



Qualification Guidance Document

BIIAB Level 3 Certificate in Licensed Hospitality Operations

England – 600/5195/4
Wales – C00/0448/2

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C3370-03.

Issue	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
7.1	May 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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(s) is/are regulated by: > Ofqual > Qualifications Wales > CCEA Regulation							
Assessment	> Multiple Choice Examination > Written Examination							
Type of Funding Available	See FaLA (Find a Learning Aim)							
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							
Operational End Date								
Certification End Date								
Guided Learning (GL)	111 hours							
Total Qualification Time (TQT)	200 hours							
Credit Value	20							
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	07.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

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 (England) C00/0448/2 (Wales)

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Certificate in Licensed Hospitality Operations

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

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

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

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 12				
Motivating a Team in Business	J/503/7053 MTB	3	2	10
Understanding a Business Market	F/503/7052 UBM	3	2	10
Profit Loss and Budget Control	A/503/7051 PLBC	3	2	10
An introduction to leadership and management	H/503/0630 ILM	3	6	41

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 8				
The Principles of Food Safety Supervision for Catering	K/502/0388 PFSSC	3	3	25
Health and Safety in the Workplace	K/602/1647 HSW3	3	3	30
Recruitment and Employment Practice	F/503/7066 REP	3	2	10
Customer Service Procedures	D/503/7057 CSP3	3	2	10
Training Design and Delivery	H/503/7058 TDD	3	2	10
Sales Promotions and Merchandising	K/503/7059 SPM	3	2	10
Profitable Food Management	K/503/7062 PFM	3	2	10
Stock Control	A/503/7065 SC	3	2	10
Principles of Food Service Supervision	J/503/9868 PFSS	3	2	10
Principles of Food Production Supervision	L/503/9869 PFPS	3	2	10
Kitchen Management	T/600/9176 KM	3	3	30
Principles of Drinks Service Supervision	H/503/9957 PDSS	3	2	10

Aim

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 if 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.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is assessed by external examination and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being

undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The Assessment Strategy has been designed in conjunction with an expert panel, and a steering group. All Centres must adhere to the designed assessment strategy for this qualification.

This qualification contains a number of knowledge units, and they are externally set and marked by BIIAB Qualifications Limited. In order to assess formally the learners' knowledge, **multiple-choice knowledge tests for a number of units** have been developed.

If taken online, the tests are scheduled in our BIIAB Customer Management System and each learner in a cohort will sit a unique test. The online tests are marked automatically.

Assessment materials allowed

Multiple Choice Questions Exam (Online)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use the online calculator if required.

Multiple Choice Questions Exam (Paper)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use a calculator if required.

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.

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

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

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).	✓	✓	✓

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	✓	Good Practice	Good Practice
	Food and Drink Service			
	Hospitality Supervision and Leadership (with food and drink units)	✓		

Licensing	Food and Drink Service Hospitality Supervision (with food and drink units)	✓	Good Practice	
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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	> Regular standardisation meetings with colleagues

assessment

- > Sharing best practice through internal meetings, newsletters, email circulars
- > Comparison of assessment and verification in other sectors
- > Attending awarding organisation meetings / seminars

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 assessments 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.

Resources

BIIAB provides the following additional resources for this qualification:

- > Multiple Choice Tests
- > Short Answer Question Papers
- > Purpose Statement
- > Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Motivating a Team in Business	
Unit Reference	J/503/7053
Level	3
Credit Value	2
Guided Learning (GL)	10
Unit Summary	This unit introduces how motivation contributes to the achievement of business objectives. Learners will understand the link between motivation and performance, and identify factors that influence motivation in managers, teams and individuals. The unit also covers key team motivation strategies and the use of coaching to support both good and poor performance. In addition, learners will gain an understanding of reward and incentive approaches and how these can be applied to improve performance in a business environment.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.6)
The learner will	The learner can
1. Understand the link between motivation and the achievement of business objectives	1.1 Identify the effect of 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 demotivated 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 specialists 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

Understanding a Business Market

Unit Reference	F/503/7052	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of how marketing activities support business vision and objectives. Learners will explore the relationship between the marketing mix and business aims, and how clear marketing objectives can be established. The unit also develops understanding of methods used to identify and analyse target customer groups, and how marketing objectives can be achieved through appropriate promotional techniques. In addition, learners will understand how to evaluate the success of a marketing plan and its effectiveness in meeting business objectives.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)	
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' 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 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 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

Profit Loss and Budget Control

Unit Reference	A/503/7051	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of how financial information is used in a business environment to support decision-making and performance management. Learners will develop knowledge of business trading accounts, including how they are structured and used. The unit also covers different types of business costs and their impact on financial performance. In addition, learners will understand key financial components and how they relate to profitability, enabling them to interpret financial information in a business context.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.7)	
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
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 an 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 wage 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 Reference	H/503/0630	
Level	3	
Credit Value	6	
Guided Learning (GL)	41	
Unit Summary	This unit provides learners with an understanding of leadership and management in a business environment. Learners will explore a range of theories, styles and models, and how these can be applied in practice. The unit also develops understanding of the skills required to be an effective leader and/or manager, including communication, decision-making and interpersonal skills. In addition, learners will understand how to create a sense of common purpose within a team to support collaboration and the achievement of business objectives.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	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 of 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

Optional Group B Unit Details

The Principles of Food Safety Supervision for Catering		
Unit Reference	K/502/3775	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides learners with an understanding of the supervisor's role in ensuring compliance with food safety legislation within a business environment. Learners will develop knowledge of how to apply and monitor good hygiene practices to maintain food safety standards. The unit also covers how food safety management procedures are implemented to control risks and ensure compliance. In addition, learners will understand the importance of the supervisor's role in staff training to support consistent food safety practices and maintain high standards.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures
	1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance
	1.3	Outline how the legislation is enforced
2. Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of, and methods for, temperature control
	2.2	Explain procedures to control contamination and cross-contamination

	2.3	Justify the importance of high standards of personal hygiene
	2.4	Explain procedures for cleaning, disinfection and waste disposal
	2.5	Outline requirements relating to the design of food premises and equipment
	2.6	Describe the importance of, and methods for, pest control
3. Understand how to implement food safety management procedures	3.1	Describe the importance of food safety of microbial, chemical, physical and allergenic hazards
	3.2	Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions
	3.3	Explain the requirements for monitoring and recording food safety procedures
	3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures
4. Understand the role of the supervisor in staff training	4.1	Explain the requirements for induction and on-going training of staff
	4.2	Explain the importance of effective communication of food safety procedures

Health and Safety in the Workplace

Unit Reference	K/602/1647	
Level	3	
Credit Value	3	
Guided Learning (GL)	30	
Unit Summary	This unit provides learners with an understanding of health, safety and welfare requirements in the workplace. Learners will explore the benefits of using a safety management system to support safe working practices and compliance with legislation. The unit also develops understanding of the principles of risk assessment and how these are used to identify, assess and control workplace hazards. In addition, learners will understand common workplace risks and appropriate control measures, as well as how to manage the effects of accidents and incidents to minimise harm and support continuous improvement.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the requirements for health, safety and welfare in the workplace	1.1	Outline the main legal framework and laws relating to health and safety work
	1.2	Outline the welfare provisions that should be made by the employer
	1.3	Describe the sources and nature of information that demonstrate compliance and best practice with health and safety requirements
	1.4	Outline ways that health and safety information can be communicated
	1.5	Define the terms 'incident', 'accident' and 'occupational ill health'

	1.6	Describe the main causes of injuries and ill health at work
2. Understand the benefits of using a safety management system	2.1	Outline the costs associated with accidents and ill health
	2.2	Summarise the typical elements of a safety management system
	2.3	Outline the benefits of using a safety management system
3. Understand the principles of risk assessment	3.1	Outline the benefits of assessing and controlling risks at work
	3.2	Describe the different types of risk assessment that can be used
	3.3	State where specific risk assessment may be required
	3.4	State the steps to be taken to complete a simple risk assessment
4. Understand the risks and control methods for common workplace hazards	4.1	Explain how the risks from different hazards may be affected by occupational, environmental, human and organisational factors
	4.2	Explain how injuries, ill health and other damage may result following exposure to common workplace hazards
	4.3	Identify suitable risk control measures using the principles of the hierarchy of control
5. Understand how to manage the effects of accidents and incidents	5.1	Describe the actions that need to be taken following an accident or incident in the workplace
	5.2	Describe how simple accident investigation techniques can reveal immediate and root causes

Recruitment and Employment Practice		
Unit Reference	F/503/7066	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of the legal requirements relating to the management of employees within a business environment. Learners will develop knowledge of employment legislation and its impact on workplace practices. The unit also explores the importance of fair treatment of employees, including equality and consistency in decision-making. In addition, learners will understand disciplinary and redundancy procedures, and the processes involved in the selection and recruitment of staff to support effective workforce management.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.7)	
The learner will	The learner can	
1. Understand the legislation applicable to the management of employees in a business	1.1	Explain how health and safety legislation relates to a business
	1.2	Explain how employment legislation relates to a business
	1.3	Identify employees' rights and entitlements under current legislation
	1.4	Explain how to determine areas of non-compliance in a business's employment, environment and safety policies
	1.5	Recommend action for improvement in a business's policies which are consistent with the findings of an analysis of non-compliance

	1.6	Explain the importance of complying with legislation relating to premises and employment
	1.7	Identify the penalties for non-compliance with legislation
2. Understand the fair treatment of employees	2.1	Explain the significance of identifying the employment categories of individuals
	2.2	Describe the benefits of written policies
	2.3	Explain the requirement that 'due diligence' places on employers
	2.4	Identify the information that can be produced in support of proving due diligence
	2.5	Explain the implications of the Data Protection Act
	2.6	Identify the issues relating to controlling access and disclosure of staff information
	2.7	Explain the importance of supplying employees with information about their employment
	2.8	Describe the purpose of a staff handbook
	2.9	Explain the scope and implications of equal opportunities legislation
	2.10	Explain the difference between direct and indirect discrimination
3. Understand disciplinary and redundancy procedures	3.1	Describe people's rights in the workplace and their entitlement to grievance processes
	3.2	Explain the grievance process
	3.3	Explain the disciplinary process and procedures

	3.4 Explain possible reasons for poor performance 3.5 Describe alternative methods of managing poor performance other than dismissal 3.6 Explain the follow-up actions required at each stage of the disciplinary process by managers and employees 3.7 Identify the ways in which an employment contract can be terminated 3.8 Describe the basis on which staff may be made redundant 3.9 Describe the process to be followed for staff redundancies
4. Understand processes for the selection and recruitment of staff	4.1 Identify the importance of a structured recruitment and selection process 4.2 Describe the seven stages of the recruitment and selection process 4.3 Explain the advantages and disadvantages of different methods of recruitment 4.4 Explain the importance of accurate job descriptions 4.5 Explain the requirement for job advertisements that comply with current legislation 4.6 Explain the importance of ensuring that a business's selection and recruitment process is compliant with current legislation 4.7 Explain the importance of an induction programme for a business

Customer Service Procedures

Unit Reference	D/503/7057	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of the principles of service excellence and their importance in a business environment. Learners will explore the concept of 'Moments of Truth' and how these interactions impact customer perception and satisfaction. The unit also develops understanding of service standards and how they can be applied to deliver consistent customer experiences. In addition, learners will understand methods for monitoring and measuring customer service performance, as well as identifying opportunities for the continuous development of service excellence.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.6)	
The learner will	The learner can	
1. Understand the principles of service excellence	1.1	Define what is meant by service excellence
	1.2	Explain the importance of customer service to a customer
	1.3	Explain the importance of each stage of the Service Profit Chain to business performance
	1.4	Explain the legal requirements that affect the interaction of customers with staff
	1.5	Outline the difference between customers' needs, wants and expectations

	1.6	Describe the principles of market segmentation and customer occasions
	1.7	Identify customer service needs for different customer groups
2. Understand the concept of 'Moments of Truth'	2.1	Describe the importance of the concept of 'Moments of Truth'
	2.2	Explain how the concept of 'Moments of Truth' can be used to manage and enhance service delivery
	2.3	Outline the role of staff in service delivery, averting and recovering from service failures
	2.4	Identify the qualities of good customer service
	2.5	Explain techniques for balancing the needs of the customer and business performance
3. Understand the principles of service standards	3.1	Explain the scope and importance of setting standards
	3.2	Identify the criteria for setting effective service standards
	3.3	Describe the role of staff in delivering service standards
	3.4	Explain how service standards can be communicated to staff members
	3.5	Describe the desired qualities and behaviours of customer-facing personnel
4. Understand methods of monitoring and measuring customer service	4.1	Identify monitoring methods and information sources for measuring customer service
	4.2	Explain the strengths and weaknesses of different monitoring methods for measuring customer service

	4.3	Describe best practice techniques in questionnaire design for collecting customer feedback
	4.4	Describe methods of analysing the results of customer service monitoring
	4.5	Recommend action for improvement in customer service, which is consistent with the findings of evaluation data
5. Understand the scope for the further development of service excellence	5.1	Describe the methods of evaluating changes in the business to identify areas of service excellence
	5.2	Identify the internal and external factors that have an impact on service excellence
	5.3	Explain the benefits of recognising service excellence within a team environment
	5.4	Explain the importance of a manager leading by example
	5.5	Explain the purpose of developing a team improvement action plan
	5.6	Describe the importance of adhering to the planning cycle

Training Design and Delivery

Unit Reference	H/503/7058	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of the training cycle and its purpose in supporting effective learning and development. Learners will explore the principles of training design and how these are used to create structured and engaging training sessions. The unit also develops understanding of how to plan and deliver training that meets the needs of different learners. In addition, learners will understand how training is evaluated to assess its effectiveness and support continuous improvement.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)	
The learner will	The learner can	
1. Understand the purpose of the training cycle	1.1	Identify the stages of the training cycle
	1.2	Identify the benefits of training to business success
	1.3	Explain how the training cycle can be used to identify learning opportunities
2. Understand the principles of training design	2.1	Explain the relationship between business opportunities, training needs and training objectives
	2.2	Explain the elements of Gagné's Nine Steps of Instruction
	2.3	Explain the importance of lesson planning in meeting training goals and objectives

3. Understand how to develop a training session	3.1	Describe the importance of planning a training session
	3.2	Describe the importance of the physical environment needed for delivering training
	3.3	Explain the advantages and disadvantages of different training resources
	3.4	Describe the characteristics and behaviours of an effective tutor
4. Understand how to deliver training appropriate to the needs of a learner	4.1	Explain the advantages and disadvantages of different training techniques
	4.2	Identify ways of creating an atmosphere in which learners feel at ease
	4.3	Explain the use, advantages and disadvantages of different types of communication
	4.4	Describe the importance of active listening to the success of training
	4.5	Identify methods to overcome barriers to learning
	4.6	Explain the importance of questioning skills when training
5. Understand the evaluation of training	5.1	Explain the benefits of evaluating training in relation to business profitability
	5.2	Describe the evaluation techniques that can be applied to training
	5.3	Explain the use of a learner evaluation questionnaire to measure the success of training
	5.4	Explain the importance of a personal reflective learning action plan

	5.5	Explain the purpose of a tutor improvement action plan
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Sales Promotions and Merchandising

Unit Reference	K/503/7059	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of the role of communication in promoting a business and supporting sales activities. Learners will explore the characteristics of sales promotions and merchandising, and how these contribute to attracting and influencing customers. The unit also develops understanding of how advertising materials are produced to support sales promotions. In addition, learners will understand how to evaluate the effectiveness of a sales promotion to inform future planning and improvement.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.6)	
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, 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
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

Profitable Food Management		
Unit Reference	K/503/7062	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of how to develop and manage a profitable food policy within a business environment. Learners will explore the factors that contribute to the business performance of a successful food offer. The unit also develops understanding of how to manage operating assets and resources effectively to support business objectives. In addition, learners will understand how to produce and implement a sales development plan, and how to evaluate the success of a food policy to support continuous improvement and profitability.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)	
The learner will	The learner can	
1. Understand the development of a profitable food policy	1.1	Analyse the current market and identify external competition within an area
	1.2	Describe the effect of the introduction of new business on existing business
	1.3	Explain the financial resources required to introduce or relaunch a food policy
	1.4	Describe the factors to be considered when developing a profitable food policy for a business
2. Understand business performance of a successful food policy	2.1	Analyse the profit contribution of a catering operation to the business
	2.2	Outline the principles of menu engineering

	2.3	Evaluate the performance and profitability of a catering offer
	2.4	Evaluate current food buying policy and supplier performance against agreed quality, service and price criteria
	2.5	Explain how to achieve consistency of the quality of the food offer through an evaluation of food production standards
3. Understand how to manage the operating assets and resources within a food business	3.1	Calculate the labour hours needed to meet forecasted customer numbers
	3.2	Explain the importance of conducting regular staff performance reviews
	3.3	Explain the importance of ensuring that training meets organisational production and service standards
	3.4	Explain the importance of employing a schedule of regular maintenance of equipment
	3.5	Evaluate the use and control of expenditure to reduce operating costs (i.e. energy, waste disposal, cleaning, small equipment and accessories)
	3.6	Explain the purpose of kitchen planning principles to review the workflow and health and safety of a kitchen
4. Understand how to produce a sales development plan	4.1	Explain how to develop a rolling annual plan of promotional activity for a business
	4.2	Identify elements of the promotional mix that reflect opportunities for growth
	4.3	Explain the rules of dish descriptions in order to meet customer expectations and legislative requirements

	4.4	Explain the importance of new technology in the promotion of a business (i.e. websites, links and social networking)
5. Understand how to evaluate the success of a food policy	5.1	Identify a secure information system that balances the needs of the business and customers
	5.2	Explain the importance of regular collection of external and internal data (i.e. consumer research and staff feedback) that has an impact on business performance
	5.3	Explain the advantages of setting individual and business targets
	5.4	Evaluate the success of a business's food policy against its key performance indicators, objectives and strategies

Stock Control	
Unit Reference	A/503/7065
Level	3
Credit Value	2
Guided Learning (GL)	10
Unit Summary	This unit provides learners with an understanding of stocktaking and its role in controlling business profitability. Learners will explore stock-handling processes and how these contribute to effective stock management within a business environment. The unit also develops understanding of how to interpret and analyse stocktaking results, and the impact these have on strategic business decisions. In addition, learners will understand how stock data can be used to monitor performance and support improved profitability.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.6)
The learner will	The learner can
1. Understand the purpose of stocktaking as a tool to control business profitability	1.1 Explain the purpose and scope of stock control and stocktaking 1.2 Describe the potential impact of effective and ineffective stock control on business success 1.3 Identify practices that can be introduced to minimise losses of perishable and non-perishable stock 1.4 Explain the information needed to minimise loss by different methods 1.5 Explain the benefits of developing management tools to motivate individual staff members to achieve accurate margins and agreed targets

2. Understand the stock-handling process for a business	2.1	Identify the stages of the stock-handling process
	2.2	Explain the applications of stock data
	2.3	Explain the differences between food stocktaking and liquor stocktaking
	2.4	Identify the typical reasons for profit erosion at each stage of the stock-handling process
	2.5	Recommend control methods to minimise profit erosion
3. Understand how to interpret stock results for a business	3.1	Explain how to distinguish between measures of efficiency and measures of performance
	3.2	Explain the relationships between gross margin and deficit and surplus stock results
	3.3	Distinguish between legitimate and illegitimate surplus from an analysis of stock data
	3.4	Identify the sources of information that provide evidence or illegitimate surpluses
4. Understand the impact of stock results on strategic business decisions	4.1	Explain the factors to be considered during the review and selection of an external stocktaker
	4.2	Describe the relationship between different management information documents (i.e. stock results, profit and loss account and balance sheet)
	4.3	Explain the way in which stock results can affect strategic decision making for a business
5. Understand the analysis of stocktaking data	5.1	Describe the features and benefits of using electronic point of sale (EPOS) systems to support stock control

	5.2	Recommend target gross profit margins for products that are subject to shrinkage for a business
	5.3	Calculate the yield of a product from a stock report
	5.4	Analyse yield performance against target yield for a product
	5.5	Calculate the target day's stockholding for a business
	5.6	Describe the role and responsibilities of individual staff members for effective stock control

Principles of Food Service Supervision

Unit Reference	J/503/9868
Level	3
Credit Value	2
Guided Learning (GL)	10
Unit Summary	This unit provides learners with an understanding of the manager's role in leading a food service team within a business environment. Learners will explore the importance of effective communication with customers, team members and other areas of the business to support efficient service delivery. The unit also develops understanding of the procedures required to ensure consistent and effective food service. In addition, learners will understand common problems that may arise during service and how these can be managed to minimise impact on service standards. Learners will also consider the impact of relevant legislation, regulations and codes of practice on the delivery of food service in licensed premises.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)
The learner will	The learner can
1. Understand the role of the manager in relation to staff working in a food service team	1.1 State the importance of staff having the appropriate knowledge and skills to carry out their responsibilities 1.2 Outline the main areas of training that will be required by staff working in food service 1.3 State the importance of staff work rotas and task allocation when managing food service 1.4 Identify the different methods of monitoring and supervising staff to ensure food service standards are met

	1.5	Identify ways in which a food service manager can lead by example to improve the performance of the team
2. Understand the importance of effective communication with customers, within the food service team and with other areas of the business when delivering food service	2.1	State how staff should conduct themselves and communicate with customers in a food service operation
	2.2	State the importance of good communication within the food service team to ensure that service standards are met and how this can be achieved
	2.3	Identify the ways in which food service operations interact with other areas of licensed hospitality operation
	2.4	State the importance of interdepartmental communication and co-ordination and how this can be achieved
3. Understand the importance of procedures in ensuring efficient food service	3.1	State the importance of having and following appropriate procedures when preparing for and delivering food service
	3.2	Outline the main areas to be considered when developing food service procedures
	3.3	State the importance of monitoring and reviewing food service procedures
4. Understand the problems that may arise during food service and how to manage these effectively to minimise impact on service standards	4.1	Identify problems that may occur during food service in licensed premises
	4.2	Identify actions that can be taken to prevent problems arising during food service
	4.3	Identify actions that should be taken to deal with problems that arise during food service
	4.4	State the importance of having contingency plans in place when delivering food service

5. Understand the impact of legislation, regulations and codes of practice on the delivery of food service in licensed premises	5.1	Identify legislation, regulations and codes of practice that impact on the delivery of food service
	5.2	Outline the processes and procedures that must be in place to ensure that a business is compliant with all legislation, regulations and codes of practice
	5.3	Identify how relevant information should be communicated to food service team members and why it is important for such communication to take place

Principles of Food Production Supervision

Unit Reference	L/503/9869	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides learners with an understanding of the manager's role in leading a food production team within a business environment. Learners will explore the importance of effective communication within the team and with other areas of the business to support efficient food production. The unit also develops understanding of the procedures required to ensure consistent and effective production processes. In addition, learners will understand common problems that may arise during food production and how these can be managed to minimise the impact on service standards. Learners will also consider the impact of relevant legislation, regulations and codes of practice on food production in licensed premises.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the role of the manager in relation to staff working in a food production team	1.1	State the importance of staff having the appropriate knowledge and skills to carry out their responsibilities
	1.2	Outline the main areas of training that will be required by staff working in food production
	1.3	State the importance of staff work rotas and task allocation when managing a food production operation

	1.4	Identify the different methods of monitoring and supervising staff to ensure food production standards are met
	1.5	Identify ways in which a food production manager can lead by example to improve the performance of the team
2. Understand the importance of procedures in ensuring efficient food production	2.1	State the importance of having and following appropriate procedures when preparing food in licensed hospitality
	2.2	Outline the main areas to be considered when developing food production procedures
	2.3	State the importance of monitoring and reviewing food production procedures
3. Understand the importance of effective communication within the food production team and with other areas of the business when producing food in licensed hospitality	3.1	State the importance of good communication within the food production team to ensure that service standards are met and how this can be achieved
	3.2	Identify the ways in which food production operations interact with other areas of licensed hospitality operation
	3.3	State the importance of interdepartmental communication and co-ordination and how this can be achieved
4. Understand the problems that may arise during food production and how to manage these effectively to minimise impact on service standards	4.1	Identify problems that may occur during food production in licensed premises
	4.2	Identify actions that can be taken to prevent problems arising during food production
	4.3	Identify actions that should be taken to deal with problems that arise during food production
	4.4	State the importance of having contingency plans in place when supervising food production operations

5. Understand the impact of legislation, regulations and codes of practice on the delivery of food production in licensed premises	5.1	Identify legislation, regulations and codes of practice that impact food production operations
	5.2	Outline the processes and procedures that must be in place to ensure that a business is compliant with all legislation, regulations and codes of practice
	5.3	Identify how relevant information should be communicated to food production team members and why it is important for such communication to take place

Kitchen Management	
Unit Reference	T/600/9176
Level	3
Credit Value	3
Guided Learning (GL)	30
Unit Summary	This unit provides learners with an understanding of how to manage and utilise staff effectively within a kitchen environment, applying relevant management theories in practice. Learners will explore the key areas of kitchen administration and their importance in supporting efficient business operations. The unit also develops understanding of food safety and operational requirements, including HACCP, risk assessment processes, kitchen design, health and safety, and environmental considerations. In addition, learners will understand the role of competition within the industry and how marketing principles and promotional tools can be applied to support business success.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.8)
The learner will	The learner can
1. Understand how to manage and utilise staff in the most effective way and apply the theories learnt	1.1 Identify the primary objectives of a Human Resources department 1.2 Identify the primary tools used in effective recruitment and how each of these tools can be used 1.3 Identify the main benefits of carrying out employee performance evaluations and how to ensure these are effective 1.4 Follow best practice when organising and conducting staff appraisals

	1.5	Identify the indicators of an unmotivated workforce and apply techniques to re-motivate them
	1.6	Identify the different learning styles of employees and ensure that these are applied to achieve effective team
	1.7	Identify and apply the key elements of successfully managing people
	1.8	Identify the indicators of abuse in the kitchens and implement measures that can prevent abuse occurring
	1.9	Identify the key indicators of stress and apply techniques to control and manage stress in the kitchen environment
	1.10	Identify and apply the key factors of workforce planning, forecasting and rota management
	1.11	Build relationships between food preparation and food service teams
	1.12	Identify and apply the key elements of successful time management
	1.13	Identify the importance of effectively mentoring employees and/or students
	1.14	Identify the key areas covered by employment legislation and demonstrate an understanding of how these apply to the business
2. Understand the different areas of kitchen administration and their importance to the business	2.1	Understand accurate temperature recording in a catering environment and how to design and implement corrective action procedures
	2.2	Identify and apply the key elements of stock control and competitive purchasing

	2.3	Correctly cost food and calculate gross profits and ensure these measures contribute to business success
	2.4	Design and describe a menu correctly
	2.5	Identify and apply the primary reasons for staff incentive programmes
	2.6	Conduct effective kitchen meeting
	2.7	Manage change in the business environment
	2.8	Apply problem solving techniques to ensure smooth kitchen operations
3. Understand the importance of HACCP, how to undertake risk assessments, the relationship between kitchen design and health and safety and the environmental considerations of running a kitchen operation	3.1	Identify and apply the principles of HACCP
	3.2	Identify and apply the steps involved in carrying out a risk assessment
	3.3	Outline the role of an Environmental Health Practitioner and how to prepare for a visit
	3.4	Identify and apply the general principles to follow when designing a commercial kitchen
	3.5	Apply methods of reducing carbon footprints in a commercial catering operation
4. Understand what is meant by competition and how to apply marketing principles and promotional tools to generate business success	4.1	Explain what competition is
	4.2	Define marketing and demonstrate an understanding of why marketing principles are important to the success of a business
	4.3	Analyse business information using SWOT to identify key opportunities and threats
	4.4	Understand the difference between customers' needs, wants and expectations

		and identify and apply methods for segmenting customer groups
	4.5	Reflect the understanding of customer needs, wants and expectations in menu design and service style
	4.6	Identify how to set SMART marketing objectives and why such objectives are essential for business success
	4.7	Identify the key areas of the marketing mix and apply these to the successful marketing of a catering operation
	4.8	Identify the key areas of the promotional mix and demonstrate an understanding of its relationship to successful marketing

Principles of Drinks Service Supervision

Unit Reference	H/503/9957
Level	3
Credit Value	2
Guided Learning (GL)	10
Unit Summary	This unit provides learners with an understanding of the manager's role in leading a drinks service team within a licensed hospitality environment. Learners will explore the importance of procedures in ensuring efficient and consistent drinks service. The unit also develops understanding of effective communication with customers, team members and other areas of the business to support service delivery. In addition, learners will understand common problems that may arise during drinks service and how these can be managed to minimise the impact on service standards. Learners will also consider the impact of relevant legislation on the delivery of drinks service in licensed premises.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.6)
The learner will	The learner can
1. Understand the role of the manager in relation to staff working in a drinks service team	1.1 State the importance of staff having the appropriate knowledge and skills to carry out their responsibilities 1.2 Outline the main areas of training that will be required by staff working in drinks service 1.3 State the importance of staff work rotas and task allocation when managing drinks service 1.4 Identify the different methods of monitoring and supervising staff to ensure drinks service standards are met

	1.5	Identify ways in which a drinks service manager can lead by example to improve the performance of the team
2. Understand the role of procedures in ensuring efficient drinks service	2.1	State the importance of having appropriate procedures when preparing for and delivering drinks service
	2.2	Outline the main areas to be considered when developing drinks service procedures
	2.3	State the importance of monitoring and reviewing drinks service procedures
3. Understand the importance of effective communication with customers, within the drinks service team and with other areas of the business when providing a drinks service in licensed hospitality	3.1	State how staff should conduct themselves and communicate with customers in a drinks service operation
	3.2	State the importance of good communication within the drinks service team to ensure that service standards are met and how this can be achieved
	3.3	Identify the ways in which drinks service operations interact with other areas of licensed hospitality operation
	3.4	State the importance of interdepartmental communication and co-ordination and how this can be achieved
4. Understand the problems that may arise during drinks service and how to manage these effectively to minimise impact on service standards	4.1	Identify problems that may occur during drinks service in licensed premises
	4.2	Identify actions that can be taken to prevent problems arising during drinks service
	4.3	Identify actions that should be taken to deal with problems that arise during drinks service
5. Understand the impact of relevant legislation on the	5.1	State the features of the Licensing Act 2003 in relation to drinks service in licensed premises (i.e. hours, conditions,

delivery of drinks service in licensed premises		rights of entry of authorised people, service to drinks, drunk and disorderly conduct, selling alcohol to children)
	5.2	State the features of Weights and Measures Legislation (i.e. legal measures for selling alcoholic products)
	5.3	State the features of Consumer Protection Legislation (i.e. accurate descriptions, passing off)
	5.4	State the features of the Gambling Act 2005 (i.e. age of play for cash gaming machines)
	5.5	State the features of the Equality Act 2010 (i.e. protected characteristics)
	5.6	Explain the importance of ensuring staff are aware of their legal and social responsibilities

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.