
Qualification Specification

CTH (IoH) Level 4 Diploma in Advanced Hospitality Management

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QAN: 603/6752/0

Offered in partnership with the Institute of Hospitality



Gold standard qualifications for Hospitality, Culinary & Tourism



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1. Introduction

Overview

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

This document includes the aim, size, 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 Handbook.

Aims of the Qualification

The Diploma focuses on the management aspects of the Hospitality industry, and aims to:

- provide learners with a challenging qualification covering the core disciplines of management with a brief introduction to leadership within the Hospitality sector.
- enable learners to apply current knowledge of management and leadership concepts and theories through analysis and critical appreciation of the Hospitality sector.
- provide learners with the opportunity to analyse and evaluate the impact of the changing operating environment relating to the Hospitality sector.
- provide learners with the tools and terminology necessary to understand how to manage and lead in a Hospitality environment.
- enable learners to make informed and confident decisions regarding the areas (potential / actual) that they may manage and lead.
- encourage learners to reflect on and engage in debate on issues relevant to management and leadership in the Hospitality sector.
- give learners the ability to enable them to manage their own professional development.
- provide opportunities for learners to develop the necessary skills and competencies to move on to further study or enhance employment opportunities.

Purpose of the Qualification

The Level 4 Diploma is a knowledge-based vocational qualification; the purpose is to provide a qualification that:

- provides learners with an understanding of the hospitality industry and of the key functions within this sector.
- enables learners to develop the essential skills to study within higher education.
- provides for an effective academic progression route.
- enables learners to gain credits towards higher education.
- enables learners to develop higher level academic skills that can be applied in a vocational context.

On completion of the Level 4 Diploma, learners should be able to:

- understand the concept of management and leadership.
- appreciate the benefits that can be derived from managing teams and themselves in the Hospitality sector.
- develop an awareness of how to manage people, and the obligations associated with a management role.
- understand the scope of the hospitality sector and the impact on consumers of its products and services.
- develop key management skills that are relevant to managing in the hospitality sector.
- become a more confident, informed, and responsible manager.
- understand what is required of a manager to take ownership of own management style.
- explore the dynamics of management relationships between individuals and organisations and the range of political, economic, social, technological, legal, and environmental factors that affect the hospitality sector
- **support learners' understanding** of ethics applicable to the hospitality sector.

Qualification Time Constraints

Learners are registered for 18 months and are required to re-register with CTH if they have not completed the full qualification they have registered for within an 18-month period.

Learners have until the notified end date to complete a full qualification, subject to it being offered by an approved Centre; however, it is normally anticipated that the Level 4 Diploma will be completed within one academic year. Learners may complete the qualification more quickly subject to the assessments being made available by the approved Centre.

Access and Entry Requirements

Approved CTH Centres are responsible for ensuring learners meet the recommended admission requirements below, prior to admission and enrolment, and are deemed able to fulfil the demands of the course and successfully complete the qualification.

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

Requirements		Recommended Admission Requirements
All Learners	✓ Minimum Age	21 at enrolment.
	✓ English Language	All applicants without English as a first language must hold at least IELTS 6.0 or other evidence of competence in English at this level. The course is taught in English and assessed by written examinations in the English language.
	✓ Education	To enroll onto this qualification, learners should have achieved either CTH (IoH) Level 3 Diploma in Hospitality Management or CTH Level 4 Diploma in Professional Bartending Management.
	✓ Work Experience	Learners must already be involved in supervising or managing others within a hospitality organisation.
	✓ Technology	Learners will need a computer or laptop with the internet for both access to online learning resources as well as for taking the unit tests. Learners must agree to being recorded whilst taking online assessments.

CTH Membership Registration

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

2. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching 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 Facilities

Suitable teaching and IT facilities should be available to learners. 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 learner 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 assurance 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 also offers advice and guidance for teaching staff who may be delivering this qualification for the first time.

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.

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 Advanced 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 560 hours of TQT (Total Qualification Time) of which 280 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 learner is expected to spend in structured learning and practice.
- **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 Hours (GLH).
- Independent and unsupervised learning or research.
- Unsupervised coursework or directed activity.
- Watching pre-recorded webinars or podcasts.
- Work placement, self-study, visits to hospitality organisations.
- Review of course materials and revision for the examination.

Learners completing this qualification should be able to demonstrate their ability as independent learners by carrying out course-related activities outside structured learning.

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:

Level 4 Skills descriptor:

The holder...

The holder can...

- 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.

- 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.
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5. Qualification Structure

The qualification structure, units and sizing information for the CTH (IoH) Level 4 Diploma in Advanced Hospitality Management are summarised in the following table. Further details of each unit are included later in this specification.

CTH (IoH) Level 4 Diploma in Advanced Hospitality Management					
Learners must achieve all 7 units, providing 56 credits, all at Level 4.					
Credit Value (CV): 56			QAN: 603/6752/0		
Guided Learning Hours (GLH): 280 hours			Total Qualification Time (TQT): 560 hours		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
IOH4SBM	Strategic Business Management in Hospitality	4	8	40	An individual online test for each of the 7 units, plus a single overall synoptic assignment covering learning outcomes and assessment criteria across all units.
IOH4SMC	Services Marketing and Communication for Hospitality	4	8	40	
IOH4MCF	Managing a Customer Focused Organisation in Hospitality	4	8	40	
IOH4FPB	Managing Finance and Business Performance in Hospitality	4	8	40	
IOH4LHR	Leadership & HR Management in Hospitality	4	8	40	
IOH4MBL	Managing Changes to Business & HR Legislation in Hospitality	4	8	40	
IOH4PDP	Professional Development and Project Management for Hospitality	4	8	40	
CTH Diploma Total (7 units)			56	280	

This qualification provides for progression to other qualifications, particularly to CTH's qualifications at Level 5. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

6. Qualification Grading Criteria

All units must be passed to be awarded, and will be graded as either Fail, Pass, Merit or Distinction. Learners will receive a transcript of their results showing the grades for each unit successfully completed. Learners must pass all MCQ tests prior to submitting the Synoptic Assignment. The overall grade for the qualification will be based on the grade achieved in the Synoptic Assignment, and learners will receive the e-Certificate showing either Pass, Merit or Distinction.

CTH operates the following grading scheme in respect of this qualification:

1. Assessments undertaken through multiple choice questions (MCQs):

FAIL	PASS	MERIT	DISTINCTION
0% to 54%	55% to 64%	65% to 74%	75% +

2. Assessments undertaken through the synoptic assignment:

Level 4 Diploma in Advanced Hospitality Management (Synoptic Assignment)		
PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
<p>To achieve a Pass grade, learners must:</p> <ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes. 	<p>To achieve a Merit grade, learners 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, learners 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. Assessment Methodology

Assessment Responsibilities

CTH is responsible for:

- processing registrations and payments prior to issuing access details for assessments.
- providing to all learners detailed instructions and requirements for sitting online assessments, including the remote invigilation system in place. The web-based system will monitor the learners whilst taking the online exams.
- producing all assignment briefs and making these available to Centres.
- using Turnitin to check all assignments for similarity, then moderating student work.
- writing the examination questions which will cover all Learning Outcomes.
- carrying out moderation for all unit tests and the synoptic assignment, and as a consequence may adjust results.

Please note:

- Each unit is assessed by a single online test made up of 40 Multiple Choice Questions (MCQs) and made available by a secure web-based system. The CTH system records both the sound and video of learners whilst taking online tests.
- After each unit test, the system automatically generates provisional test results, using marking specifications from CTH. These provisional results are made available to learners immediately after completion of the assessment.
- CTH Exam Board will review all results and moderation before final results are issued in the form of e-Certificates.

Centre must:

- register all learners with CTH prior to their commencement of delivery.
- must ensure that all learners have government issued photographic identity documents before enrolment, which must include their date of birth. Acceptable documents include passport, driving licence or identity card. This must be available for verification at the start of each assessment.
- ensure all CTH registration and qualification fees are paid in full prior to starting the course.
- contact CTH to arrange the online unit tests.
- register learners for the synoptic assignment by the deadlines for the chosen assessment period stated on the CTH website.
- mark and internal verify* the assignments using the mark sheets provided by CTH.

*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.

Assessment Strategy

The assessment methodology consists of two parts, namely:

Part 1 : Online MCQ Unit Tests

This will consist of assessing each individual unit separately using the assessment methodology of MCQs which is delivered electronically. The features of the MCQ test are:

- the MCQs will be determined by the learning outcomes, assessment criteria and unit content of each unit (knowledge, understanding, and application) on which the learner is to be assessed.
- each MCQ paper will pose 40 questions to the learner.
- each MCQ paper will have a maximum of 60 minutes in which it can be completed.
- MCQ tests will be available by arrangement with CTH on demand. This allows learners to elect to take the MCQ paper at a time and place suitable to their learning needs and in accordance with **their Centre's policies**.
- provisional results of the MCQ assessment will be made available to learners immediately after completion of the assessment. These are subject to CTH moderation.
- learners will be expected to gain a minimum of 65% in their assessment to pass the unit.

Part 2: Synoptic Assignment

The whole qualification will be assessed using a synoptic assignment. The assignment brief will be produced by CTH and sent to Centres. Centres will be responsible for marking and internally verifying the assignment before sending it back to CTH for moderation. The assignment paper will be marked out of 100 marks and learners will be expected to gain a minimum of 40 marks in their assessment to achieve a pass.

Assessment Opportunities

The MCQ tests for each of the seven units are assessed online and on demand subject to certain criteria. Following successful completion of the seven units, learners are required to register for the synoptic assignment. This is offered at four assessment opportunities each year, with associated Exam Boards and Certification. Contact CTH or see the CTH website for the examination dates.

Learners are restricted to taking only three resits for each unit, as well as the synoptic assessment.

External Moderation

CTH carries out post-exam moderation and checks by reviewing a sample of exam recordings for each centre. This includes checks on student identity, and investigation of any suspected malpractice or other academic dishonesty.

The CTH Exam Board will review the results including marks adjusted following moderation. The Exam Board will consider reports, and further adjustments may be made before final marks are agreed and issued, in the form of e-certificates.

8. Qualification Units

Strategic Business Management in Hospitality		IOH4SBM
Unit Purpose and Aim(s)	<p>This unit will develop the learner's understanding of the importance of creating a realistic and coherent business strategy in the hospitality industry, including an introduction to the key concepts of strategy and how it relates to their own business environment. It will enhance the learner's understanding of key factors in the business environment and the impact and implications of those factors on business activities</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand the importance of the strategic planning process and the procedures involved.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Discuss the strategic planning process. 1.2 Explain the impact of business strategy on the strategic planning process. 1.3 Know how to interpret the company mission and explain the impact stakeholder assessment has on the strategic planning process. 1.4 Examine the impact of corporate culture on the strategic planning process. 		
Learning Outcome 2	Understand the effectiveness of resource deployment in achieving business objectives.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Discuss assessment of business resources and the importance it has on achieving business objectives. 2.2 Explain the concept of added value and its importance to a business. 2.3 Consider the management challenges associated with technological development and its impact on business strategy. 		

Learning Outcome 3	Understand how the external business environment impacts upon hospitality businesses.
Assessment Criteria	
3.1 Describe how to review the nature of the external business environment. 3.2 Describe how to assess the micro external environment using Michael E. Porter's Five Forces. 3.3 Describe how to assess the macro external environment using a PESTLE analysis.	
Learning Outcome 4	Understand different strategic business development methods.
Assessment Criteria	
4.1 Explain 'strategic alternatives' and explore them in relation to a specific company. 4.2 Investigate methods of strategic growth.	
Learning Outcome 5	Understand the purpose and responsibilities of hospitality organisations.
Assessment Criteria	
5.1 Review the hospitality sectors to include: the private sector, the public sector, volunteer and charity organisations. 5.2 Explain mission assessment and business objectives identification.	
Learning Outcome 6	Understand the impact of the micro-environment upon the hospitality industry.
Assessment Criteria	
6.1 Review the ' micro- environment '. 6.2 Explain competition within the sector. 6.3 Explain the industry cycle within the hospitality industry. 6.4 Explain the supply and product distribution chain.	
Learning Outcome 7	Understand the effect of macro-environmental issues upon the hospitality industry.
Assessment Criteria	
7.1 Describe how to prepare an overview of the 'macro environment' . 7.2 Discuss how government, industries, and regulations impact on the hospitality industry. 7.3 Explain economic growth and the business cycle impact on the hospitality industry.	



Learning Outcome 8

Understand political, economic, social, technological, legal and environmental factors in relation to the hospitality industry.

Assessment Criteria

- 8.1 Explain how political issues impact upon the hospitality industry.
- 8.2 Describe how to forecast the impact of economic issues upon the hospitality industry.
- 8.3 Review changing social and demographic forces.
- 8.4 Investigate technological issues and e-commerce.
- 8.5 Consider the impact of legislative issues upon the hospitality industry.
- 8.6 Explore a range of techniques to audit the hospitality environment.



Services Marketing and Communication for Hospitality		IOH4SMC
Unit Purpose and Aim(s)	<p>This unit will develop the learner’s understanding of the principles of marketing in the service environment including the basic marketing principles and their application in relation to their own business in the hospitality industry. Learners will understand the importance of marketing communications and the channels of distribution, develop a range of skills in identifying and using the most appropriate communications across a range of business settings within hospitality.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand the nature of service and service industries.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Introduction to the basic perspectives on service marketing. 1.2 Define a service. 1.3 Identify service industries and sectors. 1.4 Review major changes in the service sector. 1.5 Identify key success factors in service organisations. 		
Learning Outcome 2	Understand the difference between the service offering and the tangible product.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Explore the product / service comparison. 2.2 Discuss the role of tangibility and intangibility within the service offering. 2.3 Distinguish between the roles of the core and peripherals aspects in service. 		
Learning Outcome 3	Understand the unique characteristics and framework for successful services marketing within hospitality.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 3.1 Compare and contrast the following concepts: a) Intangibility, b) perishability, c) variability (heterogeneity), d) inseparability 3.2 Explain the role of the service marketing mix in successful marketing of services. 3.3 Explain the 4 Ps (Price, Place, Product and Promotion) and their application in the marketing of service. 3.4 Describe the 3 Ps of Services (People, Physical Facility and Process) and their application in the marketing of service. 		

Learning Outcome 4

Understand the nature and role of marketing communications within the hospitality industry.

Assessment Criteria

- 4.1 Distinguish between marketing communication and the exchange process.
- 4.2 **Critically assess 'Business to Business' communication.**
- 4.3 Review consumer communication channels.
- 4.4 Explain the role of media selection in marketing communication.

Learning Outcome 5

Understand the key elements in the communications mix.

Assessment Criterion

- 5.1 Review the role of advertising, sales promotion, personal selling, public relations, and direct marketing in the communications mix.

Learning Outcome 6

Understand the nature of the marketing communications strategy.

Assessment Criteria

- 6.1 **Describe the '3 Ps' (Push, Pull, and Profile) of marketing communications.**
- 6.2 Investigate how goals and objectives are used in marketing communications strategy.
- 6.3 Identify what is meant by an integrated approach to marketing communications.
- 6.4 Explain the concept of target audience.

Learning Outcome 7

Understand the process and components of a market communication campaign.

Assessment Criteria

- 7.1 Describe what is involved in a market assessment.
- 7.2 Explain the key objectives of a marketing strategy.
- 7.3 Explore communication mix co-ordination.
- 7.4 Explore scheduling and implementation as components of the market communication campaign.
- 7.5 Explain control and evaluation as components of a market communication campaign.

Learning Outcome 8

Understand the influence of macro/micro external influences on the communication process.

Assessment Criteria

- 8.1 Explain the influence of buyer behaviour on the communication process within the hospitality industry.
- 8.2 Compare how social and ethical issues influence the communication process.

Managing a Customer Focused Organisation in Hospitality		IOH4MCF
Unit Purpose and Aim(s)	<p>This unit will develop the learner's understanding of the complexities and considerations in managing the consumer and consumer expectations. This includes the impact of social media and other review mechanisms, understanding customer behaviour and loyalty, and the Total Quality Management (TQM) and service quality.</p> <p>The learner will develop a range of skills in identifying the key variables in managing the consumer and the consumer experience within hospitality as well as understanding the importance of customer relationship management (CRM) as a method of establishing positive relationships with customers in the competitive business environment.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand the hospitality consumer.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Describe the different types of customers including family buying; clients; organisational customers. 1.2 Describe how customers make buying decisions, such as marketing influences. 1.3 Explain the differences between buying goods and services. 1.4 Explain the different types of buying roles and decision-making units. 		
Learning Outcome 2	Understand the progression in service delivery from a transaction approach to a relationship approach.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Explain customer retention and its importance to the hospitality industry. 2.2 Describe the relationship between customer loyalty and customer satisfaction. 		

Learning Outcome 3

Understand the importance of quality and customer satisfaction in the exchange process, particularly in a service encounter.

Assessment Criteria

- 3.1 Explain the exchange concept, particularly in terms of the service encounter.
- 3.2 Explain the challenges of providing customer satisfaction within the hospitality industry.
- 3.3 Describe how the hospitality industry can deliver value to the customer.
- 3.4 **Explain the term ‘moments of truth’ when managing the customer experience.**

Learning Outcome 4

Understand the value of market intelligence, including customer information, and the process of market research.

Assessment Criteria

- 4.1 Explain why organisations need customer information.
- 4.2 Describe where secondary data information can be found.
- 4.3 Explain how primary data information can be collected.
- 4.4 Review techniques required to track and assess customer satisfaction.

Learning Outcome 5

Understand how a business can influence the customer through product/service design and internal systems and structures.

Assessment Criteria

- 5.1 Explain the importance of developing and managing customer relationships.
- 5.2 Explain how communications can influence customers.
- 5.3 Describe how to build a service culture within the hospitality industry.
- 5.4 Define the internal customer.
- 5.5 Describe how a business organises itself internally to serve external customers.

Learning Outcome 6

Understand the Customer Relationship Management process.

Assessment Criteria

- 6.1 **Explain the impact of ‘people skills’ and ‘product skills’ on the customer experience.**
- 6.2 **Justify how ‘presentation’ (or lack of it) can affect the customer experience.**
- 6.3 **Explain how ‘processes’ impact on the customer experience.**
- 6.4 Explore how businesses in the hospitality industry can establish activities for achieving effective customer relationships.
- 6.5 Propose ways in which businesses in the hospitality industry can service the customer.

Learning Outcome 7

Understand the importance of customer loyalty.

Assessment Criteria

- 7.1 Explain how consumers and product relationships impact on developing customer loyalty
- 7.2 Describe the impact of customer care and one-to-one marketing on customer loyalty.
- 7.3 **Contrast how positive and negative ‘word of mouth’ impacts on customer loyalty.**
- 7.4 Explain how trends affect repeat purchase behaviour.
- 7.5 Explain the concepts of loyalty programmes and loyalty cards.



Learning Outcome 8

Understand Total Quality Management (TQM) and service quality through upstream and downstream activities.

Assessment Criteria

- 8.1 Explain the concept of Total Quality Management (TQM) and SERVQUAL for measuring and improving service quality.
- 8.2 Explain the emergence and conceptualisation of Relationship Marketing.
- 8.3 Describe how quality management and service quality impact on the hospitality industry.
- 8.4 Explain business-to-business (B2B) consumers and business-to-consumer (B2C) consumers.
- 8.5 Explain how businesses in the hospitality industry can service the customer before, during and after consumption.

Managing Finance and Business Performance in Hospitality		IOH4FPB
Unit Purpose and Aim(s)	<p>This unit will develop the learner’s understanding of the management of business performance from both a financial and operational position. The learners will develop a range of skills to critically analyse business performance and recognise key performance indicators (KPI) that impact on the effective and efficient management of the business function in the hospitality industry. They will understand the tools and techniques involved in effective financial planning and business control within hospitality.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand company financial information.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Review the significance and needs of user groups. 1.2 Describe stakeholder information. 1.3 Describe how to interpret operational reports and information. 		
Learning Outcome 2	Understand the significance and meaning of the key company statements.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Describe how to analyse and interpret the Profit and Loss account. 2.2 Describe how to analyse and interpret the Balance Sheet. 2.3 Describe how to analyse and interpret the Cash Flow of a business. 2.4 Understand the significance of the Uniform System of Accounting. 		
Learning Outcome 3	Understand business performance from financial statements.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 3.1 Describe how to analyse and interpret Profitability ratios. 3.2 Describe how to analyse and interpret Liquidity ratios. 3.3 Describe how to analyse and interpret Efficiency ratios. 3.4 Describe how to analyse and interpret Investment ratios. 		

Learning Outcome 4

Understand a range of techniques to calculate and interpret operational performance.

Assessment Criteria

- 4.1 Understand how to apply ratios and measures for hospitality and tourism businesses.
- 4.2 Understand how to apply common non-financial measures for hospitality and tourism businesses.
- 4.3 Understand how to interpret benchmarking data.

Learning Outcome 5

Understand techniques to produce budgeted operating plans.

Assessment Criteria

- 5.1 Explain the forecasting of sales and volumes in conditions of uncertainty.
- 5.2 Justify varying sales mix patterns.
- 5.3 Describe how to forecast operating, employment and overhead costs.
- 5.4 Understand how to apply resource scheduling and limiting factors.
- 5.5 Understand how to employ flexible budgeting techniques.

Learning Outcome 6

Understand techniques to produce budgeted statements for profit and cash.

Assessment Criteria

- 6.1 Understand how to analyse operating statements.
- 6.2 Describe how to prepare a forecasted cash flow.
- 6.3 Describe how to prepare a statement of assets.

Learning Outcome 7

Understand techniques to implement principles of budgetary control.

Assessment Criteria

- 7.1 Identify and reconcile variances
- 7.2 Understand operational performance and the effect of sales mix and cost structure on business profitability.
- 7.3 Describe how to implement remedial action for budgetary control.

Learning Outcome 8

Understand the behavioural aspects of budgeting.

Assessment Criteria

- 8.1 Review the setting of targets.
- 8.2 Understand the significance of motivational issues.
- 8.3 Consider the use of target setting to raise performance.



Leadership and HR Management in Hospitality		IOH4LHR
Unit Purpose and Aim(s)	<p>This unit will facilitate the learner’s understanding of effective leaders and managers and their distinctive characteristics and the key components for maintaining and improving business performance. It will also develop understanding of the nature and importance of staff development and organisational restructuring in the continued development of an effective hospitality organisation.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TOT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand the different types of organisational culture and their impact.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Explain key factors in defining organisational culture. 1.2 Review differing forms of organisational culture 1.3 Investigate creativity and innovation within an organisation. 1.4 Explain the use of a range of communication methods. 		
Learning Outcome 2	Understand the skills involved in providing effective leadership.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 2.1 Research a range of leadership styles. 2.2 Compare various leadership styles. 2.3 Explain the management skills that will motivate and support teams. 2.4 Explain the techniques for empowering people. 2.5 Review the value of consultation, feedback and shared values. 		
Learning Outcome 3	Understand the range of management attributes and skills used by effective leaders.	
<p>Assessment Criteria</p> <ol style="list-style-type: none"> 3.1 Review a range of management attributes and skills. 3.2 Describe how to analyse the personal attributes necessary for managing others. 3.3 Describe how to manage personal resources and professional development. 		

Learning Outcome 4

Understand the way in which objectives are implemented for a business.

Assessment Criteria

- 4.1 Describe how to analyse the process for defining objectives for a business department.
- 4.2 Describe how to evaluate and implement an operational plan.
- 4.3 Compare departmental objectives to organisational objectives.

Learning Outcome 5

Understand the process of planning and implementing change.

Assessment Criteria

- 5.1 Consider how to manage the change process.
- 5.2 Consider the different types of individual and organisational responses to change.
- 5.3 Explain the sources of resistance to change.
- 5.4 Describe how to evaluate the implementation of organisational improvement.

Learning Outcome 6

Understand different organisational structures.

Assessment Criteria

- 6.1 Identify organisational characteristics in terms of positioning and life cycle.
- 6.2 Compare classical structure forms versus modern developments.
- 6.3 Critically compare the contrast between decentralised and centralised organisations.
- 6.4 Describe strategies for organisational growth.
- 6.5 Explain the impact of external influences on organisational growth.

Learning Outcome 7

Understand human resource planning within an organisation.

Assessment Criteria

- 7.1 Critically compare the concepts of organisational, operational and individual competence.
- 7.2 Explain medium and long -term human resource needs.
- 7.3 Explain succession planning.
- 7.4 Understand how to review the labour market, both internal and external.
- 7.5 Identify how to align human resources to business strategy.

Learning Outcome 8

Understand how to plan and implement a development programme.

Assessment Criteria

- 8.1 Explain the difference between the successful design of training and development strategies for individuals and teams.
- 8.2 Compare outcomes for effective development programmes.
- 8.3 Compare a range of development methods and contrast their strengths and weaknesses.
- 8.4 Explain how coaching and mentoring can be used.



Learning Outcome 9

Understand staff performance and training development.

Assessment Criteria

- 9.1 Describe the effective organisation and application of a staff appraisal system.
- 9.2 Discuss the use of competency tracking systems.
- 9.3 Critically compare training and staff development against business needs.
- 9.4 Understand how to extrapolate a cost benefit analysis to measure the effectiveness of staff development.

Managing Changes to Business & HR Legislation in Hospitality		IOH4MBL
Unit Purpose and Aim(s)	<p>This unit will develop the learner's understanding of the way in which the hospitality business needs to maintain awareness of legal developments and implement change on a regular basis. The learner will be able to recognise and evaluate the implications of legislative changes for their own business activities and consider the implications and mechanisms required to ensure compliance. The learner will also learn about current legislation as it relates to the management of human resources within the hospitality industry.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	<p>This unit will be assessed in two parts:</p> <ol style="list-style-type: none"> 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed. 	
Learning Outcome 1	Understand the external factors that lead to changes in legislation.	
Assessment Criterion		
1.1 Discuss political, economic, social, technological, and environmental factors that can lead to changes in legislation.		
Learning Outcome 2	Understand the consequences of changes to legislation upon an organisation.	
Assessment Criteria		
<ol style="list-style-type: none"> 2.1 Explore recent legislation aimed at people. 2.2 Discuss the ramifications of recent legislation aimed at premises. 2.3 Explore new legislation aimed at processes. 2.4 Explore new legislation aimed at products. 2.5 Discuss new legislation aimed at running the business. 		
Learning Outcome 3	Understand the gaps that exist between the existing situation in an organisation and the situation as required by new legislation.	
Assessment Criteria		
<ol style="list-style-type: none"> 3.1 Describe how to analyse the required situation, as proposed by new legislation. 3.2 Explain the width of the 'gap' that needs to be bridged between the two, and the time factors implicit within the legislation. 		

Learning Outcome 4

Understand changes to organisational structure, policy and procedures to ensure compliance with new legislation.

Assessment Criteria

- 4.1 Discuss feasible changes and viable changes to people, premises, processes, products, and to the business environment (plant).

Learning Outcome 5

Understand action plans that ensure compliance with new legislation is achieved.

Assessment Criteria

- 5.1 Describe how to set out a SMART action plan to implement the required changes necessitated by new legislation.
- 5.2 Identify critical success factors that indicate the plan is on track.
- 5.3 Identify the point at which compliance is achieved.

Learning Outcome 6

Understand current local legislation relevant to Human Resources (HR) and understand how to update knowledge and awareness on a regular basis.

Assessment Criteria

- 6.1 Identify sources of information and requirements for employers regarding current legislation.
- 6.2 **Explain the employer's obligations to assess and deal with risks and to prepare plans for dealing with emergency procedures.**
- 6.3 **Explain the employee's obligations to make proper use of control procedures and to report any defects.**
- 6.4 Identify ways in which employee information, instruction and training can be implemented in the workplace.

Learning Outcome 7

Understand the 'duty of care' and health and safety issues in the workplace with regard to employees.

Assessment Criteria

- 7.1 Identify employer risks in relation to hazards relating to health and safety procedures.
- 7.2 Identify appropriate control measures to mitigate risk.
- 7.3 **Explain occupiers' liability, negligence, avoidance of liability, issues concerning children and the workplace.**
- 7.4 Explain procedures to mitigate risks of injury, risks to health, security risks and personal safety risks.

Learning Outcome 8

Understand the nature of 'Terms and Conditions' of employment and the importance of relevant information and training.

Assessment Criteria

- 8.1 Discuss recruitment procedures including foreign workers; immigration law; and work permits.
- 8.2 Explain working hours, flexible working and part time hours, the minimum wage, holiday entitlement and absence.
- 8.3 Discuss the implications of sickness and absence.
- 8.4 **Explain the impact of maternity, paternity, adoption and parental leave on the 'Terms and Conditions' of employment.**

Learning Outcome 9

Understand appropriate procedures with relation to equal opportunities, grievance, disciplinary action and redundancy.

Assessment Criteria

- 9.1 Explain procedures regarding equal opportunities, grievance, disciplinary action, and redundancy.
- 9.2 Explain the impact of data protection on equal opportunities, grievance, disciplinary action, and redundancy procedures.

Professional Development & Project Management for Hospitality		IOH4PDP
Unit Purpose and Aim(s)	This unit enables the learner to develop skills in planning, analysis, scheduling and simple charting to effectively manage business related projects. It also facilitates the learner's understanding and skills in recognising and managing their own professional development in order to achieve career goals as well as identify their own strengths and weaknesses in order to develop an individual professional development plan.	
Unit Level: 4	Guided Learning Hours (GLH): 40 Hours	Credit Value: 8 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	This unit will be assessed in two parts: 1. An online MCQ test with 40 questions to be answered in 60 minutes. 2. A synoptic assignment which will be delivered once the delivery of all 7 units of the qualification have been completed.	
Learning Outcome 1	Understand the business case to justify project viability.	
Assessment Criteria		
1.1 Explain how to identify the requirement for a project through opportunity, weakness, or legal needs. 1.2 Describe how to identify aims and objectives to the project requirements. 1.3 Outline project teams, specialist expertise, and leadership. 1.4 Understand how to analyse and evaluate resource allocation for the project. 1.5 Describe how to implement a timeframe for project completion.		
Learning Outcome 2	Understand the internal and external environmental factors that will influence a project.	
Assessment Criteria		
2.1 Understand how to prepare a risk analysis of the project. 2.2 Understand how to compare the capabilities of teams – things they can / cannot do well. 2.3 Understand how to research developments in technological, legislative, social, economic, and organisational culture that will affect the project. 2.4 Identify time constraints. 2.5 Describe how to forecast and specify budget constraints.		

Learning Outcome 3

Understand how to write an effective project plan.

Assessment Criteria

- 3.1 Describe how to identify project goals.
- 3.2 Explain how to identify project deliverables.
- 3.3 Understand how to prepare a project schedule.
- 3.4 Know how to evaluate supporting plans, such as a human resource plan; communications plan and risk management plan.
- 3.5 Describe how to prepare for a sustainable / successful conclusion to the project.

Learning Outcome 4

Understand scheduling techniques and measures to assist in successful project completion.

Assessment Criteria

- 4.1 Identify appropriate software packages.
- 4.2 Know how to develop a project plan using a Gantt chart or similar software.
- 4.3 Know how to develop a range of flow charts.
- 4.4 Describe critical path analysis.

Learning Outcome 5

Understand how to evaluate the success of a project.

Assessment Criteria

- 5.1 Explain the implications on the organisation before, during and after project completion.
- 5.2 Understand how to appraise the effective and efficient use of resources, such as finishing on time and within budget.
- 5.3 Explain how to identify what the organisation would do differently in future project development.

Learning Outcome 6

Understand knowledge and skills essential for maintaining a specific career path and evaluate personal strengths and weaknesses to improve own performance over the short, medium and long term.

Assessment Criteria

- 6.1 Explain self-knowledge and make an appraisal of personal skills and attributes.
- 6.2 Explain task skills and compare with desirable skills.
- 6.3 Explain process skills.
- 6.4 Explain cognitive and creative skills.
- 6.5 Explain how to prepare a career plan to overcome perceived personal and managerial skills gaps.

Learning Outcome 7

Understand personal values, motivation and capacity, and explore how these will impact on professional performance.

Assessment Criteria

- 7.1 Describe how to evaluate self-potential, values and motivation.
- 7.2 Explain individual capacity, identifying mental, emotional and physical energy.
- 7.3 Discuss the values of an individual in relation to the values of a team and an organisation.
- 7.4 Describe self-motivation and the ability to motivate team members.

Learning Outcome 8

Understand independent judgement and professional ethics in relation to own job roles, responsibilities and relationships with colleagues, team members, managers and customers.

Assessment Criteria

- 8.1 Describe roles within the workplace; including leading and motivating staff; communication and team dynamics.
- 8.2 Explain management responsibilities; including managing customer service; decision making; delegation; and empowerment.
- 8.3 Explain key relationships within the workplace; including colleagues; team members; managers; and customers.

Learning Outcome 9

Understand tasks and process skills in the context of job requirements and produce a personal development plan.

Assessment Criteria

- 9.1 Explain how to evaluate task skills such as: application of information technology; customer service skills; health and safety training.
- 9.2 Explain how to evaluate process skills and leadership skills; including effectiveness skills; team functioning skills; and systems thinking skills.
- 9.3 Explain how to create and evaluate a Personal Development Plan: including aims; SMART objectives; targets; action plan; time management; and work scheduling.

9. Sample Assessment

Assessment Example	
Unit	Services Marketing and Communication for Hospitality
Assessment Type	Multiple choice questions assessment
Time Allowed	60 minutes

Unit Test - Sample MCQ Questions

Please note: All questions are compulsory and one mark is awarded for each correct answer.

Question 1	Which three countries have services as the primary economic activity?	Select one X	1 Mark
	a. China, India, UK.	<input type="checkbox"/>	
	b. USA, China, India.	<input type="checkbox"/>	
	c. USA, UK, Australia.	<input type="checkbox"/>	
	d. Australia, China, UK.	<input type="checkbox"/>	
Question 2	Which of the following are examples of service industries?	Select one X	1 Mark
	a. Employment and collection agencies.	<input type="checkbox"/>	
	b. Agriculture and manufacturing.	<input type="checkbox"/>	
	c. Poultry processing and meat packaging.	<input type="checkbox"/>	
	d. Furnishings & Equipment Stores.	<input type="checkbox"/>	
Question 3	What is the most important communications channel in business-to-business marketing?	Select one X	1 Mark
	a. Promotional discounting.	<input type="checkbox"/>	
	b. Personal selling.	<input type="checkbox"/>	
	c. Advertising.	<input type="checkbox"/>	
	d. Branded literature.	<input type="checkbox"/>	

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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