
Qualification Specification

**CTH Level 4 Diploma in Hospitality
Management**

March 2023

QAN: 601/7119/4



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1. Introduction

Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Level 4 Diploma in Hospitality Management** qualification.

This document includes the aim, size, level, structure, and content including learning outcomes and assessment criteria for each unit, together with sample assessment/s.

There is guidance relating to the centre approval requirements, and delivery and assessment for this qualification, and details of grading criteria and the grading of units.

Further details regarding this qualification are available from CTH and contained within the more comprehensive Delivery and Assessment Handbook.

Purpose of the Qualification

The purpose is to provide a qualification that:

- provides students with an understanding of the tourism and hospitality industry and of the key functions within the sector.
- provides for an effective academic progression route.
- enables students to gain credit towards higher education.
- enables students to develop higher level academic skills that can be applied in a vocational context.
- provides students with the knowledge and skills to enter employment in the tourism and hospitality sector.

Progression Opportunities

The level 4 qualification provides progression to a level 5 CTH vocational qualification. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

Access and Entry Requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

Approved CTH Centres are responsible for checking applications against the following admission requirements and ensuring students can fulfil the demands of the qualification prior to admission and enrolment.

Learners must have an appropriate level of academic skills or be given support by centres to acquire the relevant study skills at degree level for this qualification.

The course is equivalent to the first year of a UK university degree and will require students to be given support to acquire relevant academic study skills.

Requirements		Admission Requirements
All Students	✓ Minimum Age	17 at enrolment.
	✓ English Language	All students without English as a first language should hold at least IELTS 5.5 or other evidence of competence in English at this level. The qualification is assessed by written assignments and examinations in the English language; high level language skills are essential.
	✓ Study Skills	The course requires students to read around the subject and use academic referencing (Harvard style) in their written assignments. Study skills are essential.
UK Students		Students who hold a regulated academic or vocational qualification at Level 3 (e.g. BTEC or A Level) in any subject are most likely to be successful on this course.
International Students		Students should have passed a school leaving certificate or other regulated academic or vocational qualification equivalent to a UK 'A' Level (UK Level 3). Equivalence to be evaluated through ENIC.
Work Experience Applicants		Evidence of at least three years' work experience in the hospitality and/or tourism industry ideally with some work experience at a supervisory level. Preferably school leaving certificate.

CTH Membership Registration

Centres must register students as CTH Members within two weeks of starting the course.

2. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching Rooms & Facilities
- ✓ Centre Staffing
- ✓ Continuing Professional Development

Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the CTH approval process or if you wish to discuss your curriculum requirements.

The CTH Approval Committee will consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level, and evidence of expertise in academically-related areas, including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial approval application process.

Teaching Rooms & Facilities

Suitable teaching rooms and IT facilities should be available to students. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for student relaxation and recreation.

Centre Staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be occupationally competent or technically knowledgeable in the area for which they are teaching.
- have recent relevant experience in the specific area that they will be assessing or verifying.
- hold a teaching qualification as well as a relevant degree.

CTH will review the CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier (IV) and have a named quality insurance lead.

Continuing Professional Development

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements.

3. CTH Support

CTH Delivery and Assessment Handbook

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching staff, quality assurance staff and administrators.

CTH Workshops

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH offers specific training sessions for each qualification along with a workshop on centre marking and internal verification.

Additional support can also be provided on demand depending on the needs of the Centre (e.g. FTH workshop for lecturers delivering and assessing the level 4 Finance in Tourism and Hospitality unit).

CTH Members Website and Resources

The CTH Members website resource is available for both Centre teaching staff and students and contains a wealth of resources. Students can access our online resource library including relevant e-books and journals from EBSCO.

Teaching staff can download teaching materials including subject specific PowerPoint slides, past exam papers and assessments and examiner reports.

Please note that if any instructional material is provided by CTH, this should be used by teaching staff to support learning aims and should therefore be seen as a guide to support their practice.

4. Qualification Size and Level

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. **The CTH Level 4 Diploma in Hospitality Management** is a vocationally related qualification on the Ofqual Regulated Qualification Framework (RQF) and adheres to the regulations set out in the Ofqual Handbook. Ofqual regulated qualifications are recognised and trusted by parents, employers, and educational establishments globally due to the stringent controls and quality assurance requirements Ofqual places on awarding organisations, qualifications, and approved delivery centres.

Qualification Size

The qualification is designed to be delivered in **1,200** hours of TQT (Total Qualification Time) of which **480** are Guided Learning Hours (GLH). TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

Definitions

- **Guided Learning Hours**
GLH This is the amount of time the average student is expected to spend in supervised learning and practice but may vary by student.
- **Total Qualification Time – TQT**
TQT is made up of Guided Learning Hours plus all other time taken in preparation, study, or any form of participation in education and training but not under the direct supervision of a lecturer or centre marker.

The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment such as exams or observed practice.
- Independent and unsupervised learning or research.
- Unsupervised coursework or directed activity.
- Watching pre-recorded webinars or podcasts.
- Work placement, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Students completing this qualification should be able to demonstrate their ability as independent learners.

Qualification Level

This qualification is at level 4 on the Regulated Qualifications Framework in England (RQF).

CTH qualifications comply with level descriptors set by Ofqual, which are divided into two categories:

- Knowledge and understanding.
- Skills.

The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 4 Knowledge descriptor:

The holder...

- has practical, theoretical, or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- can analyse, interpret, and evaluate relevant information and ideas.
- is aware of the nature of approximate scope of the area of study or work.
- has an informed awareness of different perspectives or approaches within the area of study or work.

Level 4 Skills descriptor:

The holder can...

- identify, adapt, and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- review the effectiveness and appropriateness of methods, actions, and results.

5. Qualification Structure

The qualification, units, and sizing information for the CTH Level 4 Diploma in Hospitality Management (L4 DHM) are set out in the following table. Further details of each unit are included later in this specification.

CTH Level 4 Diploma in Hospitality Management					
Students must achieve all 7 mandatory units, providing 120 credits, of which 45 credits are at level 3 and 75 credits are at level 4 .					
Credit Value (CV): 120			QAN: 601/7119/4		
Guided Learning Hours (GLH) for Qualification: 480			Total Qualification Time (TQT) for Qualification: 1200		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
FTH	Finance in Tourism and Hospitality	3	15	80	Assignment
CSMTH	Customer Service Management in Tourism and Hospitality	4	15	60	Closed book written examination
GTH	Global Tourism and Hospitality	4	20	60	Assignment
RDO	Rooms Division Operations	3	15	80	Closed book written examination
RDS	Rooms Division Supervision	4	20	60	Assignment
FBO	Food and Beverage Operations	3	15	80	Closed book written examination
FBS	Food and Beverage Supervision	4	20	60	Assignment
Diploma Total (7 units)			120	480	

6. Qualification Grading Criteria

Individual units can be graded as either Fail, Pass, Merit or Distinction. The qualification is also graded. In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement.

The following table explains the generic grading criteria that should be used by centres in conjunction with the unit mark schemes to assess all students' work.

Level 3		
PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
<p>To achieve a Pass grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. 	<p>To achieve a Merit grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. demonstrate a level of understanding of key issues in the area of study. interpret and evaluate correctly key concepts and models. apply a range of theories relevant to the area of study. use a range of research and investigative techniques. produce work that is well presented, clear and well structured, with sources clearly referenced. 	<p>To achieve a Distinction grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. demonstrate in-depth understanding and knowledge of relevant issues and their implications in the area of study. provide a good level of interpretation and evaluation of concepts and models. show some evidence of original thinking. apply a range of theories in different contexts. use a range of research and investigative techniques to solve problems. make well-argued conclusions or recommendations. present work that is neat, clear, well-structured, and coherent, with sources clearly referenced.

Level 4

PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
<p>To achieve a Pass grade, students must:</p> <ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes. 	<p>To achieve a Merit grade, students must:</p> <ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes. • use, analyse and interpret quantitative and qualitative data to develop coherent arguments. • apply a range of theories in different contexts. • demonstrate the use of a range of academic research sources. • make sound judgements that accord with theories and concepts in the area of study. • use established problem-solving techniques within the area of study. • present work that is neat, clear, and well structured, with clearly referenced sources. 	<p>To achieve a Distinction grade, students must:</p> <ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes. • apply a detailed knowledge of the theories, trends, and issues within the area of study drawn from a range of academic research. • evaluate the selection of approaches, models, and tools in the area of study. • demonstrate the use of a range of academic research sources. • communicate the results of work convincingly, supported by structured and coherent arguments. • adapt and synthesise established problem-solving techniques. • make sound judgements that accord with theories and concepts in the area of study. • present work that is professional and coherent, with clearly referenced sources.

7. Qualification Assessment

Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. See the CTH website for Assessment Timetable & Schedules.

Assessment Methods

Given the broad and highly varied nature of the hospitality & tourism business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Students need to demonstrate their higher-level skills and qualities specified in the learning outcomes within a vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work for this qualification will be carried out by written assignments. Students' work will be measured against the specified learning outcomes and assessment criteria of each unit. Mark schemes are provided for each unit and grading criteria are set out to assist centre markers in allocating marks.

See chapter 9 for specimen assessment materials applicable to this qualification.

Assessment Responsibilities

CTH:

Assignments – CTH is responsible for:

- producing all assignment briefs and making these available to centres.
- checking all assignments for similarity using Turnitin, before moderating students' work.

Examinations – CTH is responsible for:

- setting all examinations and distributing these electronically to Centres.
- marking and moderating all exam scripts.

The CTH Exam Board meets four times a year to review all moderated assessment results, taking into consideration special considerations and mitigating circumstances, reports from the Malpractice Panel, and other information including previous results over time. The Exam Board will ratify all results before publication.

Centres must:

- register students for each assessment submission within the timescales stated on the CTH website. Only students registered as CTH Members will be allowed to take the assessments.
- hold at least two (and a maximum of three) progress tutorials with each student per assignment unit which must be fully documented and signed by the centre marker and the student.
- ensure students understand how to avoid academic dishonesty and check that work in progress and that submitted to CTH is the students' own.
- send the assessment evidence to CTH electronically via SharePoint: student assignment, completed mark sheets, signed student & centre marker declarations of authenticity, and compulsory progress tutorial record forms.
- prepare students for examinations via worked questions in class and mock exams.
- return student exam scripts within 24 hours to CTH, with attendance sheets, seating plans and any other documentation including special consideration forms, invigilators reports, suspected malpractice reports.
- mark and internally verify* assignments using the mark sheets and mark schemes provided by CTH.
- appoint an internal verifier, or a team of internal verifiers.

***Internal Verification**

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier assures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

8. Qualification Units

Finance in Tourism & Hospitality		FTH
Unit Purpose and Aim(s)	This unit enables students to gain an understanding of main sources of finance, to understand the relationships between cost volume and profit, to carry out specific costing practices and make recommendations on prices and interpret business performance using recognised tools. It is not an in-depth accounting unit, and this should be borne in mind when planning and executing the delivery.	
Unit Level: 3	Guided Learning Hours (GLH): 80 Hours	Credit Value: 15 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand the sources of income generation and other funding in the tourism and hospitality industry.	
Assessment Criteria		
1.1 Describe sources of generation income. 1.2 Describe sources of funding.		
Learning Outcome 2	Understand the operation of the business in terms of the elements of costs.	
Assessment Criteria		
2.1 Describe the elements of cost found within the tourism and hospitality industry. 2.2 Describe some of the key aspects of effective control systems for high value assets.		
Learning Outcome 3	Be able to apply the concept of marginal costing to price setting, particularly as applied to those costs which change with time or level of activity.	
Assessment Criteria		
3.1 Describe how to persuade a client to buy a package tour. 3.2 Describe how to deal with complaints. 3.3 Describe how to write a letter of apology to a customer. 3.4 Explain how to exchange information on hobbies. 3.5 Describe how to sell a holiday. 3.6 Explain how to organise a special interest tour.		

Learning Outcome 4

Be able to prepare budgets and compare budgets with actual results.

Assessment Criteria

- 4.1 Explain the main reasons for using budgets, and some of their limitations.
- 4.2 Prepare relevant operating budgets.
- 4.3 Calculate variances between given actual and budgeted figures and comment on the results.

Learning Outcome 5

Be able to interpret business performance from profit and loss statements and balance sheets using ratios and percentages.

Assessment Criterion

- 5.1 Use a number of tools to analyse a given business' performance to include basic sales, liquidity, efficiency and financial ratios.

Customer Service Management in Tourism & Hospitality		CSMTH
Unit Purpose and Aim(s)	This unit covers the management of customer service operations, managing the resolution of customers' queries and complaints, analysing the effectiveness of customer service in hospitality or tourism, and understanding the use of quality systems in the tourism and hospitality industry.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 15 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Closed book written examination.	
Learning Outcome 1	Manage customer service operations in hospitality or tourism.	
Assessment Criteria		
<ul style="list-style-type: none"> 1.1 Explain the importance of anticipating customers' needs and preferences. 1.2 Set customer service targets and standards for a department. 1.3 Allocate resources to operations to enable efficient customer service. 1.4 Ensure all staff maintain customer service standards. 1.5 Make use of customer feedback to improve products and services. 		
Learning Outcome 2	Manage the resolution of customers' queries and complaints in hospitality or tourism.	
Assessment Criteria		
<ul style="list-style-type: none"> 2.1 Describe possible actions to prevent problems. 2.2 Identify the cause of complaints. 2.3 Explain how to handle complaints in accordance with customer service standards. 2.4 Maintain records of issues, problems, and incidents. 		
Learning Outcome 3	Analyse the effectiveness of customer service in hospitality or tourism.	
Assessment Criteria		
<ul style="list-style-type: none"> 3.1 Implement an evaluation plan in accordance with organisational requirements. 3.2 Analyse information using agreed techniques. 3.3 Identify strengths, areas for improvement and patterns of repeated customer complaints. 3.4 Recommend improvements that are practicable, and which offer value for money. 		
Learning Outcome 4	Understand the use of quality systems in the tourism and hospitality industry.	
Assessment Criteria		
<ul style="list-style-type: none"> 4.1 Define 'quality', quality attributes and measures. 4.2 Explain the components of an effective quality system. 4.3 Explain how to identify problems, defects, and shortfalls against quality standard. 4.4 Explain how quality standards can be used to make improvements. 		

Global Tourism & Hospitality		GTH
Unit Purpose and Aim(s)	This unit covers understanding the size and scope of the global tourism and hospitality industry, the food and accommodation sub-sectors, the issues and influences affecting it and the growth of global tourism and hospitality brands.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 20 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand the size and scope of the global tourism and hospitality industry.	
Assessment Criteria		
1.1 Analyse the size, nature and sub-sectors of the global tourism and hospitality industry. 1.2 Analyse the role of stakeholders of the industry. 1.3 Explain the history of the tourism and hospitality industry. 1.4 Analyse the inter-relationships and links between tourism and other sectors.		
Learning Outcome 2	Understand the food and accommodation sub-sectors within the global tourism and hospitality industry.	
Assessment Criteria		
2.1 Characterise the distinctions between different types of accommodation and their operation. 2.2 Characterise the distinctions between different types of food operation. 2.3 Analyse the factors affecting accommodation location decisions. 2.4 Analyse the effectiveness of transport and distribution systems.		
Learning Outcome 3	Understand the issues and influences affecting the global tourism and hospitality industry	
Assessment Criteria		
3.1 Review the development of the industry and the reasons for change. 3.2 Evaluate the impact of government activity and political issues. 3.3 Define the contribution of the industry on the economy and its impacts. 3.4 Evaluate the effect of trends in modern lifestyle habits. 3.5 Evaluate the way in which external factors affect the industry and organisations within it.		
Learning Outcome 4	Understand the growth of global tourism and hospitality brands.	
Assessment Criteria		
4.1 Define the characteristics and uses of branding. 4.2 Analyse the development of global tourism and hospitality brands. 4.3 Analyse the benefits of branding and brand loyalty. 4.4 Explain the use of tourism and hospitality globalisation strategies and their risks.		



Rooms Division Operations		RDO
Unit Purpose and Aim(s)	This unit covers understanding rooms division operations (front office and housekeeping departments), front office processes and housekeeping operations.	
Unit Level: 3	Guided Learning Hours (GLH): 80 Hours	Credit Value: 15 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Closed book written examination.	
Learning Outcome 1	Understand rooms division operations (front office and housekeeping departments).	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Define the functions of rooms divisions. 1.2 Identify the role and responsibilities of rooms division staff within an organisational structure. 1.3 Explain the impact of “the guest cycle” on rooms division operations. 1.4 Explain the components of customer offerings. 1.5 Describe organisational customer service standards. 1.6 Explain the services to support customers’ needs. 		
Learning Outcome 2	Understand front office processes.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Describe the organisational procedures for reservation, reception, and cashiering functions. 2.2 Explain how to use manual and electronic systems to track room status. 2.3 Explain how to process check-out functions and payments in accordance with organisational procedures and standards. 2.4 Explain the use of communication systems. 		
Learning Outcome 3	Understand housekeeping operations.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 3.1 Describe the organisational procedures and standards in the housekeeping, laundries, linen rooms, and maintenance departments in a hotel. 3.2 Explain how to use safe working practices and minimise the potential for accidents. 3.3 Explain how to organise the safe use and storage of cleaning materials. 3.4 Explain how to ensure that guest rooms and public areas are clean, safe, and secure. 		



Rooms Division Supervision		RDS
Unit Purpose and Aim(s)	This unit covers evaluating the effectiveness of rooms division operations (front office and housekeeping departments), supervising housekeeping operations and managing the performance of staff.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 20 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Evaluate the effectiveness of rooms division operations (front office and housekeeping departments).	
Assessment Criteria		
<ol style="list-style-type: none"> 1.1 Analyse the structure, distribution of responsibilities and contribution of rooms division to an organisation. 1.2 Identify shortfalls and weaknesses in performance and their causes and recommend practicable improvements. 1.3 Evaluate the quality of furniture, furnishings and fittings for purchase and care against organisational standards. 1.4 Analyse the security and safety responsibilities of rooms division personnel. 1.5 Explain the use of property management systems. 		
Learning Outcome 2	Supervise front office processes.	
Assessment Criteria		
<ol style="list-style-type: none"> 2.1 Develop customer-focused policies and procedures to deal with guest arrivals and checkouts. 2.2 Explain the functionality of accounting and banking procedures to meet customer and legal requirements. 2.3 Develop rotas and allocate work to ensure operational efficiency. 2.4 Monitor the standards of work and behaviour of staff. 		
Learning Outcome 3	Supervise housekeeping operations.	
Assessment Criteria		
<ol style="list-style-type: none"> 3.1 Develop rotas and allocate work to ensure operational efficiency. 3.2 Specify manual and mechanical cleaning equipment and cleaning materials that are appropriate to the task. 		



- 3.3 Evaluate the advantages and disadvantages of purchased and contract hire of products, services, and resources.
- 3.4 Monitor compliance with procedures for the inspection, control, and storage of clean and dirty linen.
- 3.5 Develop procedures for the housekeeping, maintenance and working order of an organisation to agreed standards.
- 3.6 Supervise the cleanliness, safety and security of guest rooms and public areas including regular safety inspections.

Learning Outcome 4

Manage the performance of staff in rooms division.

Assessment Criteria

- 4.1 Agree targets and objectives that align with business needs.
- 4.2 Provide training interventions that meet identified needs.
- 4.3 Allocate and direct work to meet performance targets and quality standards.
- 4.4 Manage underperformance and in accordance with organisational requirements.
- 4.5 Analyse the principles of recruitment and selection of staff.



Food and Beverage Operations		FBO
Unit Purpose and Aim(s)	This unit covers understanding the principles of food production operations, food production operations and food and beverage service.	
Unit Level: 3	Guided Learning Hours (GLH): 80 Hours	Credit Value: 15 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Closed book written examination.	
Learning Outcome 1	Understand the principles of food and beverage operations.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Describe typical organisational structures and roles in food and beverage operations.1.2 Describe different kinds of food operations.1.3 Identify the nature of the meal or event for which service is required.1.4 Explain how menus and wine lists are structured.1.5 Describe how to comply with hygiene, health and safety standards and legislation.1.6 Explain how to maintain food and beverage stock levels.		
Learning Outcome 2	Understand food production operations.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Identify the ingredients needed and explain how to prepare them to the required standard in the correct sequence.2.2 Explain the suitability of different cooking methods and equipment for different dishes.2.3 Explain how to present dishes in accordance with organisational standards.2.4 Identify organisational purchasing procedures.2.5 Explain storage methods that are appropriate to different food items.		
Learning Outcome 3	Understand food and beverage service.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Describe organisational standards and timings in setting up for food and beverage service.3.2 Describe how to serve food and beverages in accordance with organisational standards.3.3 Explain the customer care service required in a food and beverage department.3.4 Describe how to calculate and present accurate bills in different payment forms.3.5 Explain the requirements of hygiene in food and beverage service.		



Food and Beverage Supervision		FBS
Unit Purpose and Aim(s)	This unit covers evaluating the effectiveness of food and beverage operations, developing food and beverage operations, understanding how to arrange banquets and functions, understanding how to supervise the purchasing and storage of food and beverages and the management of staff performance.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 20 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Evaluate the effectiveness of food and beverage operations.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Set realistic criteria for the evaluation of food and beverage operations.1.2 Analyse the efficiency and effectiveness of food and beverage operations.1.3 Analyse the occupational, environmental, and human factors that affect hygiene, health, and safety.1.4 Evaluate the potential impact of non-compliance with regulatory requirements.		
Learning Outcome 2	Develop food and beverage operations.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Allocate human and physical resources that is sufficient to meet objectives.2.2 Define the factors that affect the development of menus and wine lists and recommend changes to meet identified needs and within budget.2.3 Recommend changes to methods of food production and/or food and beverage service that meet identified needs and within budget.2.4 Explain how any changes may influence customers' perceptions of the organisational brand.2.5 Evaluate the quality of staffs' selling, customer service skills and the extent of their product and service knowledge.		
Learning Outcome 3	Understand how to arrange banquets and functions.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Develop plans for banquets and functions that meet the specification within budget.3.2 Define menus, wine lists, cooking and service methods that are appropriate to the banquet or function.3.3 Address hygiene, health, and safety issues for each event plan.3.4 Specify supervision and staffing arrangements for each event that are sufficient to meet the specification.3.5 Evaluate the success of the event against agreed criteria.		



Learning Outcome 4

Understand how to supervise the purchasing and storage of food and beverages.

Assessment Criteria

- 4.1 Define purchasing standards appropriate to the item to be purchased.
- 4.2 Analyse the efficiency and effectiveness of the purchasing and storage of food and beverage items.
- 4.3 Specify storage methods that are appropriate to the item being stored.
- 4.4 Specify procedures for the issue of stock that are appropriate to the item.

Learning Outcome 5

Manage the performance of staff in food and beverage.

Assessment Criteria

- 5.1 Agree targets and objectives that align with business needs.
- 5.2 Provide training interventions that meet identified needs.
- 5.3 Allocate and direct work to meet performance targets and quality standards.
- 5.4 Manage underperformance and in accordance with organisational requirements.
- 5.5 Analyse the principles of recruitment and selection of staff.

9. Sample Assessments

Assessment Example 1

Unit	Rooms Division Operations
Assessment Type	Closed book written examination
Time Allowed	180 minutes for the examination, plus additional ten minutes before to read through.

Sample Instructions

RDO - Rooms Division Operations

Mock Examination

Instructions

- **Three hours** are allowed for this paper which carries a total of **100 marks**.
- Read these instructions carefully before answering any questions.
- Do not begin writing until instructed to by the invigilator.
- Make sure that your **name, CTH membership number** and **centre name** are clearly marked on each page of the answer sheet and any other material you hand in.
- You are allowed **10 minutes** to read through this paper before the examination starts.
- You must attempt all questions to gain a pass. The number of marks allocated to each question is given next to the question and you should spend time in accordance with that allocation.
- You may find it helpful to make rough notes in the answer booklet; these notes should be crossed out before handing the booklet in.
- Answer each new question on a new page and leave some blank lines between each part of the question.
- The **answer booklet and the question paper must both be handed in** to the invigilator before you leave the examination room.

Sample Exam Questions

Please note: ALL questions are compulsory.

Question 1	<p>1.1 Identify three of the functions of the room's division department and compare their individual responsibilities.</p> <p>1.2 Describe the organisational structure of the room's division department in a 150-bedroom 4-star city hotel.</p> <p>1.3 Explain how the guest cycle impacts on rooms division operations.</p> <p>1.4 Discuss the organisational service standards within the rooms division department and explain how they should be developed to support customers' needs.</p>	40 marks
Question 2	<p>The four-star 150-bedroom Tower Hotel in Edinburgh is in the city centre. It is used by businesspeople and tourists and has a good reputation on the various travel websites.</p> <p>2.1 Describe the organisational procedures for the reservations department in the Tower Hotel.</p> <p>2.2 Discuss the advantages and disadvantages of manual and electronic systems used to track room status and payments.</p> <p>2.3 Compare and contrast two communication systems that the Tower Hotel may have within the hotel.</p>	30 marks
Question 3	<p>3.1 Explain why the housekeeping department in a hotel needs detailed organisational procedures and standards. Give examples of three housekeeping standards to illustrate your answer.</p> <p>3.2 You are the Executive Housekeeper of a large city-centre hotel and have 85 members of staff. You are responsible for health, safety, and security in your department, explain how you would ensure that your staff are made aware of their responsibilities in these areas. Give examples to support your answer.</p>	30 marks

Assessment Example 2

Unit	Food and Beverage Supervision
Assessment Type	Assignment

Assignment Instructions

Students must base their assignments on their own working practice in their place of work or in an organisation that is known to them. They must show their knowledge and understanding of the unit of assessment and any recommended reading.

Assignments Must:

- include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit.
- include a brief introduction to the assignment.
- include an analysis and evaluation of the topic they discuss, and facts should be used to support conclusions and recommendations.
- make clear connections between theory and practice.
- provide a demonstration of the practical application of theory in the workplace.
- cite references in accordance with the Harvard System.
- be presented in report format.
- be within 10% of the required word count.
- may include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

One electronic and one paper copy of the final assignment report should be submitted. This should include a front cover page with the student's and centre marker's declaration.

Assignment Task

Students are required to select an organisation in the hospitality industry and prepare a 3,500-word report discussing how the food and beverage departments are supervised with particular reference to the following areas:

- The development, management, and evaluation of food & beverage operations.
- How banquets and functions are arranged.
- How food and beverages are purchased and stored.

Outline

Students are required to conduct relevant and adequate primary and secondary research on the different areas within rooms division. The student should therefore be able to visit the selected organisation.

Students should include a brief introduction to the organisation they have selected in terms of the size, customers, services, products, and future plans.

The following areas should be evaluated in detail supported by examples quoted from the selected organisation;

Development, management and evaluation of food and beverage operations

- Factors affecting food and beverage offerings and recommend affordable improvements and their impact.
- Recruitment and selection, targets and allocation of resources, the provision of training, evaluation of employee performance and management of underperformance.
- Setting of evaluation criteria, the analysis and evaluation of the efficiency of operations, the factors that affect hygiene, health and safety and impact of non-compliance with regulatory requirements.

Banquets and functions

- The development of appropriate plans, menus and drinks lists.
- Hygiene, health, and safety issues.
- Staffing and supervision arrangements.
- Evaluating events.

Supervision of the purchase and storage of food and beverages

- Defining purchasing standards.
- Factors affecting storage arrangements.
- Stock issue procedures.

Students should demonstrate application of theory and knowledge to their chosen organisation and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.

10. About CTH

CTH, the Confederation of Tourism & Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

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