



## Qualification Specification

# GA Level 3 Diploma in Tourism and Hospitality Management

(610/7683/1)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This qualification is delivered under a GA exclusivity agreement.

## Contents

Section 1: Qualification Overview .....	4
1.1 Introduction: About this Qualification .....	4
1.2 Qualification Titles, Qualification Numbers and Important Dates.....	4
1.3 Qualification Aims and Objectives .....	4
1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value.....	5
1.5 Rules of Combination .....	7
1.6 Intended Audience .....	7
1.7 Age and Entry Requirements.....	7
1.8 Recognition of Prior Learning and Transfer of Credits .....	8
1.9 Reasonable Adjustments and Special Considerations .....	9
1.10 Relationship to Other Qualifications and Progression Opportunities.....	9
1.11 Language of Assessment.....	9
1.12 Qualification Availability .....	10
Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration.....	11
2.1 Teaching and Learning Requirements .....	11
2.2 Assessment & Quality Assurance Model.....	11
2.3 Assessment of Learners and Portfolio Requirements .....	11
2.4 CRAVES Requirements .....	12
2.5 Resubmissions .....	13
2.6 Internal Moderation and Quality Assurance Arrangements .....	14
2.7 Grading and Recording Achievement.....	14
2.8 Unit and Portfolio Sign Off.....	14
2.9 External Moderation and Quality Assurance Arrangements .....	15
2.10 Registering Candidates and Unique Learner Numbers (ULNs).....	16
2.11 ID Requirements.....	16
2.12 Record Keeping .....	16
2.13 Results and Certification .....	17
2.14 Direct Claims Status (DCS) .....	17
2.15 Appeals and Enquiries.....	17
Section 3: Staff and Resource Requirements for Centres.....	18

3.1 General Staff Requirements.....	18
3.2 Requirements for Teachers and Assessors .....	18
3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).....	20
3.4 CPD Requirements.....	21
3.5 Teaching, Learning and Assessment Resources.....	22
3.6 Venue and Equipment Requirements.....	23
3.7 Ongoing Support .....	23
Section 4: Unit Specifications .....	25
4.1 Unit 1: Principles of Sustainable Tourism .....	25
4.2 Unit 2: Hospitality Operations and Management.....	28
4.3 Unit 3: Digital Marketing in Tourism and Hospitality .....	31
4.4 Unit 4: Customer Experience in Tourism and Hospitality .....	34
4.5 Unit 5: People Management in Tourism and Hospitality .....	37
4.6 Unit 6: Health and Safety in Tourism and Hospitality .....	40

## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 3 Diploma in Tourism and Hospitality Management (610/7683/1) qualification.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in Tourism and Hospitality Management	610/7683/1	01/07/2026	July 2031

### 1.3 Qualification Aims and Objectives

This qualification is designed to develop learners' foundational knowledge and understanding of how the tourism and hospitality sector operates and is managed effectively. The qualification focuses on the core knowledge required to work confidently within tourism and hospitality environments, including sustainable tourism, hospitality operations and management, digital marketing, customer experience management, people management, and health and safety.

Learners explore the essential principles underpinning tourism and hospitality management, examining how organisations operate sustainably and responsibly, how digital tools and marketing strategies are applied to reach and engage customers, how positive customer experiences are designed and delivered, and how people and operational resources are managed within tourism and hospitality settings. Emphasis is placed on developing practical understanding that can be applied directly within a range of tourism and hospitality contexts.

The qualification supports learners to:

- understand the principles of sustainable tourism and how organisations can operate in an environmentally and socially responsible way
- explain how hospitality operations are managed effectively to meet business and customer needs
- apply knowledge of digital marketing to support the promotion of tourism and hospitality products and services
- understand how to design and deliver positive customer experiences within tourism and hospitality environments
- explain the principles of people management and their application within tourism and hospitality organisations
- understand the health and safety responsibilities and practices relevant to tourism and hospitality settings

#### 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 3 Diploma in Tourism and Hospitality Management (610/7683/1)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Principles of Sustainable Tourism	T/652/2361	3	10	60	40
2. Hospitality Operations and Management	Y/652/2362	3	10	60	40
3. Digital Marketing in Tourism and Hospitality	A/652/2363	3	10	60	40
4. Customer Experience in Tourism and Hospitality	D/652/2364	3	10	60	40
5. People Management in Tourism and Hospitality	F/652/2365	3	10	60	40

6. Health and Safety in Tourism and Hospitality	H/652/2366	3	10	60	40
			Total Credits 60	Total GLH* 360	TQT** (GLH + ST) 600

**\*Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**\*\*Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a candidate is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

**Level**

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use 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, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

### 1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 3 Diploma in Tourism and Hospitality Management qualification, learners must achieve all 6 mandatory units and achieve 60 credits.

Learners must successfully demonstrate their achievement of all the learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

### 1.6 Intended Audience

This qualification is suitable for individuals who are new to, or in the early stages of, a career in tourism or hospitality, as well as those currently working in tourism or hospitality roles who wish to formalise and extend their knowledge.

It is also appropriate for learners returning to the workplace, those seeking a change in career direction, and individuals who want to develop a broader understanding of how the tourism and hospitality sector operates.

This qualification provides a strong foundation for progression to higher level study in tourism, hospitality management or related disciplines, and supports career development into more senior operational, supervisory or management roles within the sector.

This qualification also provides a robust foundation to support progression onto further or higher education.

### 1.7 Age and Entry Requirements

This qualification is intended for learners aged 16 and above.

The entry requirements for this qualification are:

- A full Level 2 qualification, for example a Level 2 vocational qualification, 5 GCSEs grade A\*-C or Grade 5-9, or equivalent

OR

- 1 year+ work experience in a tourism or hospitality environment.

Applicants must have appropriate language, literacy and numeracy, e.g., English and maths at GCSE levels A\*- C / Grade 4 or above.

Where English is not the applicants' first language, an International English level of minimum B2 (CEFR) level, or equivalent, is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a candidate's previous experience and achievements meet the standard requirements of a GA qualification, prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

## 1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

## 1.10 Relationship to Other Qualifications and Progression Opportunities

Learners typically progress to this qualification from Level 2 qualifications in tourism, hospitality, customer service or related vocational areas, or may enter with relevant work experience in a tourism or hospitality role. Alternatively, learners may enter this qualification upon successful achievement of GCSEs or equivalent qualifications.

Upon successful completion of this qualification, learners may progress to Level 4 qualifications in tourism, hospitality management or related disciplines.

Learners may also use achievement of this qualification to support progression to degree level studies in Further or Higher Education.

The qualification also supports career progression into more responsible operational, supervisory or management roles within the tourism and hospitality sector, and may contribute towards recognition by relevant professional bodies.

## 1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## 1.12 Qualification Availability

This qualification is available in the UK and internationally. If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Assessment of Learners and Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre Assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

## 2.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner

- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.
- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres in order to formulate an appropriate Sampling Strategy.

## 2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

## 2.9 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## 2.10 Registering Candidates and Unique Learner Numbers (ULNs)

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be two years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing candidates' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners. All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

### 2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

### 2.15 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for Teachers, Assessors and Internal Quality Assurers detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of candidates and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

### 3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in a work environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers must:

- hold an appropriate qualification in a tourism or hospitality related subject at Level 3 or above

OR

- hold a suitable qualification in a business management related subject at Level 3 or above, with industry experience of working in the tourism and/or hospitality sector

AND

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or recognised equivalent\*

\*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within 18 months of commencing their role in order to continue to deliver the qualification.

All assessors must:

- hold an appropriate qualification in a tourism or hospitality related subject at Level 3 or above

OR

- hold a suitable qualification in a business management related subject at Level 3 or above, with industry experience of working in the tourism and/or hospitality sector

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
  - o Level 3 Award in Assessing Competence in the Work Environment / Level 3 Award in Assessing Vocationally Related Achievement
  - o Level 3 Certificate in Assessing Vocational Achievement
  - o A1 Assess Candidate Performance Using a Range of Methods

- o D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must:

- hold an appropriate qualification in a tourism or hospitality related subject at Level 3 or above

OR

- hold a suitable qualification in a business management related subject at Level 3 or above, with industry experience of working in the tourism and/or hospitality sector

AND

- hold, or be working towards\*\*\*, one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

\*\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document their CPD hours.

There is no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in the subject matter and content being delivered.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing courses leading to this qualification use relevant and up-to-date, high-quality teaching and learning materials which allow learners to adequately prepare for assessment.

Teaching, learning and assessment resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

Please note, any references to books, journals, websites or other third-party materials and publications are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure all materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered/assessed.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### 3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant subject-specific literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials or scenario-based resources relevant to tourism and hospitality management contexts
- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Candidates should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 Unit 1: Principles of Sustainable Tourism

Mandatory Unit		GLH	Credits	Unit Reference
1	Principles of Sustainable Tourism	60	10	T/652/2361
<p>In this unit, the learner will develop an understanding of the tourism industry and its contribution to local, national and global economies. The learner will also develop an understanding of the principles of sustainable tourism and how tourism organisations can operate in a sustainable and responsible way. The learner will develop knowledge and understanding of the impacts tourism can have on destinations and communities, as well as current trends and challenges affecting the tourism industry.</p>				
<p><b>Assessment Guidance and Indicative Content</b></p>				
<p><b>LO 1: Understand the tourism industry and its contribution to the economy.</b> Learners should be able to describe the main sectors within the tourism industry, including leisure tourism, business tourism, hospitality, transport, attractions, travel services and destination management; be able to identify the roles of tourism organisations, including tour operators, travel agencies, accommodation providers, visitor attractions and tourism boards; be able to explain how tourism contributes to employment, business growth and economic development at local, national and global levels; be aware of the importance of tourism to different destinations and communities.</p>				
<p><b>LO 2: Understand the principles of sustainable tourism.</b> Learners should be able to explain the principles of sustainable tourism, including environmental, economic and social sustainability; be able to describe responsible tourism practices, including reducing environmental impact, supporting local communities and protecting cultural heritage; be able to identify sustainable operational practices used by tourism organisations, including waste reduction, energy efficiency, sustainable transport, responsible sourcing, visitor management, reducing climate impact and supporting local communities; be aware of the importance of balancing visitor needs with the protection of destinations and resources for future generations.</p>				
<p><b>LO 3: Understand the impacts of tourism on destinations and communities.</b> Learners should be able to explain positive impacts of tourism, including job creation, infrastructure development, increased investment and cultural exchange; be able to explain</p>				

negative impacts of tourism, including overcrowding, environmental damage, pollution, pressure on local services, loss of cultural identity and pressure on housing, infrastructure and natural resources; be able to describe how tourism activities can affect local communities, heritage sites and natural environments; be aware of the importance of managing tourism responsibly through visitor management, environmental protection and community engagement to reduce negative impacts.

**LO 4: Understand current trends and challenges in the tourism industry.**

Learners should be able to explain current trends influencing the tourism industry, including sustainable tourism, digital booking systems, social media influence, personalised travel experiences and changing consumer expectations; be able to explain challenges affecting tourism organisations and destinations, including economic uncertainty, environmental concerns, climate change, global events, staffing shortages and seasonal demand; be aware of the impact changing trends and challenges can have on tourism organisations and destinations.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the different sectors within the tourism industry.
- Produce a report explaining how tourism contributes to the economy of a chosen destination.
- Create an infographic showing the principles of sustainable tourism.
- Produce a case study on sustainable tourism practices used by a tourism organisation.
- Compare positive and negative impacts of tourism on a destination or community.
- Create a poster showing ways tourism organisations can reduce environmental impact.
- Produce a presentation explaining current trends influencing the tourism industry.
- Write a report describing challenges currently affecting tourism businesses and destinations.
- Analyse a case study of a tourism destination affected by overtourism or environmental issues.
- Create a mind map showing how tourism organisations can respond to changing industry trends.
- Complete multiple choice and short answer questions on sustainable tourism concepts.
- Produce a wiki-style page explaining the importance of sustainable tourism.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the tourism industry and its contribution to the economy.	1.1 Describe the main sectors within the tourism industry.
	1.2 Explain how tourism contributes to local, national and global economies.
	1.3 Describe the roles of different tourism organisations.
2. Understand the principles of sustainable tourism.	2.1 Explain the principles of sustainable tourism.
	2.2 Describe how tourism organisations can operate in a sustainable and responsible way.
3. Understand the impacts of tourism on destinations and communities.	3.1 Explain the positive and negative impacts of tourism on destinations and communities.
	3.2 Describe how tourism activities can affect local communities, culture and the environment.
4. Understand current trends and challenges in the tourism industry.	4.1 Explain current trends influencing the tourism industry.
	4.2 Explain challenges currently affecting tourism businesses and destinations.

## 4.2 Unit 2: Hospitality Operations and Management

Mandatory Unit		GLH	Credits	Unit Reference
2	Hospitality Operations and Management	60	10	Y/652/2362

In this unit, the learner will develop an understanding of hospitality operations and organisational functions within the hospitality industry. The learner will also develop knowledge and understanding of accommodation and food service delivery, quality standards and operational efficiency in hospitality settings. The learner will develop an understanding of how technology and operational systems are used to support hospitality operations and improve service delivery.

### Assessment Guidance and Indicative Content

#### **LO 1: Understand hospitality operations and organisational functions.**

Learners should be able to describe the main sectors within the hospitality industry, including accommodation, food and beverage, events, leisure and visitor services; be able to identify organisational functions within hospitality operations, including front office, housekeeping, food production, food service, reservations and customer service; be aware of how hospitality departments work together to support operational efficiency and service delivery; be able to explain the importance of effective operational coordination within hospitality businesses.

#### **LO 2: Understand accommodation and food service delivery in hospitality.**

Learners should be able to describe accommodation operations, including reservations, guest check in and check out procedures, housekeeping and guest services; be able to describe food service operations, including food preparation, food service styles, customer service and service flow; be aware of the importance of maintaining service standards and meeting customer expectations; be able to identify factors affecting effective service delivery in hospitality settings.

#### **LO 3: Understand quality standards and operational efficiency in hospitality.**

Learners should be able to explain the importance of quality standards within hospitality operations; be able to describe methods used to maintain operational efficiency, including workflow planning, staff coordination, stock control, scheduling, reducing wastage, managing waiting times, maintaining service flow and effective use of staffing and resources; be able to identify the importance of consistency, cleanliness, presentation and customer satisfaction in hospitality operations; be aware of how operational efficiency

supports business performance, customer experience, effective use of staffing and resources and reduction of unnecessary costs and wastage.

**LO 4: Understand the use of technology and systems in hospitality operations.**

Learners should be able to identify technology and systems commonly used within hospitality operations, including reservation systems, point of sale systems, online booking platforms and customer management systems, online review platforms and feedback systems; be able to explain how technology supports operational efficiency and customer service; be aware of the role of digital communication and online systems within hospitality operations; be able to describe the importance of accurate record keeping and information management within hospitality settings.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the different sectors and organisational functions within the hospitality industry.
- Produce a report describing how different hospitality departments work together to support operations.
- Create a flowchart showing guest service processes within accommodation operations.
- Produce a case study on food service delivery within a hospitality business.
- Create a poster explaining the importance of quality standards in hospitality operations.
- Compare different methods used to improve operational efficiency in hospitality settings.
- Produce a presentation explaining the role of technology in hospitality operations.
- Create a diagram showing how reservation and booking systems support hospitality businesses.
- Analyse a case study involving operational challenges within a hospitality setting.
- Produce a report explaining how hospitality organisations maintain customer service standards.
- Complete multiple choice and short answer questions on hospitality operations and systems.
- Produce a wiki-style page explaining the importance of operational efficiency in hospitality businesses.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand hospitality operations and organisational functions.	1.1 Describe the main sectors within the hospitality industry.
	1.2 Explain the main organisational functions within hospitality operations.
2. Understand accommodation and food service delivery in hospitality.	2.1 Describe accommodation operations within hospitality settings.
	2.2 Describe food service delivery and customer service requirements within hospitality settings.
3. Understand quality standards and operational efficiency in hospitality.	3.1 Explain the importance of quality standards in hospitality operations.
	3.2 Describe methods used to improve operational efficiency in hospitality settings.
4. Understand the use of technology and systems in hospitality operations.	4.1 Identify technology and systems commonly used in hospitality operations.
	4.2 Explain how technology and systems support hospitality operations, customer service and information management.

### 4.3 Unit 3: Digital Marketing in Tourism and Hospitality

Mandatory Unit		GLH	Credits	Unit Reference
3	Digital Marketing in Tourism and Hospitality	60	10	A/652/2363

In this unit, the learner will develop an understanding of the role and importance of digital marketing within tourism and hospitality organisations. The learner will develop knowledge and understanding of digital marketing methods and platforms used within the tourism and hospitality industry, as well as how organisations use digital marketing to engage target audiences and build brand awareness. The learner will also develop an understanding of how digital marketing activities are planned, monitored and evaluated.

#### Assessment Guidance and Indicative Content

**LO 1: Understand the role and importance of digital marketing in tourism and hospitality.**

Learners should be able to explain the purpose of digital marketing within tourism and hospitality organisations; be able to identify the benefits of digital marketing, including increased visibility, customer engagement, brand awareness and online sales; be aware of how digital marketing supports tourism and hospitality businesses in reaching customers and promoting products and services; be able to identify the importance of digital communication, online presence and maintaining a positive online reputation within the tourism and hospitality industry.

**LO 2: Understand digital marketing methods and platforms used in tourism and hospitality.**

Learners should be able to identify digital marketing methods used within tourism and hospitality, including social media marketing, email marketing, online advertising, content marketing and search engine optimisation; be able to describe digital platforms used by tourism and hospitality organisations, including websites, booking platforms, social media platforms and review sites; be aware of how organisations use digital marketing channels to communicate with customers and promote services; be able to identify advantages, limitations and potential risks of different digital marketing methods, including negative online feedback and reputational impact.

**LO 3: Understand target audiences and customer engagement in digital marketing.**

Learners should be able to explain the importance of identifying target audiences within tourism and hospitality marketing; be able to describe factors used to identify and target customer groups, including age, interests, travel preferences and customer behaviour; be aware of how tourism and hospitality organisations use digital content and communication

to engage customers and build brand awareness; be able to identify the importance of customer reviews, online reputation and customer interaction in digital marketing.

**LO 4: Understand how digital marketing activities are planned and evaluated.**

Learners should be able to identify the main stages involved in planning digital marketing activities, including setting objectives, selecting marketing methods and identifying target audiences; be able to explain how organisations monitor, evaluate and manage digital marketing activities using measures such as website traffic, customer engagement, online feedback and online reputation; be aware of the importance of responsible digital communication, accuracy of online information and appropriate and responsible use of customer data in digital marketing activities; be aware of the importance of reviewing marketing activities to improve future performance and customer reach.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the role and importance of digital marketing in tourism and hospitality.
- Produce a report comparing different digital marketing methods used by tourism and hospitality organisations.
- Create a social media campaign for a tourism or hospitality business.
- Produce a case study on how a tourism or hospitality organisation uses digital marketing to attract customers.
- Create a customer profile for a specific tourism or hospitality target audience.
- Design a poster or infographic showing the advantages and limitations of different digital marketing platforms.
- Produce a presentation explaining how online reviews and customer engagement influence brand awareness.
- Analyse a tourism or hospitality website and identify digital marketing techniques being used.
- Create a simple digital marketing plan for a tourism or hospitality organisation.
- Produce a report explaining how digital marketing activities can be monitored and evaluated.
- Complete multiple choice and short answer questions on digital marketing concepts and platforms.
- Produce a wiki-style page explaining the importance of customer engagement in digital marketing.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role and importance of digital marketing in tourism and hospitality.	1.1 Explain the role and importance of digital marketing in tourism and hospitality.
	1.2 Describe how digital marketing supports tourism and hospitality organisations in promoting products and services.
2. Understand digital marketing methods and platforms used in tourism and hospitality.	2.1 Identify digital marketing methods used in tourism and hospitality.
	2.2 Describe digital marketing platforms used within tourism and hospitality organisations.
3. Understand target audiences and customer engagement in digital marketing.	3.1 Explain the importance of identifying target audiences in digital marketing.
	3.2 Describe how digital marketing is used to support customer engagement and brand awareness.
4. Understand how digital marketing activities are planned and evaluated.	4.1 Outline the main stages involved in planning digital marketing activities.
	4.2 Explain how digital marketing activities can be monitored, evaluated and managed responsibly.

#### 4.4 Unit 4: Customer Experience in Tourism and Hospitality

Mandatory Unit		GLH	Credits	Unit Reference
4	Customer Experience in Tourism and Hospitality	60	10	D/652/2364

In this unit, the learner will develop an understanding of the importance of customer experience within tourism and hospitality organisations. The learner will develop knowledge and understanding of communication and customer service techniques used within tourism and hospitality settings, as well as how customer feedback and complaints are managed. The learner will also develop an understanding of strategies used to improve customer satisfaction and customer loyalty.

#### Assessment Guidance and Indicative Content

##### **LO 1: Understand the importance of customer experience in tourism and hospitality.**

Learners should be able to explain the importance of positive customer experience within tourism and hospitality organisations; be able to identify factors that influence customer experience, including service quality, staff behaviour, communication, environment, accessibility, customer expectations and individual customer needs, including mobility, language and dietary requirements; be aware of how customer experience affects customer satisfaction, reputation and business success; be able to identify the importance of meeting the needs of different customer groups within tourism and hospitality settings.

##### **LO 2: Understand communication and customer service techniques in tourism and hospitality.**

Learners should be able to describe communication methods used within tourism and hospitality settings, including verbal, non-verbal, written and digital communication; be able to identify customer service techniques used to support positive customer interactions, including active listening, professionalism, problem solving and responding to customer needs; be aware of the importance of communication skills, appearance and behaviour in customer-facing roles; be able to describe the importance of adapting communication and customer service approaches for different customers, situations, accessibility needs and communication requirements.

##### **LO 3: Understand how customer feedback and complaints are managed.**

Learners should be able to explain the importance of customer feedback within tourism and hospitality organisations; be able to identify methods used to collect customer feedback, including surveys, online reviews, comment cards and digital platforms; be able to describe procedures used to manage customer complaints and resolve customer issues; be aware of

the importance of responding to feedback and complaints professionally and effectively to support customer satisfaction and business improvement.

**LO 4: Understand strategies for improving customer satisfaction and loyalty.**

Learners should be able to identify strategies used to improve customer satisfaction and encourage repeat business and positive customer recommendations, including service consistency, loyalty programmes, personalised service and customer engagement; be able to explain how customer loyalty benefits tourism and hospitality organisations; be aware of the importance of monitoring customer satisfaction and maintaining service standards; be able to identify ways tourism and hospitality organisations build positive relationships with customers.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the importance of customer experience in tourism and hospitality.
- Produce a report describing factors that influence customer satisfaction within a tourism or hospitality business.
- Role-play customer service scenarios demonstrating effective communication techniques.
- Create a poster showing examples of good customer service practices in tourism and hospitality settings.
- Produce a case study on how a tourism or hospitality organisation manages customer complaints.
- Create a customer feedback survey for a tourism or hospitality business.
- Analyse online customer reviews and identify common customer experience themes.
- Produce a presentation explaining strategies used to improve customer loyalty.
- Create a flowchart showing procedures for responding to customer complaints.
- Produce a report explaining the importance of customer feedback for service improvement.
- Complete multiple choice and short answer questions on customer experience and customer service concepts.
- Produce a wiki-style page explaining how tourism and hospitality organisations maintain customer satisfaction.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the importance of customer experience in tourism and hospitality.	1.1 Explain the importance of customer experience and satisfaction in tourism and hospitality.
	1.2 Describe factors that influence customer satisfaction within tourism and hospitality settings.
2. Understand communication and customer service techniques in tourism and hospitality.	2.1 Describe communication methods used within tourism and hospitality settings.
	2.2 Explain customer service techniques used to support positive customer interactions.
3. Understand how customer feedback and complaints are managed.	3.1 Explain the importance of customer feedback in tourism and hospitality.
	3.2 Describe procedures used to manage customer complaints and resolve customer issues.
4. Understand strategies for improving customer satisfaction and loyalty.	4.1 Describe strategies used to improve customer satisfaction and loyalty.
	4.2 Explain how customer loyalty supports tourism and hospitality organisations.

## 4.5 Unit 5: People Management in Tourism and Hospitality

Mandatory Unit		GLH	Credits	Unit Reference
5	People Management in Tourism and Hospitality	60	10	F/652/2365
<p>In this unit, the learner will develop an understanding of key aspects of people management within tourism and hospitality organisations. The learner will develop knowledge and understanding of recruitment and workforce planning, motivation and teamwork, and the importance of staff training and development within tourism and hospitality workplaces. The learner will also develop an understanding of performance management and how effective people management supports workforce performance, employee satisfaction and business success.</p>				
<p><b>Assessment Guidance and Indicative Content</b></p>				
<p><b>LO 1: Understand recruitment and workforce planning in tourism and hospitality.</b> Learners should be able to explain the importance of recruitment and workforce planning within tourism and hospitality organisations; be able to identify stages of the recruitment process, including job descriptions, person specifications, advertising vacancies, interviewing and selection; be aware of factors affecting workforce planning within tourism and hospitality, including seasonal demand, staffing levels, customer needs, staff turnover, recruitment difficulties and flexible working patterns; be able to identify skills and personal qualities important within tourism and hospitality roles.</p>				
<p><b>LO 2: Understand motivation and teamwork in tourism and hospitality workplaces.</b> Learners should be able to describe factors that influence staff motivation within tourism and hospitality workplaces, including communication, recognition, teamwork, working conditions, workload and opportunities for development; be able to identify the importance of teamwork in supporting operational efficiency and workplace performance; be aware of different team roles and responsibilities within tourism and hospitality settings; be able to describe methods used to support positive working relationships and effective teamwork; be aware of simple motivation theories such as Maslow’s hierarchy of needs and Herzberg’s two-factor theory, and how they relate to employee engagement and job satisfaction.</p>				
<p><b>LO 3: Understand performance management in tourism and hospitality workplaces.</b> Learners should be able to explain the purpose of performance management within tourism and hospitality organisations; be able to identify methods used to monitor staff performance, including supervision, feedback, reviews and appraisals; be aware of the importance of setting standards and supporting employee improvement; be able to describe</p>				

how performance management contributes to staff development, workforce performance and business performance.

**LO 4: Understand staff training and development in tourism and hospitality.**

Learners should be able to explain the importance of staff training and development within tourism and hospitality organisations; be able to identify different types of training and development activities, including induction, on the job training, mentoring and customer service training; be aware of how staff development supports employee confidence, workforce performance and business effectiveness.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the recruitment process within a tourism or hospitality organisation.
- Produce a job description and person specification for a tourism or hospitality role.
- Create a flowchart showing stages of workforce planning within a hospitality business.
- Produce a report explaining factors that influence staff motivation within tourism and hospitality workplaces.
- Create a poster showing the importance of teamwork within tourism and hospitality workplaces.
- • Role-play workplace scenarios demonstrating effective teamwork and communication.
- Produce a case study on staff training and development within a tourism or hospitality organisation.
- Create a presentation explaining different training methods used within tourism and hospitality.
- Produce a report explaining the importance of performance management in tourism and hospitality workplaces.
- Create an appraisal form suitable for a tourism or hospitality role.
- Complete multiple choice and short answer questions on people management concepts.
- Produce a wiki-style page explaining how effective people management supports workforce performance and business success.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand recruitment and workforce planning in tourism and hospitality.	1.1 Explain factors affecting recruitment and workforce planning within tourism and hospitality organisations.
	1.2 Describe stages of the recruitment process within tourism and hospitality organisations.
2. Understand motivation and teamwork in tourism and hospitality workplaces.	2.1 Describe factors that influence staff motivation within tourism and hospitality workplaces.
	2.2 Explain the importance of teamwork within tourism and hospitality settings.
3. Understand performance management in tourism and hospitality workplaces.	3.1 Explain the purpose of performance management within tourism and hospitality organisations.
	3.2 Describe methods used to monitor and support staff performance within tourism and hospitality workplaces.
4. Understand staff training and development in tourism and hospitality.	4.1 Explain the importance of staff training and development in tourism and hospitality.
	4.2 Describe training and development methods used within tourism and hospitality workplaces.

## 4.6 Unit 6: Health and Safety in Tourism and Hospitality

Mandatory Unit		GLH	Credits	Unit Reference
6	Health and Safety in Tourism and Hospitality	60	10	H/652/2366

In this unit, the learner will develop an understanding of the importance of health and safety within tourism and hospitality organisations. The learner will develop knowledge and understanding of the roles and responsibilities of employers and employees in maintaining health and safety, as well as risk assessment and hazard management within tourism and hospitality settings. The learner will also develop an understanding of health, safety and emergency procedures used to support safe working environments and protect staff, customers and visitors.

### Assessment Guidance and Indicative Content

#### **LO 1: Understand the importance of health and safety in tourism and hospitality.**

Learners should be able to describe the importance of maintaining health and safety within tourism and hospitality settings; be able to explain how health and safety supports employee wellbeing, customer safety and business reputation; be aware of common health and safety risks within tourism and hospitality environments, including slips, trips and falls, manual handling, fire risks, food safety hazards, allergen risks, workplace accidents and cleaning hazards; be able to identify the importance of maintaining safe working environments for staff and customers.

#### **LO 2: Understand the roles and responsibilities of employers and employees in maintaining health and safety.**

Learners should be able to explain the responsibilities of employers in maintaining health and safety, including providing training, safe equipment, safe working procedures and risk management; be able to describe employee responsibilities, including following procedures, reporting hazards and working safely; be aware of the importance of communication, supervision and cooperation in maintaining health and safety standards; be able to identify the importance of complying with health and safety legislation and workplace procedures.

#### **LO 3: Understand risk assessment and hazard management in tourism and hospitality.**

Learners should be able to explain the purpose of risk assessment within tourism and hospitality settings; be able to identify hazards and risks commonly found within tourism and hospitality environments; be aware of methods used to reduce and control risks, including safe working procedures, signage, staff training, use of protective equipment, cleaning procedures and food safety controls; be able to describe the importance of reviewing and monitoring risks to maintain safe working environments.

**LO 4: Understand health, safety and emergency procedures in tourism and hospitality settings.**

Learners should be able to describe health and safety procedures used within tourism and hospitality settings, including food hygiene procedures, allergen awareness, cleaning procedures, temperature control, cross contamination prevention and accident reporting; be able to identify emergency procedures, including evacuation procedures, fire safety procedures and emergency communication methods; be aware of the importance of responding appropriately to accidents, incidents and emergencies; be able to explain the importance of following workplace procedures during health and safety incidents and emergencies.

Within this unit, the learner could complete the following activities:

- Create a presentation explaining the importance of health and safety in tourism and hospitality settings.
- Produce a report describing common health and safety risks within tourism and hospitality workplaces.
- Create a poster showing the roles and responsibilities of employers and employees in maintaining health and safety.
- Produce a flowchart showing the stages of a risk assessment process.
- Create a hazard identification checklist for a tourism or hospitality setting.
- Produce a case study on managing health and safety risks within a hospitality business.
- Create a presentation explaining emergency procedures used within tourism and hospitality environments.
- Produce a report describing the importance of food hygiene and safe working procedures within hospitality settings.
- Analyse a case study involving a workplace accident or emergency situation.
- Create an evacuation procedure guide for a tourism or hospitality workplace.
- Complete multiple choice and short answer questions on health and safety concepts and procedures.
- Produce a wiki-style page explaining how health and safety supports customer and employee wellbeing.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the importance of health and safety in tourism and hospitality.	1.1 Describe the importance of health and safety in tourism and hospitality settings.
	1.2 Explain how health and safety supports employee wellbeing and customer safety.
2. Understand the roles and responsibilities of employers and employees in maintaining health and safety.	2.1 Explain the responsibilities of employers in maintaining health and safety.
	2.2 Describe the roles of employees in maintaining health and safety.
3. Understand risk assessment and hazard management in tourism and hospitality.	3.1 Explain the purpose of risk assessment in tourism and hospitality settings.
	3.2 Describe methods used to identify and manage hazards and risks within tourism and hospitality environments.
4. Understand health, safety and emergency procedures in tourism and hospitality settings.	4.1 Describe health and safety procedures used within tourism and hospitality settings.
	4.2 Describe emergency procedures used during accidents, incidents and emergencies in tourism and hospitality settings.

Document Specification:					
Purpose:	To detail the specification of the GA Level 3 Diploma in Tourism and Hospitality Management (610/7683/1) qualification.				
Accountability:	GA Governance Committee		Responsibility:	GA Compliance Manager	
Version:	1	Effective From:	01/07/2026	Indicative Review Date:	July 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance Policy		