	F/503/7066	Recruitment and Employment Practice	3	2	10	Short Answer Questions
CSP3	D/503/7057	Customer Service Procedures	3	2	10	Short Answer Questions
TDD	H/503/7058	Training Design and Delivery	3	2	10	Short Answer Questions
SPM	K/503/7059	Sales Promotions and Merchandising	3	2	10	Short Answer Questions

PFM	K/503/7062	Profitable Food Management	3	2	10	Short Answer Questions
SC	A/503/7065	Stock Control	3	2	10	Short Answer Questions
PFSS	J/503/9868	Principles of Food Service Supervision	3	2	10	Short Answer Questions
PFPS	L/503/9869	Principles of Food Production Supervision	3	2	10	Short Answer Questions
KM	T/600/9176	Kitchen Management	3	3	30	Short Answer Questions
PDSS	H/503/9957	Principles of Drinks Service Supervision	3	2	10	Short Answer Questions

Age Restrictions

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

- 16-18
- 19+

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.

This qualification shows the learner has gained Level 3 knowledge in licensed hospitality. It may help the learner to move into management roles within licensed hospitality.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:
- BIIAB Level 4 NVQ Diploma in Management
- BIIAB Level 4 Diploma in Management and Leadership

Assessment

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB, in conjunction with an expert panel, and a steering group. All BIIAB approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains one knowledge unit, and this unit is externally set and marked by BIIAB. The examination comprises of 30 Multiple Choice questions. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes

Assessment Process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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.

Assessment Strategy

All assessment must adhere to the current People 1st assessment strategy for this qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

Table 1 - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

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Table 2 - Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking Multi-Skilled Hospitality Services Professional Cookery Food and Drink Service Hospitality Supervision and Leadership (with food and drink units)	✓ ✓ ✓ ✓ ✓	Good Practice	Good Practice
Licensing	Food and Drink Service Hospitality Supervision (with food and drink units)	✓	Good Practice	

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	• Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars

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Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1st Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

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 having sufficient knowledge
- learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB provides the following additional resources for this qualification:

- Multiple Choice Tests
- Short Answer Question Papers
- A Learner Summative Reflection
- Access to the unit

All of these resources are available on request.

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. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available on request.

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 learning, study or assessment for an average learner.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

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 Qualifications Limited also assign unique unit numbers which 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. TQT 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.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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. There are usually multiple assessment criteria for each Learning Outcome.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited will give due 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 periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

Motivating a Team in Business

Unit Title	Motivating a Team in Business
Unit Reference	J/503/7053
BIIAB Reference	MTB
Level	3
Credit Value	2
GLH	10
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Understand the link between motivation and the achievement of business objectives	1.1. Identify the effect off a highly motivated workforce on a business 1.2. Outline the links of the Service Profit Chain 1.3. Explain the impact of each link of the Service profit Chain on business performance 1.4. Identify the elements of the Motivation Cycle 1.5. Analyse the link between leadership and motivation in the Motivation Cycle 1.6. Explain the importance of setting SMART objectives for a business 1.7. Explain how SMART objectives relate to the setting of team targets and individual staff member targets 1.8. Explain the role of the manager and leader in setting business objectives 1.9. Describe how using the Management By Objectives

		(MBO) approach can help to support achieving the service profit chain
2. Identify what motivates management, teams and individuals	2.1.	Explain the relevance of Maslow's Hierarchy of Needs to a business environment
	2.2.	Analyse how and why individual staff can be motivated and de-motivated through the application of Maslow's Hierarchy of Needs
	2.3.	Explain the relevance of Herzberg's Theory to a business environment
	2.4.	Analyse factors that have an effect on motivation (hygiene factors, motivating factors) through the application of the Hierarchy Theory
	2.5.	Explain the concept of internal and external motivational factors
	2.6.	Identify key motivating factors for an employee through the application of recognised motivation theories
3. Understand business team motivation strategies	3.1.	Outline the importance of teamwork and the benefits it provides to individual staff members
	3.2.	Outline the potential impact that teamwork has on overall business performance
	3.3.	Explain the importance of comparing the characteristics of specialist versus multi-skilled employees when developing a team

		3.4.	Analyse the impact of the introduction of a new team member in each of the stages of team development
		3.5.	Describe the role of a leader in teamwork
		3.6.	Describe the characteristics of different leadership styles and their impact on team motivation
4.	Understand how to provide coaching to good and poor performers	4.1.	Explain the concept of and reasons for performance monitoring
		4.2.	Describe different methods of feedback and their associated benefits
		4.3.	Describe ways of evaluating own performance
		4.4.	Identify probable causes of poor performance
		4.5.	Develop remedial strategies and action plans that address the probable causes of poor performance
5.	Understand the application of 'Reward and Incentive' in a business environment	5.1.	Outline the difference between reward and incentive
		5.2.	Outline the strengths and weaknesses of reward and incentive
		5.3.	Describe the link between business objectives and reward and incentive scheme
		5.4.	Explain the factors to be considered when matching rewards and incentives to individuals' levels of motivation
		5.5.	Evaluate areas of risk within a reward or incentive scheme

	5.6.	Develop a remedial action plan that addresses identified areas of risk within a reward or incentive scheme

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Understanding a Business Market

Unit Title	Understanding a business market
Unit Reference	F/503/7052
BIIAB Reference	UBM
Level	3
Credit Value	2
GLH	10
Learning Outcome- The learner will:	**Assessment Criteria- 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' external environment using the PEST model and outline the relationship of each to a business' 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' 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
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.	Identify different methods of identifying and segmenting customer groups within a market place (socio-economic lifestyle; demographic)
	3.3.	Explain how customer's 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 align to 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

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Profit Loss and Budget Control

Unit Title	Profit loss and budget control
Unit Reference	A/503/7051
BIIAB Reference	PLBC
Level	3
Credit Value	2
GLH	10
Learning Outcome- The learner will:	**Assessment Criteria- 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
2. Understand business trading accounts	2.1. Calculate the overall gross profit of different products and/ or services for a business 2.2. Explain the positive and adverse variances against budget and year-on-year for a business 2.3. Explain the importance of accurate costing in producing gross profit targets

	2.4.	Carry out basic costings (i.e. menu items, beverages, accommodation, packages)
	2.5.	Identify the areas of leakage that affect gross profit performance for a business
	2.6.	Identify the sources of information that can be used to identify gross profit shortfall
	2.7.	Explain the relationship between sales mix and differential margins and overall gross profit performance
	2.8.	Recommend action for improvement that is consistent with the findings of an analysis of trading accounts
3. Understand business costs	3.1.	Define variable and fixed costs
	3.2.	Explain the importance of setting budgets to control costs
	3.3.	Explain the external factors that should be considered when producing budgets
	3.4.	Identify positive and adverse variances against budget and year-on-year for a business
	3.5.	Identify trends and indicators of poor cost control for a business
	3.6.	Quantify the net profit performance for a business through an analysis of cost information
	3.7.	Explain the likely causes of poor cost control
	3.8.	Recommend management action for a business that is

			consistent with the findings of pan analysis of cost controls
		3.9.	Outline the principles of accurate manpower planning for a business
		3.10.	Identify the consequences of inaccurate manpower planning for a business
		3.11.	Explain the importance of wag control in maximising business profit
4. Understand components and their relationship to profitability		4.1.	Explain the internal information that supports the decision-making process for a business (i.e. budgeting, forecasting)
		4.2.	Explain the reason for depreciating fixed assets
		4.3.	Calculate the depreciation (straight line and reducing balance) of a business
		4.4.	Explain the importance of analysing spend per head and volume trends to determine the effectiveness of business strategies
		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)
		4.6.	Calculate break-even for a business
		4.7.	Determine the viability of a proposed promotion or activity

An Introduction to Leadership and Management

Unit Title	An introduction to leadership and management
Unit Reference	H/503/0630
BIIAB Reference	ILM
Level	3
Credit Value	6
GLH	41
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Understand leadership and management theories, styles and models	1.1. Explain the differences between leadership and management 1.2. Summarise different theories, models and styles of leadership 1.3. Summarise different theories, models and styles of management 1.4. Discuss how different theories, models and styles off leadership and management can be applied to different situations
2. Understand the skill sets required to be an effective leader and/or manager	2.1. Discuss the attributes that contribute to success as a leader or manager 2.2. Discuss the importance of encouraging others to take the lead and the ways that this can be achieved 2.3. Discuss how to encourage, motivate and support individuals to achieve
3. Understand how to create a sense of common purpose for team working	3.1. Explain how to communicate a common goal within the work environment 3.2. Explain how to identify individual needs and how to motivate others towards common goals according to their needs

	3.3.	Explain how to encourage and support others to make the best use of their ability to achieve common goals
	3.4.	Discuss how to encourage reflection on achievement of common goals by the team and individuals