Qualification Specification

Gold standard qualifications for Hospitality, Culinary & Tourism

CONTENTS

1. Introduction

Overview

The objective of this Qualification Specification is to provide an overview of the CTH Level 3 Foundation Diploma in Hospitality Practice 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 hospitality industry and of the key functions within a hotel.
- provides for an effective academic progression route.
- enables students to gain credits towards higher education.
- enables students to develop practical skills that can be applied in a vocational context.
- provides students with basic knowledge to enter employment in the hospitality industry.

Progression Opportunities

The CTH Hospitality Practice Foundation Diploma provides an ideal starting point for students starting out in the hospitality sector, either after leaving school or as a returner to work or when switching careers. On successful completion, students can progress on to Level 4 qualifications, including the CTH Level 4 Diploma qualifications in Tourism or Hospitality Management (conditions apply).

Further details can be obtained via the CTH website at: http://www.cthawards.com

Access and Entry Requirements

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

CTH would also expect approved Centres to undertake an initial assessment of each student prior to the start of their programmes to ensure they are able to provide the student with any necessary additional support.

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

Requirements		Recommended Admission Requirements
All Students	√ Minimum Age	16 at enrolment.
	√ English Language	All students without English as a first language should hold at least IELTS 5.0 or other evidence of competence in English at this level. The qualification is assessed by written assignments, presentations, written and practical examinations in the English language; intermediate level language skills are essential.
	√ Education	This is an open access qualification with admission at the discretion of approved CTH Centres for students they consider able to successfully complete the qualification. However, all students should have completed full time secondary education up to age 16.

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 Facilities
✓ Visits
✓ 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 Facilities

In order to be approved to deliver the Hospitality Practice qualification, Centres must have classrooms for teaching, discussion and role-plays. However, it is mandatory that centres also have suitable facilities summarised below for the practical parts of the qualification, which must be available to students during timetabled hours for demonstrations, practice, formative testing and final observed assessments. Approval to deliver the course will depend on evidence of the availability of these facilities.

Units	Facilities Summary
Customer Service Skills	Classroom and facilities below for observations with feedback throughout the course.
Restaurant and Bar Service 1 & 2	A mock restaurant with 5 dining tables plus a separate bar, both fully equipped with 20 sets of crockery, cutlery and a several sets of glassware for different drinks.
Housekeeping 1 & 2	A fully furnished and equipped double bedroom and a selection of cleaning products.
Reception and Reservations	A 'Front Office' reservations desk set up with associated facilities such as key cards, brochure rack, flowers. Access to a computerised reservations system, for example Opera, is an advantage, or templates for taking and tracking reservations, density charts, bedroom book, etc.

Concierge and Guest Services	Concierge desk set up, including a computer for internet research and bookings.

Teaching staff must also provide students with documented standards illustrating the facilities and service levels relevant to each unit at various levels of establishment (e.g. Guest house to 5* hotels, or neighbourhood café to fine dining restaurant).

A detailed list of equipment required for each of the above facilities is included at the end of this document.

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.

Visits

Centres will be required to arrange student visits to different categories of hotels, bars and/or restaurants to observe and understand the differences in the facilities and type and level of service in each department. The Centre may devise tasks based on these visits or other activities to address the assessment criteria for a range of units.

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 3 Foundation Diploma in Hospitality Practice 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 800 hours of TQT (Total Qualification Time) of which 415 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 3 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 3 Knowledge descriptor:	Level 3 Skills descriptor:
The holder…	**The holder can…**
- has factual, procedural, and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. - can interpret and evaluate relevant information and ideas. - is aware of the nature of the area of study or work. - is aware of different perspectives or approaches within the area of study or work.	- identify, select, and use appropriate cognitive and practical skills, methods, and procedures to address problems that while well-defined, may be complex and non-routine. - use appropriate investigation to inform actions. - review how effective methods and actions have been.

5. Qualification Structure

The qualification, units, and sizing information for the CTH Level 3 Foundation Diploma in Hospitality Practice are set out in the following table. Further details of each unit are included later in this specification.

CTH Level 3 Foundation Diploma in Hospitality Practice				
Students must achieve all 11 mandatory units, providing 18 credits at level 2, 40 credits at level 3 and 20 credits at level 4.				
Credit Value (CV): 78		QAN: 610/3203/7		
Guided Learning Hours (GLH) for Qualification: 415		Total Qualification Time (TQT) for Qualification: 800		
Mandatory Units				

Unit Code	Unit Title	L	CV	GLH	Assessment Method
RBS1	Restaurant & Bar Service 1	2	3	25	one practical exam covering CSS and both RBS units, plus a single synoptic exam that assesses CSS, both RBS, HK, and FO units
RBS2	Restaurant & Bar Service 2	2	2	15	
HK1	Housekeeping 1	2	3	25	one practical exam covering CSS and both HK units, plus a single synoptic exam that assesses CSS, both RBS, HK, and FO units
HK2	Housekeeping 2	2	2	15	
REC	Reception & Reservations	2	3	25	one practical exam covering CSS and both FO units, plus a single synoptic exam that assesses CSS, both RBS, HK, and FO units
CGS	Concierge & Guest Services	2	2	15	
CSS	Customer Service Skills	2	3	25	assessed in each practical exam, and also assessed in the synoptic exam covering CSS, both RBS, HK and FO units
ESS	Essential Study Skills	5	10	50	Assignment (70%) Presentation (30%)
FBO	Food & Beverage Operations	3	15	80	Closed book written examination
RDO	Rooms Division Operations	3	15	80	Closed book written examination
GTH	Global Tourism & Hospitality	4	20	60	Assignment
Foundation Diploma Total (11 units)			78	415	

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 2 (CSS, RBS 1 & 2, HK 1 & 2, REC and CGS units)		
PASS 40% to 59%	**MERIT** 60% to 69%	**DISTINCTION** 70%+
To achieve a Pass, learners must: • meet the requirements of the assessment criteria and learning outcomes.	To achieve a Merit grade, learners must: • meet the requirements of the assessment criteria and learning outcomes. • identify the key issues in the area of study. • interpret information and ideas in a rational way. • substantiate judgments and support views with examples. • address problems logically. • produce work that is well presented, clear and well structured, with sources clearly referenced.	To achieve a Distinction grade, learners must: • meet the requirements of the assessment criteria and learning outcomes. • synthesize information and ideas from different sources. • apply ideas and conclusions validly in different contexts. • identify strengths, weaknesses and illogicalities in situations, ideas and theories. • demonstrate in-depth understanding and knowledge of relevant issues in the area of study. • use relevant and valid 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 3 (ESS, FBO & RDO units)		
PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
To achieve a Pass grade, students must: • meet the requirements of the assessment criteria and learning outcomes.	To achieve a Merit grade, students must: • 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.	To achieve a Distinction grade, students must: • 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 (GTH unit)		
PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
To achieve a Pass grade, students must: • meet the requirements of the assessment criteria and learning outcomes.	To achieve a Merit grade, students must: • 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.	To achieve a Distinction grade, students must: • 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 again**st 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

<u>CTH</u>:

Assignments, Presentations & Practical Examinations – CTH is responsible for:

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

Written 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.

<u>Centres must:</u>

- 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, presentations, and practical examinations 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

Restaurant and Bar Service 1	RBS1

Unit Purpose and Aim(s)	This unit aims to introduce learners to a range of food and beverage service styles and standards within different types of hospitality operations, how to prepare a restaurant for service, how to serve customers in line with service style, how to clear dining and service areas after service.

Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One observed practical examination and one synoptic exam.

Learning Outcome 1	Understand the range of food service styles and standards within different types of hospitality operations.

Assessment Criteria

1.1 Describe the range of food operations in a hospitality organisation.
1.2 Describe the different methods of food service and their requirements.
1.3 Explain the legal requirements of food hygiene, health, safety, and personal presentation when working with food and beverages.

Learning Outcome 2	Understand how to prepare a restaurant for service

Assessment Criteria

2.1 Clean and store crockery and cutlery.
2.2 Prepare and clean areas for table and tray service.
2.3 Describe safe and hygienic working practices for preparing service areas and equipment for table and tray service.
2.4 Lay tables and trays in line with service styles.
2.5 Check menus and ensure they are available for customer use.

Learning Outcome 3	Understand how to serve customers in line with service style.

Assessment Criteria

3.1 Demonstrate how to greet and seat customers and take orders in a restaurant.
3.2 Process customer orders.
3.3 Serve customers in line with service style.

Learning Outcome 4	Understand how to clear dining and service areas after service.

Assessment Criteria

4.1 Explain how food service areas should be left clean after service.
4.2 Explain and demonstrate how to store food items, condiments and accompaniments which will be used in the future as required.
4.3 Demonstrate how to dispose of rubbish and waste food following recommended procedures.
4.4 Demonstrate how customer and service areas are to be kept tidy, free from rubbish and ready for cleaning.

Restaurant and Bar Service 2	RBS 2

Unit Purpose and Aim(s)	This unit aims to introduce learners to a range of beverage service styles and standards within different types of hospitality operations, to introduce learners to the variety of hot and cold and alcoholic and non-alcoholic beverages and their basic characteristics, how to prepare a bar for service, how to serve customers in line with service style and how to clear bar and service areas after service. As well as the legal requirements of food hygiene, health, and safety with a hospitality environment.

Unit Level: 2	Guided Learning Hours (GLH): 15 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One observed practical examination and one synoptic exam.

Learning Outcome 1	Understand the range of beverage service styles and standards within different types of hospitality operations

Assessment Criteria

1.1 Describe the range of beverage operations in a hospitality organisation.
1.2 Explain the legal requirements of working with alcoholic beverages.
1.3 Describe the different methods of beverage service and their requirements.

Learning Outcome 2	Understand the variety of hot and cold and alcoholic and non-alcoholic beverages and their basic characteristics.

Assessment Criteria

2.1 Describe the range of alcoholic beverages available in a hospitality organisation.
2.2 Describe the different types of non-alcoholic hot and cold beverages, in particular coffee and tea, and the methods of preparing and serving them.
2.3 Describe and demonstrate the different methods of hot and cold beverage service and their requirements.

Learning Outcome 3	Understand how to prepare a bar for service.

Assessment Criteria

3.1 Clean and store glassware.
3.2 Prepare and clean areas for table and tray service.
3.3 Describe safe and hygienic working practices for preparing service areas and equipment for table and tray service.
3.4 Lay bar and tables in line with service styles.

Learning Outcome 4	Understand how to serve customers in line with service style.

Assessment Criteria

4.1 Greet and deal with customers promptly.
4.2 Provide customers with accurate information about drinks and identify their requirements.
4.2 Dispense and serve drinks in the correct measures and at the recommended temperature.
4.3 Promote additional products as appropriate.
4.4 Serve drinks in line with the appropriate service style and legal requirements

Learning Outcome 5	Understand how to clear bar and service areas after service.

Assessment Criteria

5.1 Store drinks, drink   accompaniments and additional products for service correctly and maintain them at the required level.
5.2 Keep service areas equipment clean hygienic, tidy, and ready to use.
5.3 Keep customer and service areas clean, tidy, and free from rubbish.
5.4 Empty waste bins and bottle containers as necessary.

Housekeeping 1	HK 1

Unit Purpose and Aim(s)	This unit aims to introduce learners to the function and activities of the housekeeping department, how to clean and service hotel bedrooms, toilets, and bathrooms.
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	One observed practical examination and one synoptic exam.
Learning Outcome 1	Understand the function of the housekeeping department.

Assessment Criteria

1.1   Describe the role and function of the housekeeping department.
1.2   Identify the different sections and staff within the housekeeping department.

Learning Outcome 2	Understand and demonstrate how to clean and service hotel bedrooms.

 Assessment Criteria

2.1. Demonstrate how to clean hotel bedrooms using the correct cleaning equipment and materials.
2.2. Demonstrate how to strip and make beds.

Learning Outcome 3	Understand and demonstrate how to clean and service toilets and bathrooms.

Assessment Criteria

3.1 Explain how to prepare bathroom and toilet areas for cleaning.
3.2 Explain how to select the correct cleaning equipment and materials for use when cleaning toilet and bathroom areas.
3.3 Demonstrate how to clean bathroom suites and fittings and surrounding areas correctly.
3.4 Demonstrate how to clean floors, walls, mirrors, and other areas following correct procedures.

Housekeeping 2	HK 2

Unit Purpose and Aim(s)	This unit aims to introduce learners to the services offered by the housekeeping department, how to check that hotel bedrooms, toilets and bathrooms have been serviced correctly and how to clean and service a range of hotel public areas.

Unit Level: 2	Guided Learning Hours (GLH): 15 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One observed practical examination and one synoptic exam.

Learning Outcome 1	Understand the scope of the housekeeping department.

Assessment Criteria

1.1 Explain the interrelationships between housekeeping and the other departments within the hotel.
1.2 Describe the services offered by the housekeeping department to support customers' needs.

Learning Outcome 2	Understand the role of the housekeeping in managing hotel linen and uniforms.

Assessment Criteria

2.1 Explain how hotel linen is stored, cleaned, and issued.
2.2 Explain how staff uniforms are stored, cleaned, and issued.

Learning Outcome 3	Understand and demonstrate how to check hotel bedrooms have been cleaned and serviced correctly.

Assessment Criteria

3.1 Describe how to make a final check of the bedroom area to ensure customer satisfaction.
3.2 Demonstrate how to make a final check of the bedroom area to ensure customer satisfaction.

Learning Outcome 4	Understand and demonstrate how to check toilets and bathrooms have been cleaned and serviced correctly.

Assessment Criteria

4.1 Describe how to make a final check of the bathroom area to ensure customer satisfaction.
4.2 Demonstrate how to make a final check of the bathroom area to ensure customer satisfaction.

Learning Outcome 5	Identify and demonstrate how to clean public areas.

Assessment Criteria

5.1 Identify public areas housekeeping is responsible for cleaning.
5.2 Demonstrate how to clean public areas in a hotel.

Reception and Reservations	REC

Unit Purpose and Aim(s)	The aim of this unit is to introduce learners to the scope of the front office operations department within a hospitality business, understand how to take bookings for guests, how to provide a guest arrival and guest departure service, and how to work in a reception office.

Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One observed practical examination and one synoptic exam.

Learning Outcome 1	Understand the scope of the front office operations department within a hospitality business.

Assessment Criteria

1.1 Describe the role and responsibilities of front office operations (reception, advance reservations, cashiering, guest relations).
1.2 Describe the links between front office staff and other departments.
1.3 Describe the services offered by the front office department to support customers' needs.

Learning Outcome 2	Understand and demonstrate how to take bookings for guests.

Assessment Criteria

2.1 Describe different room tariff types.
2.2 Explain how to take a room booking and the information required.
2.3 Demonstrate how to take a room booking over the telephone and face to face.
2.4 Identify the reasons for recording guest history and its use.

Learning Outcome 3	Understand and demonstrate how to provide a guest arrival and guest departure service.

Assessment Criteria

3.1 Describe the process of greeting and welcoming arriving guests.
3.2 State the registration information which should be recorded on arrival of guests.
3.3 Demonstrate how to handle a guest arrival.
3.4 Explain why guest accounts must be regularly updated and how additional charges are recorded.
3.5 Describe the different methods of settling accounts.
3.6 Demonstrate how to handle a guest check-out.

Learning Outcome 4	Understand and demonstrate how to work in a hotel reception office.

Assessment Criteria

4.1   Identify the responsibilities of the reception office.
4.2   Communicate in a business environment.
4.3   Demonstrate how to file documents according to organisational procedures.
4.4   Describe how to safeguard guest information.

Concierge and Guest Services	CGS

Unit Purpose and Aim(s)	This unit aims to introduce learners to the scope of the concierge and guest services departments within a hospitality business and how to promote products and services to guests.	
Unit Level: 2	Guided Learning Hours (GLH): 15 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	One observed practical examination and one synoptic exam.	
Learning Outcome 1	Understand the scope of the concierge and guest services departments within a hospitality business.	

Assessment Criteria

1.1 Define the role and responsibilities of concierge and guest services.
1.2 Describe the links between concierge and guest services and other departments.
1.3 Describe the services offered by the concierge and guest services department to support customers' needs.

Learning Outcome 2	Understand and demonstrate how to promote products and services to guests.

Assessment Criteria

2.1 Demonstrate how to promote the hotel's services.
2.2 Explain why it is important to have product knowledge as well as knowledge of the local amenities that guests may enquire about.
2.3 Demonstrate how to address customer's requests.
2.4 Demonstrate how to establish a rapport with guests.

Customer Service Skills	CSS

Unit Purpose and Aim(s)	This unit aims to introduce learners to the importance of hospitality behaviours such as personal conduct, being adaptable and communicating with a diverse range of people, to understand different customer types, needs and expectations, the benefits, and consequences to the organisation of good and bad customer service, how to deal with customer requests effectively and how to deal with complaints from customers.

Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	Observed practical examination(s) and one synoptic exam.

Learning Outcome 1	Understand the importance of hospitality behaviours such as personal conduct, being adaptable and communicating with a diverse range of people.

Assessment Criteria

1.1 Identify the behaviours required within a customer service department.
1.2 Explain why timekeeping attendance, personal appearance, personal presentation, and contact can impact on the business and brand reputation.
1.3 Demonstrate how to communicate clearly to establish a good rapport with customers and ask relevant questions to determine their needs.
1.4 Demonstrate how to give customers a positive impression of yourself.

Learning Outcome 2	Understand different customer types, needs and expectations within a hospitality organisation.

Assessment Criteria

2.1 Describe customer types.
2.2 Deliver excellent customer service in line with the business / brand standards with the aim of exceeding customer expectations.
2.3 Provide service correctly and check that the customer is satisfied.

Learning Outcome 3	Understand the benefits and consequences to the organisation of good and bad customer service.

Assessment Criteria

3.1 Explain the benefits of good customer service.
3.2 Explain the consequences of bad customer service.
3.3 Demonstrate how to provide good customer service in a range of hospitality departments.

Learning Outcome 4	Understand how to deal with customer requests effectively.

Assessment Criteria

4.1 Describe routine and special requests that customers may have and how to answer these.
4.2 Provide answers to routine and special requests.

Learning Outcome 5	Understand how to deal with complaints from customers.

Assessment Criteria

5.1 Explain how to identify a customer has a problem.
5.2 Explain how to show concern to a customer.
5.3 Describe a variety of problems a customer may have.
5.4 Demonstrate how to deal with customers who have a problem.
5.5 Demonstrate how to deal with customers who are angry and are upset.

Essential Study Skills	ESS

Unit Purpose and Aim(s)	This unit aims to provide learners with essential skills for academic communication, writing assignments and making presentations of academic information and carrying out programmes of academic study.

Unit Level: 3	Guided Learning Hours (GLH): 50 Hours	Credit Value: 10 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	Assignment and presentation.

Learning Outcome 1	Understand how to plan, structure, write and check an academic report and assignment.

Assessment Criteria

1.1 Explain the key components of an academic report and assignment.
1.2 Explain how to gather, evaluate, **and analyse relevant information to achieve the report's** purpose.
1.3 Describe how to structure material in a logical and coherent order.
1.4 Demonstrate how to present a report according to the instructions provided.
1.5 Explain how to make appropriate conclusions and recommendations that are supported by the evidence.
1.6 Use Harvard referencing consistently and accurately both in text and bibliography.
1.7 Demonstrate how to accurately paraphrase and summarise source material.
1.8 Explain what is meant by academic dishonesty, its consequences and how it can be avoided.
1.9 Use, include and/or create graphics, illustrations, photos, and appendices that communicate research findings.

Learning Outcome 2	Be able to conduct and apply appropriate academic research.

Assessment Criteria

2.1 Select appropriate secondary sources to ensure relevant and reliable purposeful content.
2.2 Identify and use a wide range of relevant and reliable secondary sources, both online and printed.
2.3 Conduct meaningful primary research using appropriate methods.
2.4 Evaluate the strengths and weaknesses of the primary research conducted and the conclusions drawn from it.
2.5 Use facts to support conclusions and recommendations.

Learning Outcome 3	Understand and apply the principles of communicating academic information to an audience via a presentation.

Assessment Criteria

3.1 Communicate academic information orally (body language, eye contact, positioning, projection, signposting) and convey ideas coherently.
3.2 Make presentations of academic information in compliance with an appropriate use of slides.
3.3 Use academic research (appropriate inclusion of primary and secondary data, clear explanation of research done and its relevance, and evaluation of research findings).

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

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

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

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.

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).

Assessment Criteria

- 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.

Assessment Criteria

- 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.

Assessment Criteria

- 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.

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.

9. Sample Assessments

Observed Practical Examination(s)

The following are examples of activities in the practical exams for each unit:

Unit	Activity (numbering refers to Learning outcome/assessment criteria, e.g. 1.3)
Customer Service Skills	1.3 Demonstrate how to communicate clearly to establish a good rapport with customers and ask relevant questions to determine their needs.
	2.3 Provide service correctly and check that the customer is satisfied.
	5.4 Demonstrate how to deal with customers who have a problem.
Restaurant and Bar Service 1	2.2 Prepare and clean areas for table and tray service.
	3.1 Demonstrate how to greet and seat customers and take orders in a restaurant.
	3.3 Serve customers in line with service style.
Restaurant and Bar Service 2	4.2 Provide customers with accurate information about drinks and identify their requirements.
	4.3 Dispense and serve drinks in the correct measures and at the recommended temperature.
	4.4 Promote additional products as appropriate.
Housekeeping 1	2.1 Demonstrate how to clean hotel bedrooms using the correct cleaning equipment and materials.
	2.3 Demonstrate how to strip and make beds.
	3.3 Demonstrate how to clean bathroom suites and fittings and surrounding areas correctly.
Housekeeping 2	3.2 Demonstrate how to make a final check of the bedroom area to ensure customer satisfaction.
	3.3 Demonstrate how to make a final check of the toilet and bathroom area to ensure customer satisfaction.
Reception and Reservations	2.3 Demonstrate how to take a room booking over the telephone and face to face.
	3.6 Demonstrate how to handle a guest check-out.
	4.2 Communicate in a business environment.
Concierge and Guest Service	2.1 Demonstrate how to promote **the hotel's services**.
	2.3 Demonstrat**e how to address customer's requests.**
	2.4 Demonstrate how to establish a rapport with guests.

Synoptic Examination

Sample questions (mixture of short answer and multiple choice)

Q1a	Olga has been appointed as an assistant concierge at a five-star hotel. What is the purpose of the role?	2 marks
Q1b	List two responsibilities of the role. a) _____ b) _____	2 marks
Q2	A feature of excellent customer service is: a) Telling the customer about yourself. b) Minimum customer interaction and contact. c) Seeing the customer as a commodity. d) Open body language & professional communication.	1 mark
Q3	If you were not able to answer a customer's question, query, or problem, the FIRST thing you should do is: a) Turn away and hope they will leave. b) Ask a colleague or supervisor to help. c) Tell them to come back later. d) Tell the customer you do not know the answer.	1 mark
Q4	Write down three ways a waiter/waitress could promote a positive impression through appearance and hygiene. 1. _____ 2. _____ 3. _____	6 marks

10. Resources/Equipment Required for Practical Units

Unit	Development / Resource	✓
Customer Service Skills	The Centre will be required to devise a set of brand standards to be used for assessment of students demonstrating that they can deliver excellent customer service in line with business/brand standards.	
	Centres will be required to document the required standards for personal appearance and personal presentation.	
	Centres will be required to document a customer complaints policy.	

Unit	Development / Resource	✓
Restaurant and Bar Service 1 & 2	A booklet prepared by the Centre outlining the range of Country legislation relating to food hygiene, health & safety and personal presentation.	
	The Centre will be required for devise a set of brand standards for the restaurant and bar.	
	Minimum requirements:	
	20 cups	
	20 saucers	
	20 mugs	
	20 dinner plates	
	20 side plates	
	20 dessert plates	
	20 soup bowls	
	20 teaspoons	
	20 large knives and forks	
	20 soup spoons	
	20 dessert spoons	
	20 dessert forks	
	10 vegetable dishes	
	10 stainless steel flats	
	40 service spoons and forks	
	5 sauce- boats	
	5 round anti-slip trays	
	5 wooden trays	
	10 buffet serving dishes	
	5 bread baskets	
	Bread-basket display	
	5 soup tureens	
	5 soup ladles	

	4 plate cloches	
	5 cake- stands	
	5 tables suitable for restaurant service at the correct height	
	20 chairs at the correct height for tables	
	10 tablecloths to fit tables	
	Linen or paper napkins	
	Tray- liners for room service trays	
	5 menu holders	
	5 drink menu holders	
	Centre to prepare a selection of drinks menus	
	Centre to prepare a select of different menus (breakfast, lunch, afternoon tea and dinner)	
	Cleaning cloths	
	Cleaning fluid	
	Storage unit/dumb waiter for storage of crockery & cutlery	
	5 salt and pepper sets	
	Condiment holders	
	Food waste bins and liners	
	Bottle bin	
	20 red wine glasses	
	20 white wines glasses	
	20 water glasses	
	10 beer glasses	
	10 hi-ball and tumblers	
	10 champagne glasses	
	10 whiskey glasses	
	Glass cloths	
	5 Tea pots	
	5 Coffee pots	
	5 flower vases	
	3 optics (for wall- mounting)	
	5 optics for bottles or 5 measures	
	2 cocktail shakers	
	Wine rack	
	Ice buckets	
	Ice bucket stand	
	An electronic system or manual system for taking for food and drink orders.	
	Order pads – if manual system.	

Unit	Development / Resource	✓
Housekeeping 1 & 2	The Centre will be required to devise a set of brand standards for housekeeping:	
	Room with carpet	
	Double bed base	
	Mattress & 4 Pillows	
	2 Flat sheets	
	Double quilt or blankets and bedspread	
	1 runner	
	2 cushions	
	2 bedside tables/nightstands	
	1 mirror	
	1 picture	
	Coffee/tea- tray	
	Mugs and kettle	
	Hanging space for clothes	
	Hangers	
	Iron/ironing board	
	telephone	
	Telephone directory	
	Bible	
	TV	
	Hairdryer	
	Magazines	
	Table	
	Map of corridor with fire route	
	Functional bathroom (sink, toilet, shower/bath)	
	Shower soap dish	
	Toilet roll holder	
	Soap dispenser/Shower gel dispenser	
	Toilet seal	
	2 bath towels & 2 hand towels	
	Tissues	
	Appropriate cleaning materials for the bathroom	
	Toilet brush and spare head	
	Cleaning cloths	
	Access to flooring, which is carpeted, laminate flooring and ceramic tiles.	
	Vacuum cleaner	
	Mop and bucket	
	Two operational telephones	

Unit	Development / Resource	✓
Reception and Reservations	The Centre will be required to devise a set of brand standards for reception:	
	Templates for taking down details for a room reservation, reservations rack, density charts, or bedroom book Or access to Opera system or other (software available online)	
	Reservations desk set up	
	Flowers	
	Brochure rack	
	Filing cabinet or computer to file information	

Unit	Development / Resource	✓
Concierge and Guest Services	The Centre will be required to devise a set of brand standards for the concierge and guest services:	
	Concierge desk set up	
	Templates for room cards	
	Keys – key cards	

11. 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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