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# Qualification Specification

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**CTH Level 3 Foundation Diploma in  
Management & Leadership for  
Business & Hospitality**

**March 2023**



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# 1. Introduction

## Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Level 3 Foundation Diploma in Management & Leadership for Business & Hospitality** qualification.

This document includes the aim, size, level, structure and content including learning outcomes and assessment criteria for each unit, together with sample assessment/s.

There is guidance relating to the centre approval requirements, and delivery and assessment for this qualification, and details of grading criteria and the grading of units.

Further details regarding this qualification are available from CTH and contained within the more comprehensive Delivery and Assessment Handbook.

## Purpose of the Qualification

The CTH Level 3 Foundation Diploma in Management & Leadership for Business and Hospitality will particularly appeal to those who have not had the opportunity to gain a formally recognised management qualification and will provide a solid foundation for progressively growing the knowledge and improving the skills and ultimate performance of supervisors and managers.

The purpose is to provide a qualification that enables learners to:

- ☐ improve operational efficiency and team performance.
- ☐ deliver effective leadership of their respective team/department.
- ☐ better understand cost management and develop the ability to take advantage of opportunities to grow revenue.
- ☐ become an effective contributor to a high performing management team.
- ☐ develop a structured path to career progression and promotion.

## Progression Opportunities

This qualification provides for progression to other qualifications, particularly to CTH's qualifications at Level 4, or to university degree programmes. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>.

## 2. Admission & Entry Requirements

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

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

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

Requirements		Recommended Admission Requirements
All Learners	✓ <b>Minimum Age</b>	20 at enrolment.
	✓ <b>English Language</b>	All learners without English as a first language must hold at least IELTS 5.0 or other evidence of competence in English at this level.  The course is taught in English and assessed by written assessments in the English language; intermediate level language skills are essential.
	✓ <b>Education</b>	Learners entering with full-time secondary education up to the age of 16 (10 years school), plus minimum of 4 years of professional experience with supervising responsibilities within a hospitality organisation.  Learners entering with full-time secondary education up to the age of 18 (10+2 years school), plus minimum of 2 years of professional experience with supervising responsibilities within a hospitality organisation.
	✓ <b>Work Experience</b>	Learners must already be involved in <b>supervising</b> others within a hospitality organisation.

### CTH Membership Registration

Centres must register learners as CTH Members at the start of the course.

## 3. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching Facilities
- ✓ Centre Staffing
- ✓ Continuing Professional Development

### Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the approval process, or should you wish to discuss your curriculum requirements.

The CTH Approval Committee consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level and evidence of expertise in academically-related areas including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial centre approval application process.

### Teaching Facilities

Suitable teaching rooms and IT facilities should be available to learners. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for learner relaxation and recreation.

### Centre Staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- ☐ be occupationally competent or technically knowledgeable in the area for which they are teaching.
- ☐ have recent relevant experience in the specific area that they will be assessing or verifying.
- ☐ hold a teaching qualification as well as a relevant degree, at least at UK degree level.

CTH will review the CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier and have a named quality assurance lead.

### **Continuing Professional Development**

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements.

## **4. CTH Support**

### **CTH Delivery and Assessment Handbook**

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching staff, quality assurance staff and administrators.

### **CTH Workshops**

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH also offers training for centre markers and Internal Verifiers, and for teaching staff who may be delivering a unit for the first time.

### **CTH Members Website and Resources**

The CTH Members website is available for both Centre Teaching staff and CTH learners. Staff and learners can access online resources, including relevant e-books and journals from EBSCO.

Please note that any instructional material provided by CTH should be used to assist teaching staff to develop their own material to support delivery and assessment of the qualification.

## 5. Qualification Size and Level

The **CTH Level 3 Foundation Diploma in Management and Leadership for Business and Hospitality** qualification is made up of five mandatory units and one optional. Individual units of this programme can be completed and certificated. The complete CTH Level 3 Foundation Diploma in Management and Leadership for Business and Hospitality is awarded only upon completion of six units (five mandatory units and one optional). It is recommended that one or two units are undertaken each month, and therefore the qualification can be completed in 3 to 6 months.

### Qualification Size

The qualification is designed to be delivered in **132/139** hours of TQT (Total Qualification Time) of which **42/49** are Guided Learning Hours (GLH). TQT is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification.

### Definitions

- ☐ **Guided Learning Hours – GLH**  
This is the amount of time the average learner is expected to spend in supervised learning and practice but may vary by learner.
- ☐ **Total Qualification Time – TQT**  
TQT is made up of Guided Learning Hours plus all other time taken in preparation, study or any form of participation in education and training but not under the direct supervision of a lecturer or tutor.

**The following activities are indicative of those included in TQT:**

- ☐ Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment, such as exams or observed practice.
- ☐ Independent and unsupervised learning or research.
- ☐ Unsupervised coursework or directed activity.
- ☐ Watching pre-recorded webinars or podcasts.
- ☐ Work placement, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Learners completing this qualification should be able to demonstrate their ability as independent learners.



## Qualification Level

CTH qualifications comply with level descriptors set by Ofqual, which are divided into two categories:

- ☐ Knowledge and understanding.
- ☐ Skills.

The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

### Level 3 Knowledge descriptor: The holder...

- ☐ has factual, procedural, and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.
- ☐ can interpret and evaluate relevant information and ideas.
- ☐ is aware of the nature of the area of study or work.
- ☐ is aware of different perspectives or approaches within the area of study or work.

### Level 3 Skills descriptor: The holder can...

- ☐ identify, select, and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.
- ☐ use appropriate investigation to inform actions.
- ☐ review how effective methods and actions have been.



## 6. Qualification Structure

The qualification structure, units, sizing information and assessment types for the **CTH Level 3 Foundation Diploma in Management & Leadership for Business & Hospitality** are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 3 Foundation Diploma in Management and Leadership for Business and Hospitality					
Students must achieve five mandatory units and one optional unit, all at level 3.					
Credit Value (CV): 13 or 14					
Guided Learning Hours (GLH) for Qualification: 42 or 49			Total Qualification Time (TQT) for Qualification: 132 or 139		
Five Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
3LP	Unlocking your Leadership Potential to Drive Business Performance	3	2	7	Work-based assignment
3SEM	Using Strategy Execution Methods to Effectively Deliver your Business Goals	3	2	7	Work-based assignment
3CS	Developing a Customer Service Culture to Create Competitive Advantage & Business Growth	3	2	7	Work-based assignment
3FS	Interpreting Key Financial Statements and Use Financial Data	3	2	7	Work-based assignment
3MCL	Understanding the Importance of Marketing to Build Customer Loyalty	3	2	7	Work-based assignment
Optional Units (Choose 1 from 4)					
3HPT	Building High Performing Teams through Effective Performance Management	3	3	7	Work-based assignment
3MS	Improving your Management Systems to Enhance Operational Efficiency and Achieve Regulatory Compliance	3	3	7	Work-based assignment
3ND	Natural Disaster Risk Assessment for the Hospitality Industry	3	4	14	Work-based assignment
3TTT	Train the Trainer – Delivering Effective Staff Training	3	4	14	Work-based assignment
Foundation Diploma Total (5 mandatory units plus 1 optional unit)			13/ 14	42/ 49	

# 7. Qualification Grading Criteria

## Grading in General

Individual units will be graded as either “Fail” or “Pass”. To achieve a pass grade, learners must meet the requirements of the assessment criteria and learning outcomes of the respective unit. Learners who fail will not have met the requirements of the assessment criteria and learning outcomes of the respective unit.

Fail	Pass
<ul style="list-style-type: none"> <li>❑ Did not demonstrate satisfactory knowledge and understanding of key concepts required to answer the question.</li> <li>❑ Answers were unstructured and difficult to follow.</li> <li>❑ Presentation of work was untidy.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Sufficient evidence provided that the learner can demonstrate their knowledge and understanding by stating or describing key concepts covered.</li> <li>❑ Answers are provided in a structured and logical way, using learners’ own language and referencing learning materials provided during the training (as opposed to something printed off the internet).</li> <li>❑ The answer was presented in a clear and tidy manner.</li> </ul>

To achieve the overall qualification, learners must achieve a “Pass” for the five mandatory units and one of the four optional units. In terms of certification, learners will receive a certification for each unit successfully completed, plus the Diploma that recognises their level of achievement and the completion of 6 units (the five mandatory units and one of the four optional units).

## Example of Marks Allocation for Written Assignments

The written assignment will be assessed as either Pass or Fail.

- ❑ Candidates will need to achieve a pass for all three questions.
- ❑ The Pass mark will be 35 out of a possible 50 for each question.

### Allocation of marks:

Max. Marks Allocated	Required Criteria
35	<b>Content</b> – Demonstrates knowledge and understanding of key concepts.
10	<b>Structure</b> – Well-structured and logical answer.
5	<b>Presentation</b> – Neat and tidy presentation of work.

All learners will be provided with written feedback and guidance.

## 8. Qualification Assessments

### Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. Contact CTH or see the CTH website for more details.

### Assessment Methods

Given the vocational nature of the qualification and the broad and highly varied nature of the tourism and hospitality business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Learners will therefore be required to demonstrate their higher-level skills and qualities specified in the learning outcomes within a heterogeneous vocational context where investigative assignments and presentations are more appropriate. Each standalone unit will have clearly identified learning outcomes and specific criteria against which learning will be measured.

Assessment of learners' work will be carried out by a range of methods including:

- ☐ written Assignment of approximately 1,500 words covering at least three of the key learning outcomes of the relevant Unit. Final word count must be within 10%.
- ☐ small group tasks and presentations.
- ☐ role Plays.
- ☐ personal development action plans (to encourage transfer of learning back to the workplace).

See Section 10 for specimen assessment materials applicable to this qualification.

### Assessment Responsibilities

CTH is responsible for:

- ☐ processing registrations and payments prior to issuing access details for assessments.

Work-based assignments:

- ☐ producing all assessment briefs and mark sheets, and making these available to centres.
- ☐ using Turnitin to check all written assessments for similarity.
- ☐ moderating learners' work.

CTH Exam Board will review all results before final results are issued in the form of e-Certificates. The CTH Exam Board meets four times a year to review all moderated assessment results, taking into consideration special considerations and mitigating circumstances, reports from the Malpractice Panel, and other information including previous results over time. The Exam Board will ratify all results before publication.

Centres must:

- ☐ ensure all CTH assessment registration fees are paid in full prior to the exam session.
- ☐ ensure that all learners have government issued photographic identity documents before enrolment, which must include their date of birth. Acceptable documents include passport, driving licence or identity card. This must be available for verification at the start of each assessment.
- ☐ register learners for each assessment submission within the timescales stated on the CTH website.
- ☐ ensure learners understand how to avoid academic dishonesty and check that work in progress and submitted to CTH is the learners' own.
- ☐ mark and internally verify\* the internship using the mark sheets and mark scheme provided by CTH.
- ☐ send assessment evidence to CTH electronically via SharePoint.

**\*Internal Verification**

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier assures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

## 9. Qualification Units

Unlocking Your Leadership Potential to Drive Business Performance		3LP
Unit Purpose and Aim(s)	This unit aims to provide the learner with the knowledge, tools and techniques that will enable him or her to be an effective manager/leader. Learners will also learn about organizational culture, motivation, the difference between management and leadership and how to improve your own leadership style to engage your team and drive performance.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 2 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Understand the concept of leadership and its importance in leadership development.	
Assessment Criteria		
1.1 Describe different leadership theories.		
1.2 Explain why these theories are important to their understanding of leadership development.		
1.3 Describe the difference between different leadership styles.		
1.4 Outline the key principles of Transformational Leadership.		
1.5 Explain the impact of effective leadership on individual and business performance.		
Learning Outcome 2	Highlight the difference between management and leadership.	
Assessment Criteria		
2.1 Define the difference between leadership and management.		
2.2 Identify different leadership and management activities.		
2.3 Explain French and Raven's five "Sources of Power".		
2.4 Explain how practicing different forms of power affects leadership effectiveness.		
2.5 Assess their own style of leadership.		
Learning Outcome 3	Understand the power of motivation in driving individual and organisational performance.	
Assessment Criteria		
3.1 Explain motivation and its importance to effective leadership.		
3.2 Describe different motivational theories.		
3.3 Apply different motivational theories to the workplace.		
3.4 Identify different ways to motivate.		
3.5 State the benefits of motivation at different levels of the organisation.		

**Learning Outcome 4**

Understand the organisation as a system.

**Assessment Criteria**

- 4.1 Describe different parts of the organisation and how they are connected.
- 4.2 Explain the importance of structure.
- 4.3 Explain culture and its importance in leadership.
- 4.4 Explain how culture impacts on organisational performance.
- 4.5 Identify leadership behaviours that negatively and positively influence organisational culture.

**Learning Outcome 5**

Understand how to lead using an Action-Centred Approach.

**Assessment Criteria**

- 5.1 Describe Action-Centred Leadership.
- 5.2 Explain the importance and relevance of John Adair's Action-Centred Leadership model in developing leadership effectiveness.
- 5.3 Identify own strengths and weaknesses using the Action-Centred Leadership framework.
- 5.4 Identify areas requiring improvement to include in personal development plan.



Using Strategy Execution Methods to Effectively Deliver Your Business Goals		3SEM
Unit Purpose and Aim(s)	This unit is designed to ensure that supervisors and managers understand how to focus their departments efforts in the effective delivery of the organisations overall priorities. They will develop the knowledge, skills and tools to identify departmental & individual goals and measures that align with the strategic objectives of the organisation. This unit also explores the most effective way of communicating and engaging their teams in delivering against these goals.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 2 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Review and compare the methods and tools used by successful businesses to deliver growth strategies, drive up performance and measure success.	
Assessment Criteria		
1.1 Describe the meaning of organizational success. 1.2 Describe the strategic planning process. 1.3 Explain the importance of using a systematic and structured approach to strategy execution.		
Learning Outcome 2	Importance of building a common understanding of the organisation’s vision, mission and strategic priorities.	
Assessment Criteria		
2.1 Explain the importance of having clear, concise, and unambiguous vision and mission statements. 2.2 Describe the process of turning the vision and mission into aligned strategic priorities.		
Learning Outcome 3	Understand what success means to key stakeholders and prioritizing stakeholder objectives.	
Assessment Criteria		
3.1 Describe several of the strategy execution models successful businesses use to help execute their business strategy. 3.2 Explain the importance of taking a “balanced” view in measuring an organisations success in achievement of their strategy. 3.3 Describe the key stakeholders of the organization. 3.4 Apply a balanced scorecard approach to prioritise key stakeholder objectives.		

**Learning Outcome 4**

Importance of a line of sight between stakeholder objectives and departmental operational goals.

**Assessment Criteria**

- 4.1 Explain the importance of top to bottom alignment of strategic priorities with departmental goals.
- 4.2 Describe the process of cascading strategic priorities throughout the organisation.

**Learning Outcome 5**

Defining measures, targets KPIs and build the data sources to support their delivery.

**Assessment Criteria**

- 5.1 Explain the process of selecting the correct measures and targets at a departmental level.
- 5.2 Describe how to identify key departmental KPIs and their importance in maintaining departmental focus.
- 5.3 Explain the importance of being able to identify effective data sources for the measures to be used.

**Learning Outcome 6**

Understand the importance of regular and accurate performance measurement and reporting.

**Assessment Criteria**

- 6.1 Explain the importance of implementing monitoring and reporting systems that are visually impactful and easy to communicate.
- 6.2 Design a KPI Dashboard for their department.





Developing a Customer Service Culture to Create Competitive Advantage & Business Growth		3CS
Unit Purpose and Aim(s)	This unit aims to enable candidates to identify what Excellent Customer Service looks like and explores organizational and individual factors that underpin an Excellent Customer Service Culture. This course will also help learners to identify key actions, develop implementation plans and measures to create the required culture.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 2 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Understand what excellent customer service is.	
Assessment Criteria		
1.1 Define what customer service is. 1.2 Explore the difference between basic service and excellent service. 1.3 Identify the needs and expectations of customers. 1.4 Define elements of customer service to meet and exceed customer expectations.		
Learning Outcome 2	Understand the relationship between excellent customer service and organisational performance.	
Assessment Criteria		
2.1 Identify individual and organisational factors that impact on excellent customer service. 2.2 Explain the psychology of customer service. 2.3 Assess the impact of excellent customer service at different levels of the organisation.		
Learning Outcome 3	Understand how customer-centric brands create an excellent customer service culture.	
Assessment Criteria		
3.1 Identify brands that demonstrate an excellent customer service culture. 3.2 Explore the organizational benefits of customer-centric brands. 3.3 Apply a Business Excellence Model in helping to create an excellent customer service culture.		
Learning Outcome 4	Create an excellent customer service culture.	
Assessment Criteria		
4.1 Understand the importance of organisational culture. 4.2 Define current culture vs. preferred culture. 4.3 Identify building blocks to shape preferred culture. 4.4 Develop a customer service vision and action plan. 4.5 Measure success at individual and organisational level.		



How to Interpret Key Financial Statements and Use Financial Data		3FS
Unit Purpose and Aim(s)	This unit is designed to reduce the fear in supervisors and/or managers of using ‘numbers’ in operating departments. Real world examples are used to demystify the three key financial statements in common use within most businesses.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 2 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Understand how to interpret the information found in the Profit and Loss (P&L) statement.	
Assessment Criteria		
1.1 Explain the purpose of the Profit and Loss statement.		
1.2 Describe how the P&L statement is structured.		
1.3 Interpret the P&L statement line by line.		
1.4 Apply the P&L statement to their department.		
Learning Outcome 2	Understand how to interpret the Balance Sheet or Asset & Liability (A&L) statement.	
Assessment Criteria		
2.1 Explain the purpose of the Balance Sheet.		
2.2 Describe how the Balance Sheet is structured.		
2.3 Interpret the Balance Sheet line by line.		
2.4 Apply the Balance Sheet to their department.		
Learning Outcome 3	Understand how to interpret the Cash Flow statement.	
Assessment Criteria		
3.1 Explain the purpose of the Cash Flow statement.		
3.2 Describe how the Cashflow statement is structured.		
3.3 Interpret the Cashflow statement.		
3.4 Apply the Cashflow statement to their department.		
Learning Outcome 4	How to prepare management reports and use key performance measures.	
Assessment Criteria		
4.1 Explain the purpose and structure of management reports.		
4.2 Explain the importance of accuracy and timeliness in preparing management reports.		
4.3 Describe the key performance measures in common use within their business sector.		
Learning Outcome 5	Understand how to use budgets in business departments.	
Assessment Criteria		
5.1 Explain the use of budgets in Business Operations.		
5.2 Describe the steps involved in preparing a budget.		



Understanding the Importance of Marketing to Build Customer Loyalty		3MCL
Unit Purpose and Aim(s)	This unit aims to develop supervisors and/or managers ability to better understand their customers and their expectations of the services offered. Participants will also learn the basic principles of marketing and its importance in building a loyal customer group.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 2 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Understand the importance of service and product marketing.	
Assessment Criteria		
1.1 Define product marketing and service marketing and identify the key differences.		
1.2 Explain the different strategies used in product marketing and service marketing.		
Learning Outcome 2	Understand how to develop a market positioning strategy.	
Assessment Criteria		
2.1 Describe the key steps to an effective market positioning strategy.		
2.2 Explain the importance of determining their organisations current market position.		
2.3 Describe the importance of undertaking competitor analysis.		
2.4 Describe how to define a unique positioning idea.		
Learning Outcome 3	Explore the key drivers of building customer loyalty.	
Assessment Criteria		
3.1 Describe the key drivers of customer loyalty.		
3.2 Describe the role of marketing in retaining a loyal customer group.		
Learning Outcome 4	The importance of the customer experience and its relationship to the brand of the organisation.	
Assessment Criteria		
4.1 Describe the key elements of an organisation crand and how it is used as a competitive advantage.		
4.2 Describe how to create a customer experience.		
4.3 Describe the relationship between brand image and the customer experience.		
Learning Outcome 5	Use the 5 Ps of marketing to build the right marketing mix.	
Assessment Criteria		
5.1 Describe the 5 Ps of Marketing.		
5.2 Describe how to apply the 5 Ps of Marketing in developing the right marketing mix for a product or service within their organisation.		

Building High Performing Teams through Effective Performance Management (Optional)			3HPT
Unit Purpose and Aim(s)	Candidates will learn what teamworking is, the psychology of teams, and the building blocks that need to be in place to create a fully functioning and high performing team. As managing performance is a key element in creating a high performing team, this unit will also teach learners how to implement an effective Performance Management System including how to set and deconstruct goals, as well as how to provide ongoing feedback and undertake an effective appraisal interview.		
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 3 Credits	
Unit Assessment is by:	Work-based assignment.		
Learning Outcome 1	Understand what a team is and how team working contributes to organisational success.		
Assessment Criteria			
1.1 Define a team and why team working is important.			
1.2 Explain the psychology of teams.			
1.3 Explain the importance of having a balanced team.			
1.4 Identify building blocks for developing a high performing team.			
Learning Outcome 2	Understand the importance of effective problem solving in team working.		
Assessment Criteria			
2.1 Explain what a is problem and why effective problem solving is a hallmark of high performing teams.			
2.2 Identify key steps in the problem-solving process.			
2.3 Describe different tools and techniques to resolve problems effectively.			
2.4 State the benefits of effective problem solving.			
Learning Outcome 3	Understand the role of performance management in creating high performance teams.		
Assessment Criteria			
3.1 Explain performance management.			
3.2 Explain the role of the manager in the performance management system.			
3.3 Describe the key steps in the performance management process.			
3.4 Describe how effective performance management contributes to the development of high performing teams.			
Learning Outcome 4	Understand the key requirements for undertaking an effective appraisal interview.		
Assessment Criteria			
4.1 State the primary purpose of an appraisal interview.			
4.2 Describe how to prepare for an appraisal interview.			
4.3 Describe the key skills required to undertake an effective appraisal.			
4.4 Identify the key elements of an effective appraisal process.			



Improving your Management Systems to Enhance Operational Efficiency and Achieve Regulatory Compliance (Optional)		3MS
Unit Purpose and Aim(s)	This unit is designed to help new supervisors and managers understand the importance of Quality Management Systems to help the organisation to continually improve their operational processes, and consistently meet customer requirements while also meeting legislative and regulatory compliance demands.	
Unit Level: 3	Guided Learning Hours (GLH): 7 Hours	Credit Value: 3 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Understand the importance of Quality Management Systems.	
Assessment Criteria		
1.1 Explain the importance of Quality Management Systems in continually improving operations.		
1.2 Describe how a formal Quality Management System can be used to review the operation.		
Learning Outcome 2	Understand the key features of an effective Quality Management System and its benefits.	
Assessment Criteria		
2.1 Describe the key elements of an effective QMS.		
2.2 Explain the importance of a QMS in ensuring consistency in the delivery of customer service.		
2.3 Explain how a well implemented QMS can lower costs and reduce waste.		
2.4 Explain how a QMS system can be used to improve operational efficiency.		
Learning Outcome 3	Understand how to define, create and implement Standard Operating Procedures (SOPs).	
Assessment Criteria		
3.1 Describe the importance of well-defined Standard Operating Procedures (SOPs) within the QMS.		
3.2 Explain how to begin the process of identifying the SOPs that are needed for the operation.		
3.3 Write SOPs for their areas of operation.		
Learning Outcome 4	Understand how to use SOPs in the effective management of teams and individuals.	



#### **Assessment Criteria**

- 4.1 Describe how well-structured SOPs can be used to provide the objective assessment of the performance of team members.
- 4.2 Explain how SOPs are used to identify the training needs of team members.

#### **Learning Outcome 5**

Understand the regulatory framework within which businesses must operate.

#### **Assessment Criteria**

- 5.1 Explain the importance of compliance with regulatory requirements in the areas of Health and Safety, Food Safety, Personal Information Management.
- 5.2 Explain the importance of risk reduction to business operations.
- 5.3 Describe the importance of regular review and audit of all management systems to ensure ongoing compliance to regulatory.

Natural Disaster Risk Assessment for the Hospitality Industry (Optional)		3ND
Unit Purpose and Aim(s)	This two-day capacity building unit is highly practical and specifically designed for managers and supervisors in the Caribbean hospitality and tourism industry. This workshop provides them with the knowledge, skills, techniques and practical tools that can be immediately used within their own operations to complete a Natural Disaster Risk Assessment. This will enable them to make the best use of the available resources to reduce the risk of harm to guests and employees and limit the economic damage to their business from natural hazards such as hurricanes, earthquakes, landslides, and floods.	
Unit Level: 3	Guided Learning Hours (GLH): 14 Hours	Credit Value: 4 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Undertake a natural disaster threat assessment.	
Assessment Criteria		
1.1 Define the legal definitions of hazard and risk assessment. 1.2 Explain why completing risk assessments are important. 1.3 Identify the types of potential “natural disaster hazards” that could impact a property. 1.4 Evaluate the likelihood, frequency of occurrence, location, and severity of natural disaster hazards.		
Learning Outcome 2	Complete vulnerability assessments for key facilities.	
Assessment Criteria		
2.1 Develop a vulnerability site map and zone key areas of vulnerability. 2.2 Evaluate the potential vulnerability to personal harm, damage, and potential loss for each key area/building/facility. 2.3 Use and apply a vulnerability assessment tool.		
Learning Outcome 3	Understand risk analysis.	
Assessment Criteria		
3.1 Describe how to analyse the data gathered during a threat assessment and individual vulnerability assessments. 3.2 Apply a risk matrix to evaluate the probability of harm, level of loss the potential level of risk. 3.3 Describe the difference between quantitative and qualitative methods of determining the degree of risk.		





#### **Learning Outcome 4**

Understand risk management.

#### **Assessment Criteria**

- 4.1 Explain the key strategies that can be adopted in reducing the level of risk or transferring the risk.
- 4.2 Describe how to prioritize the management response.
- 4.3 Explain the importance of developing Emergency Preparedness and Emergency Response Plans.

#### **Learning Outcome 5**

Understand risk communication.

#### **Assessment Criteria**

- 5.1 Explain the importance of effective risk management communication.
- 5.2 Build a risk communication plan.
- 5.3 Describe what to communicate, when and to who in line with changing “threat” levels.



Train the Trainer - Delivering Effective Staff Training (Optional)		3TTT
Unit Purpose and Aim(s)	The purpose of this three-day ‘Train the Trainer’ Workshop is to build the knowledge, skills and confidence of current and potential supervisors and manager to deliver effective training interventions to improve productivity and overall business performance of their respective teams.	
Unit Level: 3	Guided Learning Hours (GLH): 14 Hours	Credit Value: 4 Credits
Unit Assessment is by:	Work-based assignment.	
Learning Outcome 1	Describe the role and responsibilities of the Trainer when designing and delivering a training event.	
Assessment Criteria		
1.1 Describe the role and responsibilities of an effective trainer. 1.2 Explain the importance and key principles of communication with clarity and conviction. 1.3 Distinguish between presenting and facilitating.		
Learning Outcome 2	Understand different methods for identifying learning needs and how to establish learning objectives.	
Assessment Criteria		
2.1 Explain the importance of identifying learning needs. 2.2 Identify different methods of identifying learning needs. 2.3 Formulate learning aims and objectives.		
Learning Outcome 3	Describe different learning styles theory and how to apply this theory in practice including adult learning theory.	
Assessment Criteria		
3.1 Explain the importance of learning style theory. 3.2 Describe different learning styles. 3.3 Identify and apply key principles of adult learning theory.		
Learning Outcome 4	Understand assessment methodology and the principles of effective feedback.	
Assessment Criteria		
4.1 Identify different learning assessment methodologies. 4.2 Explain the role and principles of effective feedback.		

**Learning Outcome 5**

Analyse the psychology of groups and group learning needs.

**Assessment Criteria**

- 5.1 Identify stages of group formation and development.
- 5.2 Develop strategies for responding effectively to each stage.

**Learning Outcome 6**

Describe different strategies for managing challenging behaviours and know how to respond in a learning environment.

**Assessment Criteria**

- 6.1 Apply strategies that influence a positive outcome in a challenging learning environment.
- 6.2 Explain the importance of effective role modelling.

**Learning Outcome 7**

Design and deliver an effective training session.

**Assessment Criteria**

- 7.1 Formulate a set of aims and learning outcomes.
- 7.2 Develop a training plan.
- 7.3 Deliver a training session.

**Learning Outcome 8**

Develop appropriate strategies and tools for evaluating the effectiveness of training.

**Assessment Criteria**

- 8.1 Discuss the purpose and benefits of evaluating training.
- 8.2 Identify a range of evaluation tools.
- 8.3 Develop evaluation strategy for training session.

# 10. Sample Assessment

Assessment Example	
Unit	Unlocking Your Leadership Potential to Drive Business Performance.
Assessment Type	Assignment

## Sample Instructions

Learners must show their knowledge and understanding of the unit of assessment and any recommended reading.

## Assignments Must:

- ☐ be completed and returned within three weeks of completion of the workshop.
- ☐ include evidence that shows that the learner meets the Learning Outcomes and Assessment Criteria of the unit.
- ☐ include a brief introduction to the assignment.
- ☐ include an analysis and evaluation of the topic they discuss, and facts should be used to support conclusions and recommendations.
- ☐ make clear connections between theory and practice.
- ☐ provide a demonstration of the practical application of theory in the workplace.
- ☐ cite references in accordance with Harvard System.
- ☐ be presented in report format.
- ☐ be within 10% of the required word count.
- ☐ clearly mention the learner name, CTH membership number, title of the unit, date of the unit and submission date.

One electronic copy of the final assignment report should be submitted. This should include a front cover page with the full details completed.

## **Assignment Task – Unlocking your Leadership Potential to Drive Business Performance**

Learners are required to complete a 1,500-word assignment. The assignment will be in three parts, each of approximately 500 words.

Learners will need to apply the theory and various models presented during delivery of the unit and illustrate their responses using practical examples from within their own organisation and/or respective department.

### **Part 1 (approximately 500 words):**

What is leadership and why is leadership important in driving business performance. How does leadership differ from management?

### **Part 2 (approximately 500 words):**

Using Maslow Hierarchy of Needs and/or Hertzberg Motivational Theory, explain how these theories help you to improve your understanding of leadership. What behavioural changes can you make to improve the motivational levels within your team?

### **Part 3 (approximately 500 words):**

Using the John Adair Action Centred Leadership Model, identify areas where you believe you demonstrate effective leadership and areas you need to work on to improve your leadership performance. Provide appropriate examples to support your answer.

# 11. About CTH

CTH, the Confederation of Tourism & Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

## Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

## Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

## Website & Contact Details

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**Facebook:** cthawards

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