

## **SQA Advanced Unit Specification**

### **General information for centres**

**Unit title:** Hospitality Supervision (SCQF level 7)

**Unit code:** HP4P 47

**Superclass:** ND

**Publication date:** August 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This unit is designed to give learners an 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 and will equip them with the skills to be able to lead a small team of people in a hospitality environment. Learners will be given the opportunity to carry out related practical activities.

### **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.

### **Credit points and level**

2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

### **Recommended entry to the unit**

Access to this unit will be at the discretion of the centre.

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### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### **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.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **Unit specification: 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
- ◆ Demonstrate appropriate communication, organisational and interpersonal skills
- ◆ Demonstrate leadership skills and the ability to motivate
- ◆ Maintain effective team-working relationships

### Unit specification: 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 in the framework for both the SQA Advanced Certificate /Diploma in Hospitality Management and SQA Advanced Certificate/Diploma in Professional Cookery, and it is recommended the unit is taught within this context.

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. It would be useful for learners to research customer-service programmes such as World Host.

### Guidance on approaches to 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 achieve 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 that will be undertaken in the group awards.

### 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.

#### Assessment guidelines

##### 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, with each learner supervising at least three other learners. The activity should take place in the situation which 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 (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish 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](http://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 5**

Learners will deliver briefings and/or presentations for the training activity in Learning Outcome 2 and during the planning of the supervised activity in Learning Outcome 3. The briefing and/or presentation may be delivered with the use of media images and it would be expected that 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 4**

Learners will be required to read course material for Learning 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 Learning 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 4***

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 Learning Outcome 2 and the supervised activity in Learning Outcome 3. A training pack may be produced for Learning Outcome 2 and a portfolio of evidence/ report is produced for Learning 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 4***

As part of the supervised activity in Learning 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 4***

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 Learning 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. Other associated programmes may be used to produce marketing material required, eg Publisher.

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

### ***Numeracy: Using Graphical Information at SCQF level 4***

As part of the supervised activity in Learning 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 4***

Professional Cookery learners will utilise using numbers through measuring ingredients, calculating recipe quantities and reading cooker 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 Learning Outcome 2 or Learning Outcome 3 which 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 the situation and draw conclusions for a course of action to be taken.

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### ***Problem Solving: Planning and Organising at SCQF level 5***

The training session in Learning 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 make consideration to contingency plans.

For the supervised activity in Learning 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 4***

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

In Learning Outcome 2 learners may be required to cope with changes to the personnel being trained or the planned training task. In Learning Outcome 3 learners may have to deal with changes to menu items, staffing, dates, locations or themes.

Learners will analyse the situation and consider the best course of action to resolve it. 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 4***

For the training session in Learning 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 supervised activity in Learning Outcome 3 will allow learners to work with others by identifying individual roles which will support them and their chosen team. It is anticipated that learners will choose students who have been identified for their strengths in a given field to assist in the running of a successful event. The learner is required to produce team briefing notes and an action plan to assist with ensuring the event goes to plan.

This role assists in the development of supervisory skills whilst working as part of a team to achieve a goal.

### ***Working with Others: Reviewing Co-operative Contribution at SCQF level 4***

For the training session in Learning Outcome 2, learners will evaluate their own performance in the training session. They will also receive both verbal and written feedback from the trainee and the tutor which they will reflect on for future development possibilities.

For the supervised activity in Learning Outcome 3, learners will evaluate their own performance and that of their team through observation and written feedback. As part of the written aspect of the event, learners are required to identify areas of improvement and any further training needs of themselves and their team. Feedback will also be received from the tutor who will contribute to the learner's learning and development plan.

## Administrative information

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 candidates**

### **Unit title:** Hospitality Supervision (SCQF level 7)

This unit is designed to enable you to gain an understanding of the range and diversity of the role of supervisor in the hospitality industry, and to have an understanding of the qualities a supervisor needs to have to enable them to be an effective supervisor.

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 should take place in an environment in which you are already working, for example the kitchen, restaurant, bar or reception, etc.

At the end of this unit you 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.