

SQA Advanced Unit Specification

General information

Unit title:	Hospitality Supervision (SCQF level 7)
Unit code:	J487 47
Superclass:	ND
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Unit purpose

This unit is designed to enable learners to develop an in-depth knowledge and understanding of the diversity of the role of the supervisor in the hospitality industry.

Learners will gain an understanding of the qualities needed to be an effective supervisor. They will also carry out practical activities that will equip them with the skills to be able to lead a small team of people in a hospitality environment.

This unit is suitable for learners who are interested in pursuing a career in a team-leading role within a variety of departments in the hospitality industry.

This unit is mandatory in the SQA Advanced Certificate in Hospitality Operations and Professional Cookery at SCQF level 7 and the SQA Advanced Diploma in Hospitality Management and Professional Cookery with Management at SCQF level 8. It can also be undertaken as a standalone unit.

This unit is also part of a suite of units at SCQF levels 5, 6, 7 and 8 that explore the hospitality industry.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Understand the range of skills required of a supervisor in the hospitality industry.
- 2 Plan, deliver and evaluate a training activity within a hospitality environment.
- 3 Plan, deliver and evaluate a supervisory activity within a hospitality environment.

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Credit points and level

2 SQA unit credit(s) at SCQF level 7: (16 SCQF credit points at SCQF level 7).

Recommended entry to the unit

Access to this unit is at the discretion of the centre.

Core Skills

Achievement of this unit gives automatic certification of the following:

- ◆ Complete Core Skill Problem Solving at SCQF level 5
- ◆ Core Skill component Working Co-operatively with Others at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the **support notes** section of this unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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.

Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Understand the range of skills required of a supervisor in the hospitality industry.

Knowledge and/or skills

- ◆ The supervisor's role
- ◆ Difficulties and challenges
- ◆ Communication skills
- ◆ Organisational skills
- ◆ Leadership skills
- ◆ Interpersonal skills
- ◆ Ability to motivate
- ◆ Effective team working relationships

Outcome 2

Plan, deliver and evaluate a training activity within a hospitality environment.

Knowledge and/or skills

- ◆ Application of supervisory skills
- ◆ Identification of training needs
- ◆ Planning training activities
- ◆ Delivering training activities
- ◆ Evaluating training activities

Outcome 3

Plan, deliver and evaluate a supervisory activity within a hospitality environment.

Knowledge and/or skills

- ◆ Application of supervisory skills
- ◆ Planning supervisory activities
- ◆ Delivering supervisory activities
- ◆ Evaluation of planned supervisory activities

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ Describe the role of a supervisor in the hospitality industry
- ◆ Describe a minimum of three types of difficulty and/or challenge that may arise when dealing with staff

Outcome 2

- ◆ Identify the training needs of an individual
- ◆ Plan, deliver and evaluate a training activity
- ◆ Demonstrate appropriate communication, organisational and interpersonal skills
- ◆ Demonstrate leadership skills and the ability to motivate

Outcome 3

- ◆ Demonstrate appropriate supervisory skills
- ◆ Plan, deliver and evaluate a supervisory activity in a practical situation, this should involve setting objectives and developing an action plan which should cover:
 - control procedures
 - customer requirements
 - requisition requirements
 - team briefing notes
 - allocation of tasks/roles
 - evaluation and conclusions
 - demonstration of appropriate communication, organisational and interpersonal skills
 - demonstration of leadership skills and the ability to motivate
 - maintenance of effective team working relationships

Support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit is mandatory in the SQA Advanced Certificates in Hospitality Operations and Professional Cookery at SCQF level 7 and the SQA Advanced Diplomas in Hospitality Management and Professional Cookery with Management at SCQF level 8.

This unit is designed for learners employed in or intending to seek employment in the hospitality industry. It covers the knowledge and practical skills required to understand the range, diversity and scope of the supervisor's role in hospitality establishments.

Guidance on approaches to the delivery of this unit

In Outcome 1, learners will investigate the theory relating to the scope of the supervisor's role and the different qualities a supervisor needs to be able to manage a team effectively.

The importance of the supervisor's role in leading by example to promote and deliver effective customer service should be included as this is integral to the role, however, customer service does not need to be formally assessed.

For Outcomes 2 and 3, learners should be provided with role-play opportunities where they will assume the role of a supervisor to:

- ◆ Deliver a training session to a trainee. The activity itself should cover a 'basic' task, eg serving a drink, folding a napkin, making a garnish, entering a reservation, preparing a room, etc. However, the emphasis should be on how the learner, as a supervisor, would train a new member of staff to the required standard taking into consideration the training needs of the individual and the use of appropriate skills (eg communication, organisational, interpersonal, etc) to encourage and support their trainee to complete the task. The activity should last no longer than 10 minutes.
- ◆ Supervise a team with a minimum of three members to undertake an activity in a hospitality setting (eg kitchen, restaurant, front office, etc). The emphasis should be on how the learner maintains effective team working relationships and demonstrates appropriate skills (eg leadership, motivational skills, communication, organisational, interpersonal, etc).

It is recommended that where possible learners are allowed a practice opportunity before assessment of the practical activities.

The practical elements in this unit could be integrated with other practical units undertaken as part of a group award.

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The unit has been written so that the practical activities can be assessed in the most appropriate setting for the learner (eg restaurant, bar, kitchen, front office, housekeeping, health suite, etc).

Outcome 1 could be assessed using questions based on case studies.

Outcomes 2 and 3 should be assessed using practical activities that require learners to plan, deliver and evaluate a training activity and a supervisory activity.

Outcome 1

Learners could be assessed on the following knowledge and/or skills through the completion of questions based on case studies:

- ◆ the supervisor's role
- ◆ difficulties and challenges (could include disciplinary, grievance, conflict, diversity and inclusion issues)
- ◆ communication skills
- ◆ organisational skills
- ◆ leadership skills
- ◆ interpersonal skills
- ◆ ability to motivate
- ◆ effective team working relationships

Outcome 2

Learners could compile a portfolio of evidence, which demonstrates the planning, delivery and evaluation of the training activity. The portfolio should include:

- ◆ identification of the training needs of an individual in a hospitality team
- ◆ the planning, delivery and evaluation of the training activity

The training activity could be carried out as a role-play with one learner assuming the role of the supervisor and another assuming the role of the trainee and should last no more than 10 minutes. The activity should be a simple training activity, eg serving a drink, folding a napkin, making a garnish, entering a reservation, preparing a room, etc.

An observational checklist should be used to record the performance evidence.

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Outcome 3

Learners could compile a portfolio of evidence, which demonstrates the planning, delivery and evaluation of the supervisory activity. The portfolio should contain evidence of:

- ◆ objective setting
- ◆ an action plan
- ◆ customer requirements
- ◆ control procedures
- ◆ a task/role allocation sheet
- ◆ team briefing notes
- ◆ a requisition/special requirement sheet
- ◆ product knowledge and technical skills
- ◆ evaluation and conclusions report

The supervisory activity could be carried out as a role-play activity, with each learner supervising at least three other learners. The activity should take place in the situation that reflects the learning environment, eg kitchen, front office, restaurant, bar, housekeeping, leisure suite, etc.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment which is supported by Information and Communication Technology, such as e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of gathering 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.

Opportunities for developing Core and other essential skills

The delivery of this unit and subsequent assessment will provide learners with the opportunity to develop the Core Skills of *Communication, Information and Communication Technology (ICT), Numeracy, Problem Solving and Working with Others*.

Communication: Oral Communication at SCQF level 6

Learners will deliver briefings and/or presentations for the training activity in Outcome 2 and during the planning of the supervised activity in Outcome 3. The briefing and/or presentation may be delivered with the use of media images and it would be expected sufficient and appropriate eye contact, posture and gesture occurs and that vocabulary is spoken clearly and loudly enough.

Communication: Written Communication (Reading) at SCQF level 5

Learners will be required to read course material for Outcome 1, eg guidance on employment/equalities legislation, etc, from which they will need to extract main points for consideration. Learners will also gain evidence during the planning stage of the supervised activity in Outcome 3 where they will be undertaking research and extracting the information they require.

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Communication: Written Communication (Writing) at SCQF level 5

Learners will prepare and present information in order to brief individuals and teams to ensure that requirements are met for both the training session in Outcome 2 and the supervised activity in Outcome 3. A training pack may be produced for Outcome 2 and a portfolio of evidence/report is produced for Outcome 3 where the learners develop opinions and analyse the information produced from the practical session.

Information and Communication Technology (ICT): Accessing Information at SCQF level 5

As part of the supervised activity in Outcome 3 the learner will make use of ICT equipment in the planning and production of a portfolio of evidence.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

It is anticipated that learners will use a relevant software package such as Word to produce their portfolio of evidence for the supervised activity in Outcome 3 and store it in a folder specified by them under their own password. Learners may prefer to store their work on a USB drive or disc.

Evidence may also be generated during the planning stage for the training session in Outcome 2 if the learner utilises PowerPoint for presentation purposes, together with printing hand-outs and training notes.

Numeracy: Using Graphical Information at SCQF level 5

As part of the supervised activity in Outcome 3 learners are required to produce a task/role allocation sheet which will specify times of work. Extraction and interpretation from temperature recording devices will also occur as part of HACCP/Cooksafe recording.

Numeracy: Using Number at SCQF level 5

Professional Cookery learners will utilise using numbers through measuring ingredients, calculating recipe quantities and reading cooking temperatures. Recipe costing sheets will also be undertaken where learners will calculate whole numbers, decimals and percentages. Hospitality learners will utilise using numbers through measuring drinks as appropriate to Weights and Measures legislation, taking payments for food and drink items and calculating room space for activities.

Problem Solving: Critical Thinking at SCQF level 5

It is anticipated that situations will arise during Outcomes 2 or 3 that learners will have to deal with, for example: food not being available, staff not being available for shift, transport issues, electrical or gas failures, customer cancellations. Learners will have to evaluate these situations and draw conclusions for a course of action to be taken.

Problem Solving: Planning and Organising at SCQF level 5

The training session in Outcome 2 should be a one to one session. Learners will need to identify resources, carry out the task and evaluate the process. Learners are encouraged to cover all aspects of training and consider contingency plans.

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For the supervised activity in Outcome 3 learners will plan, develop and evaluate an activity of their choice and supervise a minimum of three other people. Learners are encouraged to cover all aspects of planning and to consider contingency plans where appropriate.

Problem Solving: Reviewing and Evaluating at SCQF level 5

It is anticipated that learners will solve problems during the training session in Outcome 2 or the supervised activity in Outcome 3 where natural occurrences/problems may arise.

In Outcome 2 learners may be required to cope with changes to the personnel being trained or the planned training task. In Outcome 3 learners may have to deal with changes to menu items, staffing, dates, locations or themes. Learners will analyse these situations and consider the best course of action to resolve them. They will review and evaluate their problem solving strategy and draw a conclusion on its effectiveness.

Working with Others: Working Co-operatively with Others at SCQF level 5

For the training session in Outcome 2, learners will work with a trainee and any other person(s) identified who will possibly be able to assist with undertaking an effective training event.

The Core Skill of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Working Co-operatively with Others component of Working with Others at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000.
Alternatively, complete our [Centre Feedback Form](#).

General information for learners

Unit title: Hospitality Supervision (SCQF level 7)

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

This unit is designed to enable you to develop an in-depth knowledge and understanding of the diversity of the role of the supervisor in the hospitality industry.

This unit is suitable for learners who are interested in pursuing a career within the hospitality industry or those already working in the industry who wish to improve their prospects.

You will gain an understanding of the qualities needed to be an effective supervisor in the hospitality industry. You will also have the opportunity to undertake practical work where you will be responsible for supervising a small team and training a team member in a specific task.

Both practical exercises are likely to take place in an environment in which you are already studying, for example the college training kitchen, restaurant, reception, etc.

It would be beneficial if you have achieved qualifications in Hospitality at SCQF level 5/6 and/or have relevant experience before undertaking this unit.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Communication*: Oral Communication at SCQF level 6
- ◆ *Communication*: Written Communication (Reading) at SCQF level 6
- ◆ *Communication*: Written Communication (Writing) at SCQF level 6
- ◆ *Information and Communication Technology*: Accessing Information at SCQF level 5
- ◆ *Information and Communication Technology*: Providing/Creating Information at SCQF level 5
- ◆ *Problem Solving*: Critical Thinking at SCQF level 5
- ◆ *Problem Solving*: Planning and Organising at SCQF level 5
- ◆ *Problem Solving*: Reviewing and Evaluating at SCQF level 5
- ◆ *Working with Others*: Working Co-operatively with Others at SCQF level 5
- ◆ *Working with Others*: Reviewing Co-operative Contribution at SCQF level 5

On completion of this unit, you will be able to progress to other units/qualifications within the Hospitality suite and/or seek employment in the hospitality industry.

The Core Skill of Problem Solving SCQF at level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The working Co-operatively with Others component of Working with Others at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.