



Group Award Specification for:

**Higher National Certificate (HNC) in Hospitality
Operations at SCQF level 7 – GR1F 15**

**Higher National Diploma (HND) in Hospitality
Management at SCQF level 8 – GR1G 16**

**Professional Development Award (PDA) in
Hospitality at SCQF level 7 – GR1H 47**

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1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The **Higher National Certificate (HNC) in Hospitality Operations** develops knowledge and skills core to all areas of hospitality operations and provides the opportunity to complete more specialist units in, for example, accommodation operations, front office management, specialist food and beverage services, events and conferences.

The **Higher National Diploma (HND) in Hospitality Management** builds upon the areas covered in the HNC and brings in more managerial level topics including finance, accommodation management, managing food and beverage operations and managing human resources in a hospitality context. It also includes a period of practical work experience.

The HNC/HNDs are suitable for a wide range of learners including:

- ◆ school leavers
- ◆ adult returners to education
- ◆ those in employment who wish to enhance their career prospects
- ◆ those who wish to extend their skills and knowledge to start their own business

The **Professional Development Award (PDA) in Hospitality** supports continuing professional development for individuals operating at a supervisory/team leader role in the hospitality sector. It is suitable for learners who:

- ◆ have relevant experience in the industry but no formal qualifications.
- ◆ wish to upskill and develop knowledge and skills in new areas to enhance career progression.
- ◆ part complete a relevant HNC/HND and want recognition for the units they have successfully completed.

1.1 Rationale

The hospitality industry recruits a vast number of skilled and unskilled workers each year and the workforce continues to be heavily reliant upon young people aged 16–19 years. The well documented and acute skills shortages along with the uncertainties and challenges presented by Brexit including the potential loss of skilled European Union (EU) staff and the pressure on margins because of increasing costs means it has never been more important to support the pipeline of talent coming into the sector. With a deficit in leadership and management skills often cited as an ongoing issue in the sector, the updated suite of HNC/HNDs and PDAs support learners who wish to pursue a supervisory/entry-level management career in the sector.

The HNC/HND/PDAs form part of a comprehensive framework of SQA qualifications in Hospitality from SCQF levels 4–8 supporting all stages of a learner’s career. Appendix 1 illustrates this.

For learners who wish to pursue a career in a professional kitchen, SQA also has a complementary suite of professional cookery qualifications.

2 Qualifications structure

2.1 Structures

Structure of the HNC in Hospitality Operations

Learners will be awarded an HNC in Hospitality Operations on successful completion of all of the units in the mandatory section, and an appropriate combination of units from the options groups, up to a total of 96 SCQF credit points (12 SQA credits).

The HN Design Principles require an HNC group award to incorporate at least 48 SCQF credit points at SCQF level 7. This requirement is met through the mandatory section.

The HNC Hospitality Operations mandatory section comprises 64 SCQF credit points (8 SQA credits) at SCQF level 7. Learners must also complete a further 32 SCQF points (4 SQA credits) from the options groups.

The following illustrates the composition of the framework detailing the SCQF level, rating and SQA credit value of each unit.

HNC Hospitality Operations Framework

Mandatory units: 64 SCQF credit points (8 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| J3J0 | 34 | Hospitality Industry | 1 | 8 | 7 |
| J3HY | 34 | Hospitality Supervision | 2 | 16 | 7 |
| J2LH | 34 | Hospitality: Financial Control Systems | 1 | 8 | 7 |
| F4TL | 34 | Food Hygiene Intermediate | 1 | 8 | 7 |
| J2PC | 34 | Food and Beverage Operations | 2 | 16 | 7 |
| J3HD | 34 | Hospitality Operations: Graded Unit 1 | 1 | 8 | 7 |

Options group 1: 16–32 SCQF credit points (2–4 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| J2PB | 34 | Accommodation Operations | 1 | 8 | 7 |
| J380 | 34 | Hospitality Front Office Procedures | 1 | 8 | 7 |
| J385 | 35 | Hospitality Front Office Sales Management | 1 | 8 | 8 |
| J381 | 34 | Legislative Requirements for Hospitality | 1 | 8 | 7 |
| J2EV | 34 | Managing Human Resources in Hospitality | 1 | 8 | 7 |
| J2EW | 35 | Managing Human Resources in Hospitality | 1 | 8 | 8 |
| J382 | 34 | Alcoholic Beverages | 1 | 8 | 7 |
| J3SE | 34 | Kitchen Operations for Hospitality Managers | 2 | 16 | 7 |
| J383 | 34 | Understanding Hospitality Financial Accounting Statements | 1 | 8 | 7 |
| J3W0 | 34 | Managing Hospitality Organisations | 1 | 8 | 7 |
| DE3R | 34 | Personal Development Planning | 1 | 8 | 7 |
| DK0E | 34 | Applying Marketing Principles in Travel and Tourism | 1 | 8 | 7 |
| H1F0 | 34 | Creating a Culture of Customer Care | 1 | 8 | 7 |
| H91K | 34 | Events Industry: An Introduction | 2 | 16 | 7 |
| H942 | 34 | Conferences: An Introduction | 1 | 8 | 7 |
| H91N | 34 | Food and Beverage Events | 1 | 8 | 7 |
| H91M | 35 | Managing an Event | 2 | 16 | 8 |
| F1B6 | 34 | Scottish Licensing Law | 1 | 8 | 7 |
| D75X | 34 | Information Technology: Applications Software 1 | 1 | 8 | 7 |
| D85F | 34 | Using Software Applications Packages | 1 | 8 | 7 |
| F86P | 34 | Digital Culture: Online Communication | 1 | 8 | 7 |
| DH39 | 34 | Internet: Introducing e-Commerce | 1 | 8 | 7 |
| DV6G | 34 | e-commerce: Publishing Websites | 2 | 16 | 7 |
| HG1N | 34 | Digital Marketing: Fundamentals | 1 | 8 | 7 |
| HJ4W | 34 | Work Placement | 1 | 8 | 7 |
| J1NC | 34 | Research Skills | 1 | 8 | 7 |

Options group 2: 0–16 SCQF credit points (0–2 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|---------------|---------------|---|-------------------|---------------------------|-------------------|
| H8T2 | 33 | Workplace Communication in English | 1 | 8 | 6 |
| F2F9 | 33 | Communication in French: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20P | 33 | Communication in French: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F2FA | 33 | Communication in Gaelic: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20R | 33 | Communication in Gaelic: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F2FB | 33 | Communication in German: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20S | 33 | Communication in German: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F2FC | 33 | Communication in Italian: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20T | 33 | Communication in Italian: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F2FE | 33 | Communication in Spanish: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20W | 33 | Communication in Spanish: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |

Structure of the HND in Hospitality Management

Learners will be awarded an HND in Hospitality Management on successful completion of all of the units in the mandatory section, and an appropriate combination of units from the options groups up to a total of 240 SCQF credit points (30 SQA credits).

The HN Design Principles require an HND group award to incorporate at least 64 SCQF credit points (8 SQA credits) at SCQF level 8. This requirement is met within the mandatory section.

The HND Hospitality Management mandatory section comprises 168 SCQF credit points (21 SQA credits). Learners must complete a further 72 SCQF points (9 SQA credits) from the options groups.

The following illustrates the composition of the framework detailing the SCQF level rating and SQA credit value of each unit.

HND Hospitality Management Framework

Mandatory units: 168 SCQF credit points (21 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| J3J0 | 34 | Hospitality Industry | 1 | 8 | 7 |
| J3HY | 34 | Hospitality Supervision | 2 | 16 | 7 |
| J2LH | 34 | Hospitality: Financial Control Systems | 1 | 8 | 7 |
| F4TL | 34 | Food Hygiene Intermediate | 1 | 8 | 7 |
| J2PC | 34 | Food and Beverage Operations | 2 | 16 | 7 |
| J384 | 35 | Hospitality Management Accounting | 1 | 8 | 8 |
| J3J1 | 35 | Management of Food and Beverage Operations | 3 | 24 | 8 |
| J3VY | 35 | Accommodation Management | 1 | 8 | 8 |
| J3W0 | 34 | Managing Hospitality Organisations | 1 | 8 | 7 |
| J3W1 | 35 | Managing Hospitality Organisations | 1 | 8 | 8 |
| J3W2 | 35 | Managing Financial Resources in Hospitality | 1 | 8 | 8 |
| HJ4W | 34 | Work Placement | 1 | 8 | 7 |
| J2EV | 34 | Managing Human Resources in Hospitality | 1 | 8 | 7 |
| J2EW | 35 | Managing Human Resources in Hospitality | 1 | 8 | 8 |
| J3HD | 34 | Hospitality Operations: Graded Unit 1 | 1 | 8 | 7 |
| J3HE | 35 | Hospitality Management: Graded Unit 2 | 2 | 16 | 8 |

Options group 1: 48–72 SCQF credit points (6–9 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| J381 | 34 | Legislative Requirements for Hospitality | 1 | 8 | 7 |
| J2PB | 34 | Accommodation Operations | 1 | 8 | 7 |
| J380 | 34 | Hospitality Front Office Procedures | 1 | 8 | 7 |
| J385 | 35 | Hospitality Front Office Sales Management | 1 | 8 | 8 |
| J382 | 34 | Alcoholic Beverages | 1 | 8 | 7 |
| J3SE | 34 | Kitchen Operations for Hospitality Managers | 2 | 16 | 7 |
| J3VX | 34 | Food and Beverage: Specialised Services | 1 | 8 | 7 |
| J3JH | 35 | Gastronomy | 2 | 16 | 8 |
| J383 | 34 | Understanding Hospitality Financial Accounting Statements | 1 | 8 | 7 |
| D75X | 34 | Information Technology: Applications Software 1 | 1 | 8 | 7 |
| D85F | 34 | Using Software Applications Packages | 1 | 8 | 7 |
| F86P | 34 | Digital Culture: Online Communication | 1 | 8 | 7 |
| DH39 | 34 | Internet: Introducing e-Commerce | 1 | 8 | 7 |
| DV6G | 34 | e-commerce: Publishing Websites | 2 | 16 | 7 |
| H1F0 | 34 | Creating a Culture of Customer Care | 1 | 8 | 7 |
| H7V5 | 34 | Preparing a Formal Business Plan | 2 | 16 | 7 |
| H544 | 35 | Managing Information Systems to Develop a Small Business | 2 | 16 | 8 |
| J462* | 34 | Economic Issues: An Introduction | 1 | 8 | 7 |
| DF87 | 34 | Health and Safety Legislation: An Introduction | 1 | 8 | 7 |
| F1B6 | 34 | Scottish Licensing Law | 1 | 8 | 7 |
| HG1N | 34 | Digital Marketing: Fundamentals | 1 | 8 | 7 |
| HX13 | 35 | Marketing Analysis and Planning | 1 | 8 | 8 |
| DK04 | 35 | Marketing Planning in Travel and Tourism | 1 | 8 | 8 |
| HH9T | 34 | Marketing Research Theory | 1 | 8 | 7 |
| HW06 | 35 | Marketing Research Applications | 1 | 8 | 8 |
| DK0E | 34 | Applying Marketing Principles in Travel and Tourism | 1 | 8 | 7 |
| DK03 | 34 | Providing Information on the Scottish Tourism Product | 2 | 16 | 7 |
| DJ9X | 34 | Role of History, Culture and Genealogy in Scottish Tourism | 1 | 8 | 7 |
| H91K | 34 | Events Industry: An Introduction | 2 | 16 | 7 |
| H942 | 34 | Conferences: An Introduction | 1 | 8 | 7 |
| H91N | 34 | Food and Beverage Events | 1 | 8 | 7 |
| H91M | 35 | Managing an Event | 2 | 16 | 8 |
| DE3R | 34 | Personal Development Planning | 1 | 8 | 7 |
| F870 | 34 | Developing the Individual within a Team | 1 | 8 | 7 |
| J1NC | 34 | Research Skills | 1 | 8 | 7 |
| FN6A | 35 | Essential Academic Skills | 1 | 8 | 8 |

Options group 2: 0–24 SCQF credit points (0–3 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| H8T2 | 33 | Workplace Communication in English | 1 | 8 | 6 |
| F2F9 | 33 | Communication in French: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20P | 33 | Communication in French: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F0HW | 33 | French for Work: Basic Operational | 3 | 24 | 6 |
| F0HX | 33 | French for Work: Intermediate Operational | 3 | 24 | 6 |
| F0J3 | 34 | French for Work: Advanced Operational | 3 | 23 | 7 |
| F2FA | 33 | Communication in Gaelic: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20R | 33 | Communication in Gaelic: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F0HV | 33 | Gaelic for Work: Basic Operational | 3 | 24 | 6 |
| F0HY | 33 | Gaelic for Work: Intermediate Operational | 3 | 24 | 6 |
| F0J4 | 34 | Gaelic for Work: Advanced Operational | 3 | 24 | 7 |
| F2FB | 33 | Communication in German: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20S | 33 | Communication in German: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F0HT | 33 | German for Work: Basic Operational | 3 | 24 | 6 |
| F0J0 | 33 | German for Work: Intermediate Operational | 3 | 24 | 6 |
| F0J5 | 34 | German for Work: Advanced Operational | 3 | 24 | 7 |
| F2FC | 33 | Communication in Italian: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20T | 33 | Communication in Italian: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F0HS | 33 | Italian for Work: Basic Operational | 3 | 24 | 6 |
| F0J1 | 33 | Italian for Work: Intermediate Operational | 3 | 24 | 6 |
| F0J8 | 34 | Italian for Work: Advanced Operational | 3 | 24 | 7 |
| F2FE | 33 | Communication in Spanish: Basic Operational Reading and Writing Skills | 1 | 8 | 6 |
| F20W | 33 | Communication in Spanish: Basic Operational Speaking and Listening Skills | 1 | 8 | 6 |
| F0HR | 33 | Spanish for Work: Basic Operational | 3 | 24 | 6 |
| F0J2 | 33 | Spanish for Work: Intermediate Operational | 3 | 24 | 6 |
| F0J9 | 34 | Spanish for Work: Advanced Operational | 3 | 24 | 7 |

Structure of PDA Hospitality at SCQF level 7

Learners require 6 SQA credits (48 SCQF points) in total to achieve the PDA in Hospitality: 2 mandatory SQA credits and a further 4 SQA credits from the options.

The following illustrates the composition of the framework detailing the SCQF level rating and SQA credit value of each unit.

PDA Hospitality at SCQF level 7 Framework

Mandatory units: 16 SCQF points (2 SQA credits) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-------------------------|------------|--------------------|------------|
| J3HY | 34 | Hospitality Supervision | 2 | 16 | 7 |

Options group: 32 SCQF points (4 SQA credit) required

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| J2PC | 34 | Food and Beverage Operations | 2 | 16 | 7 |
| H942 | 34 | Conferences: An Introduction | 1 | 8 | 7 |
| J382 | 34 | Alcoholic Beverages | 1 | 8 | 7 |
| J3J0 | 34 | Hospitality Industry | 1 | 8 | 7 |
| J2PB | 34 | Accommodation Operations | 1 | 8 | 7 |
| F4TL | 34 | Food Hygiene Intermediate | 1 | 8 | 7 |
| J2LH | 34 | Hospitality: Financial Control Systems | 1 | 8 | 7 |
| J3SE | 34 | Kitchen Operations for Hospitality Managers | 2 | 16 | 7 |

3 Aims of the qualifications

The main aim of the HNC/HND is to provide a flexible, progressive suite of qualifications that supports a broad range of learners wishing to progress into supervisory or entry-level managerial positions in a wide range of hospitality operations or to progress to further study in higher education. The principal aim of the PDA is to provide a practical qualification that supports the upskilling and continuing professional development of supervisors and managers in the hospitality sector.

HNC Hospitality Operations/HND Hospitality Management

3.1 General aims of the qualifications

All HNCs and HNDs have a range of broad aims that are generally applicable, eg:

- 1 Developing planning and analysis skills.
- 2 Developing problem solving skills.
- 3 Developing the ability to be flexible and to work co-operatively with others.
- 4 Developing study and research skills.
- 5 Developing critical and evaluative thinking.
- 6 Enabling progression within the SCQF.
- 7 Developing employment skills and enhancing learners' employment prospects.
- 8 Providing opportunities for career planning and enhancing learners' employment prospects.

3.2 Specific aims of the qualifications

The HNC Hospitality Operations and HND Hospitality Management are closely linked. This makes it inevitable that they should have similar objectives.

The qualifications should enable learners to:

- 9 Be prepared for employment within the hospitality industry in a team leading/supervisory level post.
- 10 Gain leadership skills and a customer focused attitude through an understanding of the roles of a team leader/supervisor.
- 11 Gain an understanding of the structure and organisation of the industry and the influence of the industry on the economy.
- 12 Develop knowledge and skills in the main operational areas, such as, food and beverage service styles and techniques, food hygiene and control systems.
- 13 Apply and integrate knowledge and skills across hospitality operational areas.
- 14 Undertake options to permit an element of vocational specialism, for example in the areas of food production and service, accommodation services, front office, alcoholic beverages.
- 15 Be prepared for progression to further studies in hospitality or related disciplines.

The HND Hospitality Management can be distinguished from the HNC in terms of:

- 16 The wider range of competences and expanded knowledge which a learner can achieve, eg the management of accommodation, accounting, human resource management, management of hospitality organisations and the opportunity to plan and manage a food and beverage operation.
- 17 Application and integration of knowledge and skills across hospitality management areas.
- 18 The likely entry point to an organisation.
- 19 The speed of progression within an organisation.
- 20 The level of entry to further academic qualifications.
- 21 Significant optional units to allow development in other areas relevant to future (or current) employment or progression within higher education.

PDA in Hospitality

3.3 General aims of the qualification

- 1 Provide recognition of existing skills for experienced staff.
- 2 Develop problem solving skills.
- 3 Develop planning and analysis skills.
- 4 Develop the ability to be flexible and to work co-operatively within a team structure.
- 5 Enhance career progression.
- 6 Enable progression to other qualifications within the SCQF.

3.4 Specific aims of the qualification

- 7 Develop leadership skills and a customer-focused attitude through an understanding of the role of a supervisor/manager.
- 8 Depending on the optional units chosen:
 - ◆ develop awareness of the structure of the hospitality industry and its influence on the economy
 - ◆ develop knowledge and understanding of hospitality operational areas, such as food and beverage service, styles and techniques, food hygiene and control systems, accommodation operations or conferences.

3.5 Graded units

The purpose of the graded units in the qualifications is to assess the learner's ability to integrate and apply the knowledge and/or skills gained in the individual units in order to demonstrate that they have achieved the principal aims of the qualifications. A graded unit is assessed and a grade of A, B or C awarded to learners who successfully achieve the unit.

For the HNC, one single credit graded unit at SCQF level 7 must be achieved. For the HND one double credit graded unit at SCQF level 8 in addition to the SCQF level 7 graded unit is required.

Project-based graded units assess the application of knowledge and skills in the planning and evaluation of a given task, while an examination assesses theoretical knowledge and understanding under invigilated conditions.

For both HNC and HND a project-based case study was selected as the most appropriate model. The skills developed via the case study, ie gathering, interpreting and analysing information, decision-making and planning for action meet the principal aims.

4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The Qualification Design Team, as guidance only, has provided the following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for these qualifications.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

HNC/HND

- ◆ National Certificates in Hospitality Operations at SCQF levels 5 or 6
- ◆ Appropriate groupings of National Units
- ◆ Any other relevant National Certificates at SCQF levels 5 or 6
- ◆ Any two National Qualifications at Higher together with three National 5 passes at 3 or above
- ◆ An SVQ at SCQF level 5 or above
- ◆ Different combinations of relevant National Qualifications, vocational qualifications and/or equivalent qualifications from other awarding bodies may also be acceptable
- ◆ Relevant work experience
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) at SCQF level 5 or a score of 5.5 in IELTS

PDA

- ◆ Current or prior experience as a supervisor/team leader in a hospitality business
- ◆ Relevant SVQ at SCQF level 5 or above
- ◆ National Certificate in Hospitality Operations at SCQF level 5 or 6
- ◆ Different combinations of relevant National or vocational qualifications and/or equivalent qualifications from other awarding bodies

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| Communication | 4 | <ul style="list-style-type: none"> ◆ Communicating orally with others during practical activities, including dealing with customers and giving instructions to team members ◆ Reading, understanding and following instructions ◆ Describing and promoting menus |
| Numeracy | 4 | <ul style="list-style-type: none"> ◆ Costing ingredients and calculating selling prices of complete menus using different methodologies ◆ Calculating gross and net incomes ◆ Identifying elements of costs in food, beverages, labour and overheads ◆ Calculating break even points ◆ Interpreting stock control information ◆ Using temperature charts |
| Information and Communication Technology (ICT) | 4 | <ul style="list-style-type: none"> ◆ Using the internet to research current trends ◆ Using ICT packages to build a portfolio of evidence |
| Problem Solving | 4 | <ul style="list-style-type: none"> ◆ Preparing for practical activities ◆ Identifying issues and taking appropriate corrective action when producing product evidence ◆ Understanding and complying with legislative requirements ◆ Evaluating the effectiveness of the practical activities |
| Working with Others | 4 | <ul style="list-style-type: none"> ◆ Interacting cooperatively with others during practical activities ◆ Providing leadership to team members ◆ Dealing with customer service issues appropriately |

5 Additional benefits of the qualification in meeting employer needs

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualifications. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing these qualifications.

5.1 Mapping of qualification aims to units

HNC/HND Hospitality Operations/Management

| SCQF level | Unit title | General aims | | | | | | | | Specific aims | | | | | | | | | | | | |
|------------|---|--------------|---|---|---|---|---|---|---|---------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 7 | Hospitality: Financial Control Systems | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | |
| 7 | Food Hygiene Intermediate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | |
| 7 | Hospitality Supervision | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 7 | Hospitality Industry | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 7 | Food and Beverage Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | |
| 8 | Hospitality Management Accounting | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | ✓ | ✓ | | |
| 8 | Management of Food and Beverage Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | |
| 8 | Accommodation Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | ✓ | | |
| 7 and 8 | Managing Hospitality Organisations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | ✓ | ✓ | | |
| 8 | Managing Financial Resources in Hospitality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | |
| 7 | Work Placement | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | |
| 7 and 8 | Managing Human Resources in Hospitality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | |
| 7 | Hospitality Operations: Graded Unit 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| 8 | Hospitality Management: Graded Unit 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Legislative Requirements for Hospitality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Accommodation Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | ✓ |
| 7 | Hospitality Front Office Procedures | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | | | ✓ |
| 7 | Hospitality Front Office Sales Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | | ✓ |

| SCQF level | Unit title | General aims | | | | | | | | Specific aims | | | | | | | | | | | | |
|------------|--|--------------|---|---|---|---|---|---|---|---------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 7 | Alcoholic Beverages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | ✓ |
| 7 | Kitchen Operations for Hospitality Managers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | |
| 7 | Food and Beverage: Specialised Services | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | ✓ |
| 8 | Gastronomy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | | ✓ | ✓ | | |
| 7 | Understanding Hospitality Financial Accounting | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | ✓ |
| 7 | Creating a Culture of Customer Care | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Preparing a Formal Business Plan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 8 | Managing Information Systems to Develop a Small Business | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | ✓ | ✓ | | |
| 7 | Economic Issues: An Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | ✓ |
| 7 | Health and Safety Legislation: An Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Scottish Licensing Law | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Digital Marketing: Fundamentals | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | | | | | ✓ |
| 8 | Marketing Analysis and Planning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 8 | Marketing Planning in Travel and Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Marketing Research Theory | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | ✓ | ✓ | |
| 8 | Marketing Research Applications | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Applying Marketing Principles in Travel and Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Providing Information on the Scottish Tourism Product | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Role of History, Culture and Genealogy in Scottish Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Events Industry: An Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | | | | ✓ |
| 7 | Conferences: An Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | | | | ✓ |
| 7 | Food and Beverage Events | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | | | | ✓ |

| SCQF level | Unit title | General aims | | | | | | | | Specific aims | | | | | | | | | | | | |
|------------|---|--------------|---|---|---|---|---|---|---|---------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 8 | Managing an Event | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | ✓ |
| 7 | Personal Development Planning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | |
| 8 | Developing the Individual within a Team | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | ✓ | ✓ | | |
| 7 | Research Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | ✓ | ✓ |
| 8 | Essential Academic Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | ✓ | ✓ |
| 7 | Information Technology: Applications Software 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | ✓ |
| 7 | Using Software Applications Packages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | ✓ |
| 7 | Digital Culture: Online Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | Internet: Introducing e-Commerce | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 7 | e-commerce: Publishing Websites | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |

PDA in Hospitality

| SCQF level | Unit title | General aims | | | | | | Specific aims | |
|------------|---|--------------|---|---|---|---|---|---------------|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 7 | Hospitality Supervision | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 7 | Food and Beverage Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Conferences: An Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Alcoholic Beverages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Hospitality Industry | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Accommodation Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Food Hygiene Intermediate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Hospitality: Financial Control Systems | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 7 | Kitchen Operations for Hospitality Managers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace. They are developed for employers by employers through the relevant standards setting body. NOS have different uses, and for example, employers can use them to develop job specifications or in house training programmes. One of the main applications of NOS is to inform the development and content of qualifications.

The content of the HNC/HND and PDA broadly align to a range of the National Occupational Standards (NOS) in hospitality outlined below. The structure of the NOS is such that multiple NOS units relate to broader topic/process based SQA units.

| SSC code | NOS unit title | SCQF level |
|-----------|--|------------|
| PPL2GEN6 | Minimise the Risk of Allergens to Customers | 6 |
| PPL2GEN7 | Resolve Customer Service Problems | 6 |
| PPL2GEN8 | Promote Additional Services or Products to Customers | 6 |
| PPL2GEN9 | Deal with Customers Across a Language Divide | 6 |
| PPL2GEN13 | Use Social Media in Hospitality | 6 |
| PPL1FOH10 | Contribute to Solving Business Problems | 6 |
| PPLHSL1 | Provide Leadership for Your Team | 6 |
| PPLHSL2 | Develop Productive Working Relationships with Colleagues | 7 |
| PPLHSL3 | Contribute to the Control of Resources | 8 |
| PPLHSL4 | Maintain the Health, Hygiene, Safety and Security of the Working Environment | 7 |
| PPLHSL5 | Lead a Team to Improve Customer Service | 7 |
| PPLHSL6 | Contribute to Promoting Hospitality Services and Products | 6 |
| PPLHSL7 | Supervise Food Production Operations | 7 |
| PPLHSL8 | Supervise Functions | 7 |
| PPLHSL9 | Contribute to the Development of Recipes and Menus | 6 |
| PPLHSL10 | Supervise Food Services | 7 |
| PPLHSL11 | Supervise Drink Services | 7 |
| PPLHSL12 | Supervise Off-Site Food Delivery Services | 7 |
| PPLHSL13 | Supervise Cellar and Drink Storage Operations | 7 |
| PPLHSL14 | Manage the Receipt, Storage or Dispatch of Goods | 6 |

| SSC code | NOS unit title | SCQF level |
|----------|--|------------|
| PPLHSL15 | Supervise the Wine Store/Cellar and Dispense counter | 7 |
| PPLHSL16 | Supervise Vending Services | 7 |
| PPLHSL17 | Supervise Housekeeping Services | 7 |
| PPLHSL18 | Supervise Linen Services | 7 |
| PPLHSL19 | Monitor and Solve Customer Service Problems | 6 |
| PPLHSL20 | Supervise Porter and Concierge Services | 7 |
| PPLHSL21 | Supervise Reception Services | 7 |
| PPLHSL22 | Supervise Reservations and Booking Services | 7 |
| PPLHSL23 | Improve the Customer Relationship | 6 |
| PPLHSL24 | Provide Learning Opportunities for Colleagues | 8 |
| PPLHSL25 | Support the use of Technological Equipment in Hospitality Services | 6 |
| PPLHSL26 | Supervise Practices for Handling Payments | 6 |
| PPLHSL27 | Contribute to the Development of a Wine List | 6 |
| PPLHSL28 | Manage the Environmental Impact of Your Work | 7 |
| PPLHSL29 | Contribute to the Selection of Staff for Activities | 7 |
| PPLHSL30 | Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink | 7 |
| PPLHSL31 | Lead Meetings | 7 |

5.3 Mapping of Core Skills development opportunities across the qualifications

| SCQF level | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|------------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| 7 | Hospitality Industry | S@6 | S@6 | | | | S5 | S@4 | S@6 | | | | |
| 7 | Hospitality Supervision | S@5 | S@5 | | S@5 | S@5 | S@5 | S@5 | S@5 | S@5 | S@5 | S@5 | |
| 7 | Hospitality: Financial Control Systems | | | | E@5 | | | S@4 | S@6 | | | | |
| 7 | Food and Beverage Operations | S@6 | S@6 | S@6 | | | S@5 | S@5 | E@5 | S@5 | S@5 | E@5 | E@5 |
| 7 | Accommodation Operations | | | | | | S@5 | | S@5 | | | | |
| 7 | Hospitality Front of House Procedures | | | | | | S@5 | S@5 | S@5 | | | | |
| 7 | Hospitality Front Office Sales Management | | | | | | S@6 | | E@6 | | | | |
| 7 | Legislative Requirements for Hospitality | | | | | | | | S@6 | | | | |
| 7 | Alcoholic Beverages | | | | | | S@5 | S@5 | E@5 | | | | |
| 7 | Kitchen Operations for Hospitality Managers | | | | S@5 | | | S@5 | S@6 | S@6 | | S@5 | |
| 7 | Understanding Financial Accounting Statements | | | | E@5 | | | | E@5 | | S@6 | | |
| 7 | Managing Hospitality Organisations | S@6 | | | | | | | S@6 | | S@6 | | |
| 8 | Managing Hospitality Organisations | S@6 | | | | | | | S@6 | | S@6 | | |
| 7 | Managing Human Resources in Hospitality | S@5 | S@5 | | | | S@5 | S@5 | E@5 | E@5 | | | |
| 8 | Managing Human Resources in Hospitality | S@5 | S@5 | | | | S@5 | S@5 | S@6 | S@6 | S@6 | | |

| SCQF level | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|------------|--|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|-----------------------------------|-------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Cooperatively with Others | Written (Reading) |
| 8 | Management of Food and Beverage Operations | S@6 | S@6 | | | | S@5 | S@5 | S@6 | S@6 | S@6 | S@6 | |
| 8 | Hospitality Management Accounting | | | | S@6 | | | | E@6 | | S@6 | | |
| 8 | Accommodation Management | | | | | | | | S@6 | | | | |
| 8 | Managing Financial Resources in Hospitality | | | | S@6 | | | | S@6 | | S@6 | | |
| 7 | Hospitality Operations: Graded Unit 1 | S@5 | S@5 | | | | S@5 | S@5 | E@5 | E@5 | E@5 | | |
| 8 | Hospitality Management: Graded Unit 2 | S@6 | S@6 | | | | S@6 | S@6 | E@6 | E@6 | E@6 | | |
| 7 | Food and Beverage: Specialised Services | | S@6 | | | | | | S@6 | S@6 | S@6 | | |
| 8 | Gastronomy | | | | | | S@6 | S@6 | S@6 | S@6 | S@6 | | |
| 7 | Creating a Culture of Customer Care | S@6 | S@6 | S@6 | | | | | S@6 | | S@6 | | |
| 7 | Events Industry: An Introduction | S@5 | | | | | | | S@5 | S@5 | S@5 | | |
| 7 | Conferences: An Introduction | | S@5 | | | | | | S@5 | | | S@5 | |
| 7 | Food and Beverage Events | | S@5 | | | | | | E@5 | E@5 | | S@5 | |
| 8 | Managing an Event | | S@6 | | | | | | E@6 | E@6 | E@6 | E@6 | E@6 |
| 7 | Information Technology: Applications Software 1 | | | | | | E@6 | E@6 | | | | | |
| 7 | Using Software Applications Packages | | | | | | E@5 | E@5 | | | | | |
| 8 | Managing Information Systems to Develop a Small Business | S@6 | S@6 | S@6 | | | | | S@6 | S@6 | S@6 | | |

| SCQF level | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|------------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|-----------------------------------|-------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Cooperatively with Others | Written (Reading) |
| 7 | Preparing a Formal Business Plan | | S@5 | | S@5 | S@5 | S@5 | S@5 | S@5 | S@5 | S@5 | | |
| 7 | Economic Issues: An Introduction | S@6 | S@6 | | | | | | S@5 | | | | |
| 7 | Scottish Licensing Law | S@5 | S@5 | | | | | | S@5 | | | | |
| 7 | Work Placement | | | | | | | | E@6 | E@6 | E@6 | E@6 | E@6 |
| 7 | Digital Marketing: Fundamentals | | S@5 | | | | | | | | | | |
| 8 | Marketing Analysis and Planning | | S@6 | S@6 | | | | | E@6 | E@6 | | S@6 | |
| 7 | Marketing Research Theory | | S@5 | | S@5 | | S@5 | S@5 | S@5 | S@5 | | | |
| 8 | Marketing Research Applications | | S@6 | S@6 | S@6 | S@6 | S@6 | S@6 | E@6 | E@6 | E@6 | | |
| 7 | Applying Marketing Principles in Travel and Tourism | S@6 | S@6 | | | | S@5 | S@5 | S@5 | | | | |
| 7 | Developing the Individual within a Team | | | | | | | | | | | E@6 | E@6 |
| 7 | Research Skills | S@6 | S@6 | S@6 | S@5 | S@5 | S@6 | S@6 | E@6 | E@6 | E@6 | | |
| 8 | Essential Academic Skills | | S@6 | | | | S@6 | S@6 | E@6 | | | | |

E @ X = Core Skill component **embedded** at SCQF level X

S @ X = Core Skill component **signposted** at SCQF level X

5.4 Assessment strategy for the qualifications

The table below summarises the suggested assessment methods for the mandatory units across the HN/PDAs in Hospitality.

| SCQF level | Unit title | Evidence requirements | Suggested instrument of assessment |
|------------|--|--|---|
| 7 | Hospitality Industry | Knowledge evidence | Questioning/report/presentation/portfolio building |
| 7 | Hospitality Supervision | Knowledge and performance evidence | Mix practical activities, knowledge testing and portfolio building |
| 7 | Hospitality: Financial and Control Systems | Knowledge evidence | Costing exercises/questioning/portfolio building |
| 7 | Food Hygiene Intermediate | Knowledge evidence | Questioning |
| 7 | Food and Beverage Operations | Knowledge and performance evidence | Mix of practical activities, knowledge testing and portfolio building |
| 8 | Hospitality Management Accounting | Knowledge evidence | Case study |
| 8 | Management of Food and Beverage Operations | Knowledge and performance evidence, including planning and organisational skills | Mix of practical activities, knowledge testing and portfolio building |
| 8 | Accommodation Management | Knowledge evidence | Case studies/report/presentation |
| 7 | Managing Hospitality Organisations | Knowledge evidence | Case studies/report |
| 8 | Managing Hospitality Organisations | Knowledge evidence | Case studies/report |
| 8 | Managing Human Resources in Hospitality | Knowledge evidence | Report/presentation/portfolio building/questioning |
| 7 | Work Placement | Knowledge and performance evidence, including planning and organisational skills | Mixture of practical activities, knowledge testing and portfolio building |
| 7 | Managing Human Resources in Hospitality | Knowledge evidence | Report/presentation/portfolio building/questioning |
| 7 | Managing Human Resources in Hospitality | Knowledge evidence | Report/presentation/portfolio building/questioning |
| 7 | Hospitality Operations: Graded Unit 1 | Knowledge evidence | Case study |
| 8 | Hospitality Management: Graded Unit 2 | Knowledge evidence | Case study |

6 Guidance on approaches to delivery and assessment

The nature of the hospitality industry, and therefore these awards, is that of an integrated and seamless set of related functions. The learners need to understand the full breadth and scope of the industry and how the skills and knowledge required are transferrable between each sector, and how they are related to, and impact on each other.

These awards are designed to enable the learner to develop the skills and knowledge required for a future career in supervision or management in the hospitality industry. Optional units should reflect their needs and aspirations, and of both local and national potential employers.

The suggested approaches to delivery on the following pages show many of the units being concurrently delivered. This approach enables the relationships between the subjects to be clearly identified and developed. Delivery of these awards requires a holistic, and team approach, ensuring that the coherent nature of the award and the industry is clear. Institutions delivering these awards must have appropriate, industry relevant facilities.

This will include commercial grade kitchen and restaurant facilities with appropriate equipment; access to 'real' customers for service and development of customer care and communication skills. Excellent links with industry to enable appropriate work experience, visits and visiting speakers; and appropriate classroom and ICT facilities to enable appropriate approaches to development of skills and knowledge (including research, and digital skills and approaches.

In delivering these awards cognisance of current and developing trends in the industry should be explored and discussed with learners. This can help ensure they have the appropriate skills and knowledge to enter the hospitality industry in an appropriate role. As part of the *Hospitality Industry* unit (and all unit) delivery, the tutor should ensure that the learners have realistic expectations of their potential roles on graduation (many think they will leave and go immediately into (senior) management roles). They should be able to progress more quickly into these roles, but experience is always required alongside the qualifications and learners need to have clear and realistic expectations.

In delivery of these awards tutors should also develop (softer) skills for employment — *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving, Working with Others*, and the importance of 'work ethic'. Many of these will come from the tutor's demonstration of their own commitment, enthusiasm and passion for the industry, and their work with the learners. In all delivery it is essential that the tutor has appropriate qualifications and experience of the industry and can relate the learning and teaching to real and current industry examples.

Assessment, where possible, should be integrated and must be contextualised. Where there are exemplar assessment materials produced by SQA these could be used, however, a more integrated assessment approach, related to the delivery within the institution, may be far more relevant and appropriate than unit-by-unit assessment. Tutors should always practice the 'assessment is for learning' approach and ensure the use of appropriate developmental feedback methods.

Individual unit specifications provide detail on any particular approaches or requirements for example the *Food Hygiene Intermediate* unit outlines the requirement that tutors responsible for the delivery of this unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of HACCP. Guest speakers may be considered, eg an Environmental Health Officer for input into relevant aspects of legislation.

Theoretical aspects of units should be set in meaningful contexts, for example, scenarios set in a range of the businesses representative of the sector.

6.1 Sequencing/integration of units

The graded units should be introduced towards the middle or end of either block 2 or the start of block 3 (If delivery model is over three blocks) to allow learners time to prepare. (See example delivery for HNC/HND below.)

Project-based graded units are designed to test the application and integration of knowledge and skills in the planning, execution, and evaluation of a given task. In carrying out a given task, learners are required to display the ability to work independently to meet the evidence requirements and standards set out in the graded unit specifications. At the same time, learners need appropriate support to enable them to complete the project-based graded unit.

Centres are encouraged to set parameters at the start of the project giving details of the submission dates for first draft and final material. This is essential so all learners are aware of the deadlines. How and when this is implemented will vary with each centre but the following advice is provided:

- ◆ Projects are started as early as possible, but centres must ensure that learners have all the required knowledge and skills (ie from key HN Units) as laid out in the graded unit specification.
- ◆ Learners are given sufficient time to carry out their work independently, with appropriate tutor support.
- ◆ Effective tools such as progress logs or diaries are used to motivate and monitor learners' work.
- ◆ An appointment system for progress interviews with learners is set in the early stages of the project.

A project-based graded unit introduction for learners should contain at least the following:

- ◆ An introduction to the purpose or aims of the graded unit
- ◆ A list of the key units which learners should have achieved, or be in the process of achieving, before starting their project
- ◆ The task instructions or brief, including an outline of each of the stages of the project, their purpose and how they might be achieved
- ◆ An explanation of the grading process and the main factors that will influence grade, eg technical content, autonomous working, etc
- ◆ An outline of the percentage weighting of total marks for each stage and an explanation of how these marks relate to the quantity and quality of evidence
- ◆ An explanation of the need (and reasons) to pass each stage before progressing to the next stage
- ◆ Identification of deadlines and completion dates

- ◆ Information on the system for monitoring progress and providing support on the project — including tutor input, venues for meetings, and any necessary resources required
- ◆ Information on group work for projects (provided that the graded unit specification allows for this) which must make clear that each learner must provide evidence that he/she has individually met the evidence requirements
- ◆ A clear indication that learners will not normally be working under close supervision, the degree of autonomy expected of the learner, and the level of support that will be given to the learner
- ◆ Arrangements for remediation and re-assessment should also be considered along with any upgrading opportunities as early as possible and learners should be made aware of these arrangements, as necessary

It would be useful to give this information to learners as an oral presentation and in document form, and to build in time for a thorough discussion of the points so that learners can ask questions and seek clarification on any point.

There is no prescribed order in which the units must be delivered and centres may develop their delivery plans to meet the needs of learners. Examples of the order in which units could be delivered is provided in the following sample delivery schedules.

Suggested delivery schedule, HNC in Hospitality Operations at SCQF level 7

Example only:

Based on 36 weeks with three teaching blocks, each of 12 weeks duration and assuming 12 credits for the group award are delivered, ie. 8 mandatory credits plus 4 credits from the options section (or 7 credits for candidates progressing to HND). Delivery weeks for units in each block are shaded.

| Mandatory section — 8 credits required | SQA credit value | Block 1 12 weeks | Block 2 12 weeks | Block 3 12 weeks |
|---|------------------|---------------------|---------------------|---------------------|
| Hospitality Industry | 1 | | | |
| Hospitality Supervision | 2 | | | |
| Hospitality: Financial and Control Systems | 1 | | | |
| Food Hygiene Intermediate | 1 | | | |
| Food and Beverage Operations | 2 | | | |
| Hospitality Operations: Graded Unit 1 | 1 | | | |
| Options section — 4 credits required (plus 3 for progression to HND) | | | | |
| Accommodation Operations | 1 | | | |
| Hospitality Front Office Procedures | 1 | | | |
| Alcoholic Beverages | 1 | | | |
| Managing Human Resources in Hospitality (L7) | 1 | | | |
| Legislative Requirements for Hospitality | 1 | | | |
| Kitchen Operations for Hospitality Managers | 2 | | | |

Key to shading

| | |
|--|---|
| | 8 credits at 40 hours = 320 hours/36 weeks = 8.8 hours per week |
| | 1 credit at 40 hours = 40 hours/12 weeks = 3.3 hours per week |
| | 2 credits at 40 hours = 80 hours/36 weeks = 2.2 hours per week |
| | 1 credit at 40 hours = 40 hours/12 weeks = 3.3 hours per week |
| | 1 credit at 40 hours = 40 hours/18 weeks = 2.2 hours per week |
| | 2 credits at 40 hours = 80 hours/24 weeks = 3.3 hours per week |

Suggested delivery schedule, HND in Hospitality Management at SCQF level 8

Example only:

Based on 36 weeks with three teaching blocks, each of 12 weeks duration and assuming 15 credits (plus 15 credits from HNC/year 1). Delivery weeks for units in each block are shaded.

| Mandatory section — 21 credits required (12 plus 9 from HNC) | SQA credit value | Block 1 12 weeks | Block 2 12 weeks | Block 3 12 weeks |
|---|------------------|---------------------|---------------------|---------------------|
| Hospitality Management Accounting | 1 | | | |
| Management of Food and Beverage Operations | 3 | | | |
| Accommodation Management | 1 | | | |
| Managing Hospitality Operations (L7) | 1 | | | |
| Managing Hospitality Operations (L8) | 1 | | | |
| Managing Financial Resources in Hospitality | 1 | | | |
| Managing Human Resources in Hospitality (L8) | 1 | | | |
| Work Placement | 1 | | | |
| Hospitality Management: Graded Unit 2 | 2 | | | |
| Options section — 9 credits required (3 plus 6 from HNC) | | | | |
| Hospitality Front Office Sales Management | 1 | | | |
| Food and Beverage: Specialised Services | 1 | | | |
| Understanding Hospitality Financial Accounting | 1 | | | |

Key to shading

| | |
|--|---|
| | 2 credits at 40 hours = 80 hours/24 weeks = 3.3 hours per week |
| | 7 credits at 40 hours = 280 hours/36 weeks = 7.8 hours per week |
| | 3 credits at 40 hours = 120 hours/36 weeks = 3.3 hours per week |
| | 1 credit at 40 hours = 40 hours/36 weeks = 1.1 hours per week |
| | 2 credits at 40 hours = 80 hours/36 weeks = 3.3 hours per week |

Suggested delivery schedule, PDA in Hospitality at SCQF level 7

Example only:

Based on 36 weeks with 3 x 12-week teaching blocks, eg traditional 'day release' at 6 hours per week

| Mandatory section — 2 credits required | SQA credit value | Block 1 12 weeks | Block 2 12 weeks | Block 3 12 weeks |
|---|------------------|---------------------|---------------------|---------------------|
| Hospitality Supervision | 2 | | | |
| Options section — 4 credits required | | | | |
| Food and Beverage Operations | 2 | | | |
| Conferences: An Introduction | 1 | | | |
| Alcoholic Beverages | 1 | | | |
| Hospitality Industry | 1 | | | |
| Accommodation Operations | 1 | | | |
| Food Hygiene Intermediate | 1 | | | |
| Hospitality: Financial and Control Systems | 1 | | | |
| Kitchen Operations for Hospitality Managers | 2 | | | |

Key to shading

| | |
|--|---|
| | 6 credits at 40 hours = 240 hours/36 weeks = 6.6 hours per week |
|--|---|

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

6.2.1 Articulation and/or progression

Appendix 1 identifies possible qualification progression opportunities for the suite of SQA hospitality qualifications. They also provide multiple exit points for entering into employment

Degrees

The HN group awards provide learners with the relevant mix of competencies to enable immediate entry to employment whilst at the same time allowing them an articulation route to degree level study. A number of related degree programmes are offered at a range of institutions throughout Scotland. The HNC/HNDs provide entry variously into 2nd and 3rd year of degree programmes.

PDA

The PDA includes component units from the HNC/HND and therefore provides a further route for learners wishing to complete the larger qualifications.

There is also a SCQF level 8 PDA in Hospitality Management. This is work-based route made up of SVQ units drawn from the level 8 SVQ in Hospitality Management Skills that is the core qualification of the Technical apprenticeship in Scotland.

6.2.2 Professional recognition

The Royal Environmental Health Institute of Scotland (REHIS) recognises the mandatory *Food Hygiene* unit. On completion, learners can apply to REHIS and receive certification for the REHIS Food Hygiene Intermediate course.

6.2.3 Transitional arrangements and credit transfer

Credit transfer is a decision for centres and can be given where there is broad equivalence between the subject-related content of the units, ie the knowledge and/or skills have not changed, or are covered in the unit for which credit is being awarded.

A more integrative model of units has been developed for the revised qualifications and there is not always a direct one to one replacement for each unit. The revised frameworks have revised mandatory units, therefore centres are advised, for existing learners, to complete the programme they started on. For returning learners in future years, centres should take into account the currency of the skills and knowledge the learner has maintained or acquired over the period in question.

An overview of possible credit transfer between old and new units is provided below. Detailed mapping information is provided in Appendix 2.

| Old unit(s) | SCQF level | New unit(s) | SCQF level | Credit transfer comment |
|---|------------|---|------------|-------------------------|
| Hospitality: Financial and Control Systems | 7 | Hospitality: Financial Control Systems | 7 | Full transfer |
| Hospitality Supervision | 7 | Hospitality Supervision | 7 | Full transfer |
| Accommodation Management | 8 | Accommodation Management | 8 | Full transfer |
| Hospitality Management Accounting | 8 | Hospitality Management Accounting | 8 | Partial transfer |
| Hospitality Industry | 7 | Hospitality Industry | 7 | Partial transfer |
| Gastronomy | 8 | Gastronomy | 8 | Full transfer |
| Management of Food and Beverage Operations | 8 | Management of Food and Beverage Operations | 8 | Full Transfer |
| Hospitality Financial Accounting | 7 | Hospitality Financial Accounting | 7 | Partial transfer |
| Managing Hospitality Organisations 2 | 7 | Managing Hospitality Organisations | 7 | Full transfer |
| Managing Hospitality Organisations 1 | 7 | Managing Hospitality Organisations | 8 | Partial transfer |
| Managing Financial Resources in Hospitality | 8 | Managing Financial Resources in Hospitality | 8 | Partial transfer |
| Managing Human Resources in Hospitality 1 | 7 | Managing Human Resources in Hospitality | 8 | Partial transfer |
| Managing Human Resources in Hospitality 2 | 7 | Managing Human Resources in Hospitality | 7 | Partial transfer |
| Alcoholic Beverages | 7 | Alcoholic Beverages | 7 | Partial transfer |
| Accommodation Servicing | 7 | Accommodation Operations | 7 | Partial transfer |

| Old unit(s) | SCQF level | New unit(s) | SCQF level | Credit transfer comment |
|---------------------------------------|------------|---|------------|-------------------------|
| Food Production Processes | 7 | Kitchen Operations for Hospitality Managers | 7 | Partial transfer |
| Food and Beverage Service | 7 | Food and Beverage Operations | 7 | Partial transfer |
| Hospitality Front Office Procedures 1 | 7 | Hospitality Front Office Procedures | 7 | Full transfer |
| Hospitality Front Office Procedures 2 | 7 | Hospitality Front Office Management | 7 | Partial transfer |

6.3 Opportunities for e-assessment

The design for some units in the award requires that evidence of knowledge and understanding of key concepts, processes and terminology and is therefore amenable to on-line assessment (or e-assessment) and centres are encouraged to adopt this approach wherever possible. E-portfolios, blogs, wikis, social media, video diaries, etc can be used for the reflective, evaluative and contextual outcomes of the qualification. In cases where performance and product evidence is required, the usual checklists and pro forma could be substituted by electronic versions with a learner's product(s) and progress reports stored in the form of an e-portfolio supported with video and digital photographic evidence. As this technology develops centres are encouraged to adopt any such arrangements that SQA may put in place for securing and authenticating this evidence.

The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

Industry relevant facilities appropriate to the award content delivered. This may include:

- ◆ commercial grade kitchen and restaurant facilities with appropriate equipment
- ◆ access to 'real' customers for service and development of customer care and communication skills
- ◆ excellent links with industry to enable appropriate work experience, visits and visiting speakers
- ◆ appropriate classroom and ICT facilities to enable appropriate approaches to development of skills and knowledge (including research, and digital skills). This may include specialist software to support accommodation and front of house specialisms

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

HNC in Hospitality Operations and HND Hospitality Management

These qualifications are designed to enable you obtain the key competences required for entry into operational, supervisory and management positions in a wide range of hospitality businesses.

The hospitality industry is truly international. It is an important and growing sector in Scotland and the UK and career opportunities are wide and varied both at home and abroad. The HNC/HND have a heavy emphasis on practical skills and developing the personal and interpersonal skills crucial in the customer centred world of hospitality.

The assessments in the awards are varied with much project work, investigative activity and practical activity involved.

The HNC Hospitality Operations will allow you to:

- ◆ gain leadership skills and a customer focused attitude through an understanding of the role of a team leader/supervisor.
- ◆ gain an understanding of the structure and organisation of the industry and the influence it has on the economy.
- ◆ develop knowledge and skills in main operational areas, such as, food and beverage service styles and techniques, food hygiene and control systems.
- ◆ progress to further studies or prepare for employment in the hospitality industry.

If you go on to complete the HND Hospitality Management you will:'

- ◆ develop a wider range and depth of knowledge and skills in areas such as accommodation management, accounting, human resource management and management of hospitality organisations.
- ◆ gain the opportunity to plan and manage a food and beverage operation.
- ◆ progress to further studies within higher education or prepare for employment in supervisory/management level posts.

It would be beneficial if you have one or more of the following before starting the HNC/HND:

- ◆ National Certificates in Hospitality Operations at SCQF levels 5 or 6
- ◆ Appropriate groupings of National Units
- ◆ Any other relevant National Certificates at SCQF levels 5 or 6
- ◆ Any two National Qualifications at Higher together with three National 5 passes at 3 or above
- ◆ An SVQ at SCQF level 5 or above
- ◆ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable
- ◆ Relevant work experience

PDA in Hospitality

The PDA in Hospitality is suitable for:

- ◆ experienced team leaders and supervisors in the hospitality industry who have no formal qualifications.
- ◆ those who have some experience of working in the hospitality industry and want to develop knowledge and skills in new areas to help with career progression.
- ◆ anyone who has part completed a relevant HNC/HND and wants recognition for the units they have successfully completed.

It would be beneficial if you have one or more of these before starting this PDA:

- ◆ current or prior experience working in the hospitality industry at team leader/supervisor level
- ◆ relevant SVQ at SCQF level 5 or above, eg SVQ in Hospitality Services
- ◆ National Certificate in Hospitality Operations at SCQF 5 or 6
- ◆ Different combinations of relevant national or vocational qualifications and equivalent qualifications from other awarding bodies

To achieve the PDA in Hospitality you will need to complete one mandatory two credit unit in hospitality supervision plus a further 4 credits from a range of options.

Assessment of the units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

This qualification could be undertaken as a part-time course in a college or in the workplace or a combination of both. Successful completion of this PDA could help you find employment as a team leader or supervisor in a hospitality business. The units that make up this PDA also contribute to the HNC/HND in Hospitality Operations/Management.

Appendix 1: SQA qualifications in Hospitality and possible progression pathways

| | <i>Pre-employment</i> | <i>Pre-employment and Development</i> | <i>Workforce Development</i> | | |
|------|---|---|---|--|------|
| SCQF | SQA National Courses and Group Awards | Higher Education | Safe and Legal | Occupational/CPD | SCQF |
| 8 | | HND <ul style="list-style-type: none"> Hospitality Management | | PDA <ul style="list-style-type: none"> Accommodation Management Hospitality Management SVQ <ul style="list-style-type: none"> Hospitality Management Skills | 8 |
| 7 | | HNC <ul style="list-style-type: none"> Hospitality Operations | HN Food Hygiene <ul style="list-style-type: none"> Food Hygiene Intermediate | PDA <ul style="list-style-type: none"> Hospitality SVQ <ul style="list-style-type: none"> Hospitality Supervision and Leadership | 7 |
| 6 | National Certificate <ul style="list-style-type: none"> Hospitality Operations National Progression Award <ul style="list-style-type: none"> Hospitality | | Alcohol Licensing Qualifications <ul style="list-style-type: none"> Scottish Certificate for Personal Licence Holders Scottish Certificate for Personal Licence Holders (Refresher) Food Safety <ul style="list-style-type: none"> Food Hygiene for the Hospitality Industry | | 6 |
| 5 | National 5 <ul style="list-style-type: none"> Hospitality Skills for Work National Certificate <ul style="list-style-type: none"> Hospitality Operations National Progression Award <ul style="list-style-type: none"> Hospitality Award <ul style="list-style-type: none"> Customer Service: Principles and Practice | | Alcohol Licensing Qualifications <ul style="list-style-type: none"> Scottish Certificate for Safe Sale and Service of Alcohol Food Safety <ul style="list-style-type: none"> Food Hygiene for the Hospitality Industry | SVQ <ul style="list-style-type: none"> Beverage Service Food and Beverage Service Hospitality Services | 5 |
| 4 | National 4 <ul style="list-style-type: none"> Hospitality Skills for Work | | Food Safety <ul style="list-style-type: none"> Food Hygiene for the Hospitality Industry | SVQ <ul style="list-style-type: none"> Hospitality Services | 4 |
| 3 | | | Food Safety <ul style="list-style-type: none"> Food Hygiene for the Hospitality Industry | | 3 |

Appendix 2: Mapping of differences between old and new Hospitality units where only partial credit transfer is identified

The following is a summary of the main differences between the old and new HN Hospitality units and may assist centres when making decisions on accepting a candidate's previous qualifications as credit for any of the new units.

As well as reviewing the candidate's portfolio to cover any gaps, evidence could also come from any relevant industry experience that the candidate has – the evidence could be generated by having a structured and recorded professional discussion with the candidate to confirm their competence in the specific area(s). Currency of evidence from previous qualifications and/or industry experience should be taken into consideration.

| Old Unit | | New Unit | | Guidance |
|----------|-----------------------------------|----------|-----------------------------------|--|
| DL3W 35 | Hospitality Management Accounting | J384 35 | Hospitality Management Accounting | <p>The evidence requirements in the new unit are more detailed.</p> <p>Outcome 1 in the new unit requires candidates to carry out variance analysis and reconcile budgeted and actual profits – outcome 1 in the old units requires candidates to analyse and compare given statements of cash flow.</p> <p>No additional evidence required for outcome 2 - departmental costs is covered in outcome 2 of both the old and new units – allow old for new credit for this outcome.</p> <p>No additional evidence required for outcome 3 – outcome 3 in both the old and new units require candidates to compare financial statements and produce a report on the financial position of a business and make recommendations for improvement – allow old for new credit for this outcome.</p> |
| H1L7 34 | Hospitality Industry | J3J0 34 | Hospitality Industry | No additional evidence required for outcomes 1 or 2 - allow old for new credit for these outcomes. |

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| | | | | Additional evidence required for outcome 3 in new unit, ie: Describe how a hospitality business can use its sustainable practices in its marketing activities. |
| DL3R 34 | Hospitality Financial Accounting | J383 34 | Understanding Hospitality Financial Accounting Statements | <p>No additional evidence required for outcomes 1 or 2 - allow old for new credit for these outcomes</p> <p>Outcomes 3 and 4 are new in the new unit and additional evidence will be required, ie calculating operating statistics and interpreting data and making recommendations</p> |
| DL4L 34 | Managing Hospitality Organisations 1 | J3W1 35 | Managing Hospitality Organisations (L8) | <p>Old unit level 7, new unit level 8.</p> <p>Outcome 1 in both units covers management styles, leadership approaches and the importance of leadership. Outcome 1 in the new unit also requires candidates to describe organisational structures and key management roles.</p> <p>Outcome 2 in both units covers factors that influence motivation. Outcome 2 in the new unit also requires candidates to analyse two motivational theories and recommend one that could be applied to a given situation. Candidates are also required to explain the importance of team work and identify factors that affect team cohesiveness and performance in a given situation.</p> <p>Outcome 3 in both units covers change management. Outcome 3 in the new unit also requires candidates to develop a strategy to lead individuals and teams</p> |

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| | | | | through the process of change and describe the impact of change on key stakeholders of a given hospitality organisation. |
| DL3A 35 | Managing Financial Resources in Hospitality | J3W2 35 | Managing Financial Resources in Hospitality | <p>No additional evidence required for Outcomes 1, 2 or 4:</p> <ul style="list-style-type: none"> • in both the old and new units, outcome 1 covers break-even analysis • outcome 2 in the old unit and outcome 4 in the new unit covers producing a 3-month cash budget • outcome 3 in the old unit and outcome 2 in the new unit covers reconciling cash records/bank statements <p>Additional evidence required for outcome 3 of the new unit, ie: compiling cash flow statements</p> |
| H1VL 34 | Management of Human Resources in Hospitality 1 | J2EV 34 | Managing Human Resources in Hospitality (L7) | <p>The main areas that additional evidence will be required for are in outcome 2 of the new unit, ie: recruitment and selection processes, in particular:</p> <ul style="list-style-type: none"> • terms and conditions, including zero-hours/casual contracts • social media in the recruitment process • stages of the selection process • advantages and disadvantages of different selection methods • right to work regulations |
| F1HF 34 | Management Human Resources in Hospitality 2 | J2EW 35 | Managing Human Resources in Hospitality (L8) | <p>Old unit level 7, new unit level 8.</p> <p>Outcome 1 in both the old and new units covers performance management. Outcome 1 in the new unit also requires candidates to investigate performance management in more depth, including:</p> |

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|---------|-------------------------|---------|--------------------------|--|
| | | | | <ul style="list-style-type: none"> • the difference between performance management and managing performance • the use of performance management • managing under performance • disciplinary process and grievance procedures • legislative requirements <p>Outcome 2 in both the old and new units covers staff development. Outcome 2 in the new unit also covers staff training, ie:</p> <ul style="list-style-type: none"> • the training/development needs for different job roles • designing a programme for the training/development of an employee <p>Outcome 3 in the new unit covers management of labour costs which isn't included in the old unit, therefore additional evidence will be required.</p> |
| DL3E 34 | Alcoholic Beverages | J382 34 | Alcoholic Beverages | The main difference between the old and new unit is the requirement in the new unit for candidates to show knowledge of current trends and marketing of alcoholic beverages |
| DL3D 34 | Accommodation Servicing | J2PB 34 | Accommodation Operations | <p>Outcome 1 in both units covers organisational standards and customer expectations. Outcome 1 in the new unit also requires candidates to identify the role of accommodation staff in two different types of hospitality organisation</p> <p>Outcome 2 in both units covers cleaning standards and maintenance. Old for new credit can be allowed for this topic.</p> |

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|---------|---------------------------|---------|---|---|
| | | | | <p>Outcome 3 in the old unit covers planning and monitoring of procedures used in the maintenance of accommodation standards – this is covered in outcome 2 of the new unit. Old for new credit can be allowed for this topic.</p> <p>Outcome 3 in the new unit covers the resources used to maintain accommodation standards and how they stored, controlled and issued – this is a new topic and additional evidence will be required.</p> |
| DL3K 34 | Food Production Processes | J3SE 34 | Kitchen Operations for Hospitality Managers | <p>Outcome 1 in the new unit covers the operational aspects of a professional kitchen, including roles and responsibilities within the ‘partie’ system, effective work flow (eg: opening and closing procedures, equipment, preparation, cooking and storage areas, waste disposal), health and safety/HACPP, and working relationships between kitchen and front of house staff. While outcome 4 of the Food Production Processes unit requires candidates to organise their class into ‘corners’ this does cover the detailed knowledge required for outcome 1 in the new unit, therefore additional evidence will be required.</p> <p>Candidates who have completed the unit Food Hygiene Intermediate should have the underpinning knowledge of HACCP principles and food safety, however, rather than allowing credit for this topic it would be beneficial if candidates applied this knowledge when generating evidence for outcome 1 in the new unit. It is likely that new evidence will be required for health and safety considerations.</p> |

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| | | | | <p>Although development of positive working relationships between kitchen and front of house staff will be covered in many of the old units it is not always formally assessed, therefore, it is likely that additional evidence will be required for this topic.</p> <p>Outcome 2 of the new unit requires candidates to design and fully cost a range of menus for different scenarios, this includes taking into consideration:</p> <ul style="list-style-type: none"> • The budget • Customer expectations • Balance • Practicality • Service style • Resource availability (eg staffing, equipment, ingredients) • Requisition • Alternative dishes to satisfy dietary requirements <p>Outcomes 2 and 3 in the old unit cover menu planning and design and requisition and storage requirements, however, the evidence may not be as detailed as required for the new unit and additional evidence may be required.</p> <p>Outcome 3 in the new unit and outcome 4 in the old unit cover the preparation, production and presentation of dishes, therefore additional evidence may not be required.</p> |
| DL3G 34 | Food and Beverage Service | J2PC 34 | Food and Beverage Operations | No additional evidence required for outcomes 1 or 4 - allow old for new credit for these outcomes |

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|---------|---------------------------------------|---------|---|--|
| | | | | For outcomes 2 and 3 in the new unit the main difference is that candidates are expected to assume a team leader role. If candidates do not have team leading experience (either through completion of the old units, work experience or a combination of both) then additional evidence will be required. |
| DL3P 34 | Hospitality Front Office Procedures 2 | J385 35 | Hospitality Front Office Sales Management | There is unlikely to be any opportunities for credit from the old to the new unit, as the new unit focuses on maximisation of room sales, CRM, and the use of intermediaries and e-marketing. Whereas the old unit covers duties required during early and late shifts. |