



ABE Level 3 Certificate in Tourism, Hospitality and
Business 610/6674/6

ABE Level 3 Diploma in Tourism, Hospitality and Business
610/6675/8

ABE Level 3 Certificate in Tourism, Hospitality and
Leadership 610/6676/X

ABE Level 3 Diploma in Tourism, Hospitality and
Leadership 610/6677/1

ABE Level 3 Diploma in Tourism, Hospitality, Business
and Leadership 610/6678/3

Qualification Specification v1

Version Control

Version and date	Change details	Section
V1-2025-11-20		

Contents

Version Control	2
Contents.....	3
About ABE	7
Our Mission.....	7
Our Vision.....	7
ABE Qualifications.....	7
Recognition	7
Progression	8
Who is it for?.....	8
Entry guidance and criteria.....	8
Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions	9
Qualification Structure.....	10
Resources for the qualification.....	11
Assessment	12
Assignments and OBEs.....	12
Marking and moderation	12
Additional examination requirements.....	12
Reasonable adjustments and special considerations	12
Appeals and Enquiries About Results (EARs)	13
Grading.....	13
Calculation of the qualification grade.....	13
Grade descriptors	14
Results and certification	15
ABE Level 3 Award in Travel and Tourism.....	16
Ofqual reference.....	16
ABE reference	16
Credit value	16
Operational start date	16
Guided Learning Hours (GLH)	16
Total Qualification Time (TQT).....	16
Qualification summary.....	16
Units of achievement.....	16
ABE Level 3 Award in Hospitality	18
Ofqual reference.....	18
610/6657/6	18

ABE reference	18
Credit value	18
Operational start date	18
Guided Learning Hours (GLH)	18
Total Qualification Time (TQT).....	18
Qualification summary.....	18
Units of achievement.....	19
ABE Level 3 Certificate in Tourism and Hospitality.....	20
Ofqual reference.....	20
610/6658/8	20
ABE reference	20
Credit value	20
Operational start date	20
Guided Learning Hours (GLH)	20
Total Qualification Time (TQT).....	20
Qualification summary.....	20
Units of achievement.....	21
ABE Level 3 Foundation Diploma in Tourism and Hospitality.....	22
Ofqual reference.....	22
610/6659/X	22
ABE reference	22
Credit value	22
Operational start date	22
Guided Learning Hours (GLH)	22
Total Qualification Time (TQT).....	22
Qualification summary.....	22
Units of achievement.....	23
ABE Level 3 Certificate in Tourism, Hospitality and Business.....	24
Ofqual reference.....	24
610/6674/6	24
ABE reference	24
Credit value	24
Operational start date	24
Guided Learning Hours (GLH)	24
Total Qualification Time (TQT).....	24
Qualification summary.....	24

Units of achievement.....	24
ABE Level 3 Diploma in Tourism, Hospitality and Business	26
Ofqual reference.....	26
610/6675/8	26
ABE reference	26
Credit value	26
Operational start date	26
Guided Learning Hours (GLH)	26
Total Qualification Time (TQT).....	26
Qualification summary.....	26
Units of achievement.....	27
ABE Level 3 Certificate in Tourism, Hospitality and Leadership	28
Ofqual reference.....	28
610/6676/X	28
ABE reference	28
Credit value	28
Operational start date	28
Guided Learning Hours (GLH)	28
Total Qualification Time (TQT).....	28
Qualification summary.....	28
Units of achievement.....	29
ABE Level 3 Diploma in Tourism, Hospitality and Leadership	30
Ofqual reference.....	30
610/6677/1	30
ABE reference	30
Credit value	30
Operational start date	30
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT).....	30
Qualification summary.....	30
Units of achievement.....	31
ABE Level 3 Diploma in Tourism, Hospitality, Business and Leadership.....	32
Ofqual reference.....	32
610/6678/3	32
ABE reference	32
Credit value	32

Operational start date	32
Guided Learning Hours (GLH)	32
Total Qualification Time (TQT).....	32
Qualification summary.....	32
Units of achievement.....	33
ABE Unit Number: 3UTTI.....	34
ABE Unit Number: 3UTHI	39
ABE Unit Number: 3UCIT	44
ABE Unit Number: 3UBCR	48
ABE Unit Number: 3UBO.....	53
ABE Unit Number: 3UBMC.....	58
ABE Unit Number: 3UBFR	63
ABE Unit Number: 3UOMB	68
ABE Unit Number: 3UPL.....	73
ABE Unit Number: 3UDLC	79
ABE Unit Number: 3UBSR	84
ABE Unit Number: 3ULSO	89

About ABE

Our Mission

We aim to build trust, resilience and reassurance in global business interactions leading to greater equity within and between nations. Our mission is to empower people to transform their lives and communities through gaining high-quality business, leadership and entrepreneurial skills.

Our Vision

We believe in an open, inclusive, global market economy where everyone benefits from responsible globalisation and trade. We believe that this will create a safer and more prosperous future for all.

ABE Qualifications

Our qualifications are created and designed to respond to the changing demands of business, in the UK and internationally, the pan sector and specialist subject areas. They enable you, through the learning, to develop expertise in particular disciplines with an underpinning focus on business management, leadership and enterprise. They integrate the latest in professional standards and provide opportunities for learners to develop professional knowledge and transferable skills for their current and future careers, they are:

Professional	Our qualifications are designed to give you the knowledge and transferable skills you need to excel in your career journey.
Affordable	ABE is a not-for-profit organisation; as such we endeavour to keep costs to a minimum. Our fast-track routes to degrees are often much less expensive than traditional routes.
Recognised	In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments globally.
Supported	As an ABE learner and centre, you can access resources designed to support your studies and enhance your learning experience.
International	For more than 50 years, learners around the world have been benefitting from ABE qualifications.
Proven	Our learners speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations.
Flexible	You can study full time or part time at a pace that suits you. Our qualifications provide expertise in pan sector and specific subject areas which are underpinned by Business Management, Leadership and Enterprise.

Recognition

These ABE qualifications are accredited as part of the Regulated Qualifications Framework (RQF) by Ofqual, the qualifications regulator for England. Internationally ABE has agreements or recognition by regulatory authorities in other countries where we operate, full details can be located on our website.

Progression

ABE qualifications have been designed with progression in mind and, after completing one of our qualifications, learners can progress onto a higher level of study or employment.

ABE offers a full framework of qualifications that have been designed for learners to be able to progress from Level 2 to Level 6.

These qualifications do not have any pre-requisites, and learners are free to start on the Level that best suits where they are in their learning journey and the scope of the academic requirement in each qualification. ABE recommends following the learning of one qualification at a time, but this is not a requirement.

Who is it for?

These qualifications are for learners that are 16 and over. It could be offered to those in employment, higher education or for those wanting to enhance their Continuous Professional Development (CPD).

Entry guidance and criteria

There are no formal entry requirements to study ABE Level 3 Travel, Tourism and Hospitality qualifications; however, there must be a reasonable expectation of success on the programme by assessing a learner's previous qualifications and/or related work experience.

It is a centre's responsibility to use professional and academic judgement when assisting learners in making the decision at which level they should enter ABE programmes.

In order to study successfully for an ABE qualification, you should have an appropriate level of English language skills (reading, writing, speaking and listening). For the ABE Level 3 qualifications, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English First- Cambridge English Advanced (points score 196 or above)
- Pearson Test of English Academic (PTE Academic) - 56
- Common European Framework of Reference (CEFR) - B2

Centres can use other English language tests as a measure of a learner's English language skills; but the centre must be satisfied that the score is equivalent to those recommended above.

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions

If a learner holds other qualifications from either another professional body or university which is similar in content and level the learner is registering for, they may qualify for RPL, APL or an exemption from some ABE units.

If learners would like to find out if they qualify for any exemptions before registering for an ABE qualification, please send a letter or an email to admissions@abeuk.com to request a copy of the ABE Exemptions Policy and application form.

A registered learner can find further information on the [ABE Portal](#).

Qualification Structure

ABE Qualification Reference	Unit Title	Level	Credits	GLH
L3ATT	ABE Level 3 Award in Travel & Tourism	3	10	40
L3AH	ABE Level 3 Award in Hospitality	3	10	40
L3CTH	ABE Level 3 Certificate in Tourism & Hospitality	3	30	120
L3FDTH	ABE Level 3 Foundation Diploma in Tourism & Hospitality	3	40	160
L3CTHB	ABE Level 3 Certificate in Tourism, Hospitality & Business	3	30	130
L3DTHB	ABE Level 3 Diploma in Tourism, Hospitality & Business	3	60	260
L3CTHL	ABE Level 3 Certificate in Tourism, Hospitality & Leadership	3	30	130
L3DTHL	ABE Level 3 Diploma in Tourism, Hospitality & Leadership	3	60	260
L3THBL	ABE Level 3 Diploma in Tourism, Hospitality, Business & Leadership	3	120	560

See individual qualification sections for any unit Rules of Combination (RoC). Learners must complete all the required units to achieve each qualification, and learners must achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment
3UBO	Business Organisations	3	10	50	OBE
3UBMC	Business Management and Control	3	10	50	Assignment
3UBFR	Business Finance and Financial Reporting	3	10	50	Assignment
3UOMB	Operations Management and Information Technology (IT) in Business	3	10	50	Assignment
3UPL	Principles of Leadership	3	10	50	Assignment
3UDLC	Developing Leadership Capability	3	10	50	Assignment
3UBSR	Building Stakeholder Relationships	3	10	50	Assignment
3ULSO	Leading and Supporting Others to Deliver Results	3	10	50	Assignment

The objectives of the ABE Level 3 Travel, Tourism and Hospitality suite:-

- The Level 3 qualifications in Travel, Tourism and Hospitality provide learners with a comprehensive introduction to the tourism and hospitality sectors.
- The qualifications are designed to develop a foundational understanding of how these industries operate and interconnect within local and global contexts.
- Learners will study key areas including the structure and significance of the travel and tourism industry, the principles and practices of hospitality operations, current and emerging issues affecting both sectors, and the development of effective customer relationship skills.
- The qualifications aim to prepare learners for entry-level employment or further study within tourism, travel, and hospitality. It also supports the development of transferable skills such as communication, teamwork, and problem-solving, which are essential for success in customer-focused service environments.

Resources for the qualification

For each unit ABE will provide the following learning materials:

- Tutor Guides for centres. (This gives tutor-focused recommendations on how best to teach this syllabus.)
- Study Guides for learners.
- A list of Frequently Asked Questions where applicable.

Assessment

ABE's assessments are specifically designed to fit the purpose and objectives of the qualification. These qualifications are assessed by Assignments and Open Book Exams (OBEs), externally set and marked by ABE. You can find out how each unit is assessed by checking the Unit Specification in this document, or the qualification tables above.

Assignments and OBEs

Assignments are long-form essays that require research into a theme based on the unit content. ABE sets Assignments in the form of an Assignment Brief. Sometimes a scenario and/or templates are provided as well. An organisation context is required. Learners can find the required word count for each Assignment on the front of the Assignment Brief.

Open Book Exams (OBEs) are short form essays. ABE sets OBEs in the form of a Question Paper. An organisation context is required. Learners can find the required word count for each OBE in each Question Paper.

Learners submit Assignments and OBEs to ABE by following the main session timetables for these qualifications. Assessments can be booked in March, May and November. For more information please visit the assessment section of the ABE website; <https://www.abeuk.com/assessments>.

All assignments submitted are marked by ABE. Results are released according to the session Results Days published on the ABE website.

For more information on results release, please consult ABE Website. Centres can find out more information about submitting assessments to ABE in the Centre Delivery Guide.

Marking and moderation

ABE has a broad and varied external academic team with a breadth of experience across the qualification areas and levels. Our external assessment team marks and is very familiar with the format of ABE assessments. ABE has a very robust marking and moderation process: assessments are marked and standardised by our external team, after which they go through two phases of moderation. The results are presented to the Assessment Board for ratification, prior to publishing.

Additional examination requirements

There are no additional examination requirements for this qualification.

Reasonable adjustments and special considerations

ABE has taken steps in the development of this qualification to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations policies are available from the ABE Portal.

Appeals and Enquiries About Results (EARs)

ABE has an appeals procedure that has been written in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available on the [ABE Portal](#). You can find further information relating to ABE assessment on the Exam Regulations section of the [ABE website](#).

Grading

To achieve an ABE qualification, you must demonstrate sufficient depth of study and acquisition of knowledge and skills expected for the qualification. You will need to demonstrate your achievement through the assessments set by ABE. On completion of your ABE qualification, you will be awarded an overall qualification grade based on your performance across all your unit assessments.

The following qualification grades are available:	Units will be assessed using the following grading scale:	
Grade	Grade	Boundary
Distinction	Distinction	70 - 100
Merit	Merit	55 - 69
Pass	Pass	40 - 54
Fail	Fail	0 - 39

Calculation of the qualification grade

The overall qualification grade will be calculated based on learner performance at unit level. Each unit carries a maximum of 100 points. The calculation of the overall qualification grade is based on the learner's performance in all units. All units in multi-unit qualifications must be attempted and contribute to your final grade. A minimum of Pass is required for all units to complete the qualification.

ABE Level 3 Travel, Tourism and Hospitality qualifications

Grade	Boundary points threshold
Distinction	140 – 200
Merit	110 – 139
Pass	80 – 109
Fail	0 – 79

Grade descriptors

The table below details the grade descriptors that will be used to make judgements on grade boundaries. These descriptors will also help you to understand what we expect to see in order to achieve each grade.

Level 3

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Knowledge and understanding of the subject matter			
Lack of, limited or incomplete knowledge and understanding of the subject matter and of appropriate theory and concepts; lack of ability to apply concepts to a relevant context.	Adequate knowledge and understanding of most key areas of the subject matter and of appropriate theory, but with some minor gaps; sometimes able to apply to a relevant context.	Good knowledge and understanding of the subject matter and of appropriate theory; understands how to apply them to a relevant context.	Comprehensive knowledge and understanding of the subject matter and of appropriate theory; consistently able to apply to a relevant context.
Information gathering, use of sources and data			
Lack of, limited or only partially completed evidence of information gathering; limited use of data and of relevant sources.	Adequate evidence of information gathering, use of sources and data; some use of data and of relevant sources.	Clear evidence of a range of information gathering, use of sources and data, used to support answers; good use of data and of relevant sources.	High level of evidence of information gathering, use of sources and data, all of which is relevant and used consistently to support answers.
Application, analysis and interpretation			
Lack of or limited interpretation and application of theory and concepts; weak or missing analysis, justifications and recommendations where relevant.	Adequate interpretation and application of theory and concepts; adequate analysis, justifications and recommendations where relevant.	Good interpretation and application of theory and concepts; generally supported analysis, justifications and recommendations where relevant.	Outstanding interpretation and application of theory and concepts; analysis justifications and recommendations are thorough and consistently supported where relevant.
Professional communication			
Poor or inappropriate standard of presentation, structure and editing; several presentation errors, lacking in relevant examples; poorly referenced.	Adequate and logical presentation, structure and editing; minor errors, generally using relevant examples where appropriate; referencing is generally adequate but inconsistent.	Good standard of presentation, structure and editing; limited number of errors, using relevant examples where appropriate; work is accurately referenced throughout.	Excellent standard of presentation, structure and editing; well-structured and no errors, using highly relevant and topical examples where appropriate; high quality referencing throughout.

Results and certification

The results release date for each session is published on your Portal dashboard and on the Assessment page of the website.

Certificates are usually dispatched two weeks after results have been published. A secondary certificate run is made once all actions after results, such as Enquiries About Results (EARs) or appeals or late marking, have been completed. Transit times vary according to which country you are in.

ABE Level 3 Award in Travel and Tourism

Ofqual reference

610/6656/4

ABE reference

L3ATT

Credit value

10

Operational start date

10th November 2025

Guided Learning Hours (GLH)

40

Total Qualification Time (TQT)

100

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Award in Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the tourism industry within a global context.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment

Learners must complete the required unit to achieve this qualification and achieve a minimum of a Pass for the unit.

ABE Level 3 Award in Hospitality

Ofqual reference

610/6657/6

ABE reference

L3AH

Credit value

10

Operational start date

10th November 2025

Guided Learning Hours (GLH)

40

Total Qualification Time (TQT)

100

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Award in Hospitality are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTHI	The Hospitality Industry	3	10	40	Assignment

Learners must complete the required unit to achieve this qualification and achieve a minimum of a Pass for the unit.

ABE Level 3 Certificate in Tourism and Hospitality

Ofqual reference

610/6658/8

ABE reference

L3CTH

Credit value

30

Operational start date

10th November 2025

Guided Learning Hours (GLH)

120

Total Qualification Time (TQT)

300

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Certificate in Hospitality, Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE

Learners must complete three of the required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Foundation Diploma in Tourism and Hospitality

Ofqual reference

610/6659/X

ABE reference

L3FDTH

Credit value

40

Operational start date

10th November 2025

Guided Learning Hours (GLH)

160

Total Qualification Time (TQT)

400

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Foundation Diploma in Hospitality, Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.
- Equip learners with the skills to build and manage effective customer relationships, contributing to service quality and business success.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

Learners must complete four of the required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Certificate in Tourism, Hospitality and Business

Ofqual reference

610/6674/6

ABE reference

L3CTHB

Credit value

30

Operational start date

17th November 2025

Guided Learning Hours (GLH)

130

Total Qualification Time (TQT)

300

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualification aims to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.
- Develop learners' understanding of the structure, characteristics, and importance of the tourism industry within a global context.
- Develop learners' understanding of the structure, characteristics, and importance of the hospitality industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.

Business Management aims are as follows:

- To equip learners with fundamental business skills, knowledge and the understanding necessary to progress.
- To equip learners with knowledge and understanding of business organisations.
- To equip learners with knowledge and skills in relation to finance skills.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to operational management and IT in business.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment

Learners must complete two of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UBO	Business Organisations	3	10	50	OBE
3UBMC	Business Management and Control	3	10	50	Assignment
3UBFR	Business Finance and Financial Reporting	3	10	50	Assignment
3UOMB	Operations Management and Information Technology (IT) in Business	3	10	50	Assignment

Learners must complete one of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Diploma in Tourism, Hospitality and Business

Ofqual reference

610/6675/8

ABE reference

L3DTHB

Credit value

60

Operational start date

17th November 2025

Guided Learning Hours (GLH)

260

Total Qualification Time (TQT)

600

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.
- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.
- Equip learners with the skills to build and manage effective customer relationships, contributing to service quality and business success.

Business Management aims are as follows:

- To equip learners with fundamental business skills, knowledge and the understanding necessary to progress.
- To equip learners with knowledge and understanding of business organisations.
- To equip learners with knowledge and skills in relation to finance skills.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to operational management and IT in business.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

Learners must complete four of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UBO	Business Organisations	3	10	50	OBE
3UBMC	Business Management and Control	3	10	50	Assignment
3UBFR	Business Finance and Financial Reporting	3	10	50	Assignment
3UOMB	Operations Management and Information Technology (IT) in Business	3	10	50	Assignment

Learners must complete two of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Certificate in Tourism, Hospitality and Leadership

Ofqual reference

610/6676/X

ABE reference

L3CTHB

Credit value

30

Operational start date

17th November 2025

Guided Learning Hours (GLH)

130

Total Qualification Time (TQT)

300

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.
- Develop learners' understanding of the structure, characteristics, and importance of the tourism industry within a global context.
- Develop learners' understanding of the structure, characteristics, and importance of the hospitality industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.

Leadership aims are as follows:-

- To equip learners with knowledge and understanding of the nature of leadership and different leadership styles.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to how to lead and work effectively in a team.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment

Learners must complete two of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UPL	Principles of Leadership	3	10	50	Assignment
3UDLC	Developing Leadership Capability	3	10	50	Assignment
3UBSR	Building Stakeholder Relationships	3	10	50	Assignment
3ULSO	Leading and Supporting Others to Deliver Results	3	10	50	Assignment

Learners must complete one of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Diploma in Tourism, Hospitality and Leadership

Ofqual reference

610/6677/1

ABE reference

L3DTHB

Credit value

60

Operational start date

17th November 2025

Guided Learning Hours (GLH)

260

Total Qualification Time (TQT)

600

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.
- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.
- Equip learners with the skills to build and manage effective customer relationships, contributing to service quality and business success.

Leadership aims are as follows:-

- To equip learners with knowledge and understanding of the nature of leadership and different leadership styles.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to how to lead and work effectively in a team.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

Learners must complete four of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UPL	Principles of Leadership	3	10	50	Assignment
3UDLC	Developing Leadership Capability	3	10	50	Assignment
3UBSR	Building Stakeholder Relationships	3	10	50	Assignment
3ULSO	Leading and Supporting Others to Deliver Results	3	10	50	Assignment

Learners must complete two of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Diploma in Tourism, Hospitality, Business and Leadership

Ofqual reference

610/6678/3

ABE reference

L3THBL

Credit value

120

Operational start date

17th November 2025

Guided Learning Hours (GLH)

560

Total Qualification Time (TQT)

1200

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.
- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.
- Equip learners with the skills to build and manage effective customer relationships, contributing to service quality and business success.

Business Management aims are as follows:

- To equip learners with fundamental business skills, knowledge and the understanding necessary to progress.
- To equip learners with knowledge and understanding of business organisations.
- To equip learners with knowledge and skills in relation to finance skills.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to operational management and IT in business.

Leadership aims are as follows:-

- To equip learners with knowledge and understanding of the nature of leadership and different leadership styles.
- To equip learners with knowledge of the skills needed to be an effective leader.
- To equip learners with knowledge and skills in relation to how to lead and work effectively in a team.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

Learners must complete four of these required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UBO	Business Organisations	3	10	50	OBE
3UBMC	Business Management and Control	3	10	50	Assignment
3UBFR	Business Finance and Financial Reporting	3	10	50	Assignment
3UOMB	Operations Management and Information Technology (IT) in Business	3	10	50	Assignment
3UPL	Principles of Leadership	3	10	50	Assignment
3UDLC	Developing Leadership Capability	3	10	50	Assignment
3UBSR	Building Stakeholder Relationships	3	10	50	Assignment
3ULSO	Leading and Supporting Others to Deliver Results	3	10	50	Assignment

Learners must complete eight of the required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Number: 3UTTI

Unit Title	The Travel and Tourism Industry
Ofqual Unit Ref	M/651/8338
Unit Purpose & Aim(s)	The aim of this unit is to provide learners with a comprehensive understanding of the concepts, structure, and significance of the travel and tourism industry. It explores the fundamental aspects of travel, tourism, and tourists, and examines the roles and interrelationships of key stakeholders that contribute to the functioning of the industry. Learners will explore the economic, socio-cultural, and environmental impacts of the travel and tourism sector on destinations at local, national, and global levels.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the meaning of 'tourism' and the stakeholders that comprise the travel and tourism industry	1.1 Explain the concepts of travel, tourism, and tourists 1.2 Describe the stakeholders in the travel and tourism industry	<ul style="list-style-type: none"> • Travel – movement of people from one place to another (domestic or international) • Tourism – definition: temporary movement of people to destinations outside their usual environment for leisure, business, or other purposes; key elements: travel, stay, activities, and experiences; types of tourism: inbound, outbound, international, domestic; characteristics: temporary, discretionary time, disposable income, non-remunerated (not for earning income at the destination); link to the visitor economy (hospitality, transport, attractions) • Tourists – definitions (UN Tourism and other standard definitions); distinction between tourists (staying at least 24 hours/overnight) and same-day visitors/excursionists; classification of tourists by purpose: leisure, business, cultural, adventure, health/wellness, and other purposes; tourist behaviour and expectations; travellers vs tourists • Private sector organisations – for profit: hotels, guesthouse, airlines, car hire companies, cruise liners, holiday resorts • Public sector organisations – government departments of tourism, destination marketing organisations (DMOs), local councils, and national tourism organisations/boards promoting tourism (e.g.* VisitBritain, South Africa Tourism), national parks, museums

		<ul style="list-style-type: none"> • Voluntary sector (the ‘third sector’)/non-profit organisations – heritage trusts, cultural bodies, and conservation groups working with attractions, accommodation, and transport providers • Other key stakeholders – employees & trade unions – workforce representing the industry; inter-governmental organisations and industry associations – IATA, WTTC, UN Tourism, UK Hospitality; IATA; OECD; PATA, ETC; RETOSA, and the Caribbean Tourism etc.* Organisation; tourists themselves – as consumers driving demand and shaping industry trends; the host community and the destination environment
--	--	---

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand the structure of the travel and tourism industry	2.1 Identify the key components and organisations within the travel and tourism industry their roles within the overall structure 2.2 Explain how the different components of the travel and tourism industry interrelate to provide products and services to customers	<ul style="list-style-type: none"> • Accommodation sector – providers/suppliers: hotels, backpacker hostels, guesthouses/B&Bs, farmhouses, homestays, campgrounds, holiday parks, Airbnb’s • Transportation sector – air, rail, road, sea; scheduled vs charter services; role in enabling access and connectivity • Travel organisers – role as intermediaries between customers and suppliers (tour operators – package holidays, tailor-made travel, specialist operators; role in product development and bundling services; travel agents – retail and online travel agencies (OTAs)) • Visitor attractions – natural, human-made, cultural and social • Commercial and industrial – souvenir shops, manufacturers of goods and services for the travel industry • Support services – tourist guides, travel insurance, travel trade press • Interrelated sectors: tourism, hospitality, and events • Interdependence – failure or disruption in one component (e.g.* airline strikes, hotel overbookings) impacts other providers and overall customer experience • Partnerships and collaborations – e.g.* airlines and hotels offering loyalty schemes; attractions partnering with transport providers for discount packages • Customer perspective – seamless journey expected from booking to returning home, requiring coordination across all sectors

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Explore the significance of the travel and tourism industry	3.1 Explain the importance of the travel and tourism industry in terms of its economic, socio-cultural, and environmental impacts at different tourist destinations 3.2 Describe the contribution of the travel and tourism industry to employment, income generation, and community development	<ul style="list-style-type: none"> • Importance of tourism to tourist destinations (economic, cultural exchange) • Positive and negative economic, socio-cultural, and environmental impacts of tourism • Economic impacts – contribution to GDP (local, national, global); employment creation (direct and indirect jobs); foreign exchange earnings and balance of payments, growth of small and medium-sized enterprises (SMEs); infrastructure investment (transport, accommodation, attractions); multiplier effect – benefits spreading to other sectors (retail, agriculture, construction); seasonality and dependency on tourism revenue • Socio-cultural impacts – preservation of heritage, traditions, and cultural identity; promotion of intercultural understanding and global awareness; support for local arts, crafts, festivals, and traditions; increased community pride and social cohesion; risks of cultural commodification, loss of authenticity, or cultural clashes • Environmental impacts – conservation of natural areas and biodiversity through ecotourism; environmental awareness and sustainable tourism initiatives; protection of landscapes, national parks, and wildlife; pressures on resources (water, energy, land use); pollution (air, noise, litter, waste management issues); erosion; overcrowding and over-tourism impact on fragile ecosystems; climate change linkages – tourism as both contributor (e.g.* air travel emissions) and victim (e.g.* rising sea levels, extreme weather) • Direct employment: jobs in hotels, airlines, travel agencies, restaurants, tour operators, and attractions; Indirect employment; supply chain roles (food production, transport, construction, crafts, etc*); Seasonal and permanent jobs in tourism destinations • Income generation – Foreign exchange earnings from inbound tourism; revenue through taxes, fees, and service charges; increased household income from tourism-related jobs; Multiplier effect: spending by tourists supporting local businesses and suppliers

		<ul style="list-style-type: none"> • Community Development – Infrastructure improvements (roads, airports, public transport, utilities) benefiting residents; support for local entrepreneurship (guesthouses, cultural tours, handicraft sales); enhancement of cultural heritage preservation and pride in local traditions; promotion of sustainable tourism initiatives that improve quality of life; investment in social facilities (healthcare, schools) funded partly by tourism revenue
--	--	---

***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.**

Assessor Guidance	
1	Assignment
2	Assignment
3	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

ABE Unit Number: 3UTHI

Unit Title	The Hospitality Industry
Ofqual Unit Ref	R/651/8339
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of the vibrant and dynamic world of hospitality. Learners will explore its importance as a global industry and gain an understanding of the key food, beverage and accommodation operational functions that drive the success of hospitality organisations.</p> <p>The aim is to introduce learners to the scale, scope and diversity of the hospitality sector and the key functions within the core operational areas.</p> <p>On completion of this unit, learners will understand the scale, scope and purpose of the hospitality industry and its vital contribution to the economy and society. They will recognise the operational factors involved in providing accommodation services to guests. Learners will develop an understanding of a range of food and beverage production and service systems, and the factors that determine choice of food and beverage products and services for different customer groups.</p>
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the structure, scale and scope of the hospitality industry	1.1 Define the hospitality industry and identify its core components 1.2 Identify scale and scope of the hospitality industry at a local, national and global level	<ul style="list-style-type: none"> • Definition: a vibrant and dynamic global industry providing accommodation, food and beverage, travel leisure and event experiences to guests; service-focused, people centred, experience driven; diversity of businesses and roles • Core components: Accommodation (e.g.* hotels, motels, guest houses, hostels, resorts, alternative accommodation); food and beverage (e.g.* restaurants, cafes, bars, contract catering companies, fast food outlets); entertainment and leisure (e.g.* theme parks, casinos, sports venues, event management); meetings and events (e.g.* conference centres, wedding venues, exhibition halls); hospitality services (e.g.* retail, education, government and local authority provision); membership clubs (e.g.* professional or employment association clubs, sporting clubs) private and public sector organisations, interconnected nature of these components within the wider visitor economy

		<ul style="list-style-type: none"> • Operational areas: Accommodation departments (front office, housekeeping, maintenance), food and beverage (food production, food service), support services (marketing and sales, human resources, finance) • Scale and scope: Number of businesses; number employed; local, national and global scale; direct and indirect economic importance (e.g.* GDP contribution, employment creation, stimulating infrastructure development, economic impact on related industries); seasonal nature; geographic reach; variety of business models (e.g.* luxury, mid-scale, budget, lifestyle brands); business scale diversity (e.g.* independent operators, multinational chains, national chains, franchising); customer reach (e.g.* business travellers, leisure guests, group bookings, international vs domestic markets)
--	--	---

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand how accommodation services are organised and delivered	2.1 Examine the operational functions and activities involved in the provision of accommodation operations 2.2 Describe the key processes and procedures involved in delivering accommodation services to guests in a range of hospitality providers	<ul style="list-style-type: none"> • Range of outlets: Different types of accommodation provider (e.g.* hotels, motels, guest houses, hostels, resorts, alternative accommodation) • Front Office: <ul style="list-style-type: none"> ○ the guest cycle (e.g.* reservation, arrival, stay, departure) ○ welcoming guests: the first impression ○ customer service and complaint handling ○ reservations and room allocation ○ concierge services • Housekeeping: <ul style="list-style-type: none"> ○ room and public area cleaning and maintenance ○ laundry and linen management ○ inventory control for cleaning supplies ○ health, safety and security • Maintenance: <ul style="list-style-type: none"> ○ building planned maintenance and repairs ○ energy management ○ health, safety and security ○ equipment servicing and replacement • Liaison and communication between departments • Staff organisation: structure and roles

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand how food and beverage services are organised and delivered	3.1 Examine the operational functions and activities involved in the provision of food and beverage operations 3.2 Describe the key processes and procedures involved in delivering food and beverage to guests in a range of hospitality providers.	<ul style="list-style-type: none"> • Range of outlets: different types of food and beverage providers (e.g.* restaurants, cafés, pubs, bars, fast food/quick service outlets, fine dining, catering services, corporate hospitality) • Food Production: <ul style="list-style-type: none"> ○ production systems (e.g.* conventional, centralised, cook chill, cook freeze, sous vide) ○ the production cycle ○ menu planning and recipe development ○ food safety and hygiene compliance ○ inventory management and cost control ○ considerations for choosing method of food production and menu design (e.g.* customer preferences, cost and availability of ingredients, kitchen capacity, staff skill, market trends regulatory requirements) • Food Service: <ul style="list-style-type: none"> ○ food and beverage service methods (e.g.* table service, counter service, carvery, buffet, cafeteria, silver service, Gueridon, home delivery) ○ customer occasion ○ the service sequence ○ the meal experience ○ health, safety and hygiene ○ considerations for choosing method of food service (e.g.* type of restaurant, location, space, customer type, customer numbers, customer turnover, time available, type of menu, meal occasion, regulatory requirements) • Liaison and communication between departments • Staff organisation (e.g.* staff structure and roles)

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	07.4 Hospitality and Catering

ABE Unit Number: 3UCIT

Unit Title	Contemporary Issues and Trends in Tourism and Hospitality
Ofqual Unit Ref	A/651/8340
Unit Purpose & Aim(s)	The aim of this unit is to introduce learners to international tourism statistics and data, comparing travel patterns and tourism flows using international and regional data and sources. The unit focuses on the current issues and trends impacting the global tourism and hospitality industry and provides learners with knowledge of the challenges faced by the industry and how these issues influence the popularity of different tourist destinations.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand travel patterns and tourism data in the global tourism industry	1.1 Identify the sources of tourism data 1.2 Explain the current patterns and travel flows in international and regional tourism	<ul style="list-style-type: none"> • Travel patterns: <ul style="list-style-type: none"> ○ global and regional flows ○ international tourism flows between countries, in particular the likes of China which is forecast to have a growing outbound tourism market ○ top 10 tourist-receiving destinations (arrivals) ○ top 10 tourist-generating destinations ○ top 10 earners (destinations in terms of US\$ receipts) ○ top 10 spenders (destinations in terms of US\$ expenditure) ○ shifting travel patterns (from southern Europe to North Africa, the Middle East) ○ Inter-governmental organisations UN Tourism, WTTC, and regional (e.g.* PATA, ETC, ATA, RETOSA) tourism data, Eurostat • Data sources <ul style="list-style-type: none"> ○ Websites/tourism data: Inter-governmental UN-Tourism (https://www.untourism.int/), WTTC (wttc.org/), OECD, regional (e.g.* PATA, ETC, RETOSA), and trade organisations (e.g.* IATA) ○ Statista (statista.com/statisticsworld/) ○ Wikipedia (Wikipedia.org/) ○ Online newspaper articles, blogs, and e-newsletters

		<ul style="list-style-type: none"> ○ National Tourist Boards & government agencies (e.g.* Tourism Australia, VisitBritain)
<p>2. Understand the key issues impacting the international tourism and hospitality industry</p>	<p>2.1 Identify the main issues currently affecting the global tourism and hospitality industry</p> <p>2.2 Explain how these issues influence the popularity of different tourist destinations</p>	<ul style="list-style-type: none"> ● Key issues: <ul style="list-style-type: none"> ○ wars (Middle East, Russia/Ukraine), civil unrest, terrorism and political instability and impacts of these factors on travel demand ○ barriers to travel, e.g.* entry restrictions, visas, passports, fees, delays ○ fluctuation of monetary exchange rates ○ fluctuating price of oil/fuel ○ changing climate and extreme weather events ○ cyclones, hurricanes, typhoons, and monsoons ○ overtourism ○ the sharing economy (e.g.* Airbnb, Uber, Lyft, Bolt) ○ technology and cyber security ○ labour shortages ○ ethical considerations and exploitation ○ global carbon emissions and/or environmental damage caused by travel

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand the key trends influencing the tourism and hospitality industries	3.1 Identify the key trends in the tourism and hospitality industry 3.2 Explain how these trends influence the popularity of different tourist destinations	<ul style="list-style-type: none"> • Trends: <ul style="list-style-type: none"> ○ growing tourism markets: halal tourism, wellness tourism/health-oriented tourism, senior tourism ('silver' tourism) market, dark tourism, nature-based tourism, gastronomy/culinary tourism, cycling tourism, luxury tourism, community-based tourism, family holidays, adventure tourism, women's solo travel ○ recovery tourism (post-pandemic or a disaster, war) ○ sustainable tourism businesses ○ digitalisation and changes in tourist behaviour (mobile technology, the influence of social media and social influencers (such as TikTok, YouTube), online booking and travel planning, review sites such as TripAdvisor, Google Reviews) ○ changing channels of distribution (e.g.* home delivery, Booking.com, restaurant booking platforms such as The Fork); sales and marketing media ○ digitalisation and changes in tourist behaviour ○ eco-friendly and environmentally conscious travellers ○ rapid evolution of social media platforms driving purchasing trends among young users, e.g.* TikTok ○ "shoppertainment" ○ the rise in staycationing, workationing/bleisure) ○ Generative AI in travel planning ○ emerging trends in tourist travel mode choice behaviours (e.g.* slow travel, aviation avoidance, train bragging, micromobility)

***Please note that other examples or references are also acceptable and may be more relevant to the learner's context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1	Open Book Exam (OBE)
2	Open Book Exam (OBE)
3	Open Book Exam (OBE)

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

ABE Unit Number: 3UBCR

Unit Title	Building Customer Relationships in Hospitality and Tourism
Ofqual Unit Ref	D/651/8341
Unit Purpose & Aim(s)	<p>This unit is designed to develop an understanding of how customer relationships contribute to business success and customer satisfaction. Learners will explore how to build and maintain positive relationships, and they will discover why effective customer relationships are essential to customer loyalty, reputation and business success.</p> <p>The unit aims to develop learners' understanding of their role in building and maintaining successful customer relationships and to develop the learners' practical skills in communication, problem-solving and conflict resolution.</p> <p>On completion of the unit, learners will understand the importance of effective customer relationships in hospitality and tourism and to recognise the needs and expectations of different internal and external stakeholders. Learners will also develop the interpersonal and practical skills required to build and maintain positive customers relationships.</p>
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the importance of building and maintaining positive relationships with internal and external customers in hospitality and tourism	1.1 Explain why effective customer relationships are essential to organisational success in hospitality and tourism 1.2 Identify the diverse needs and expectations of customers in hospitality and tourism	<ul style="list-style-type: none"> • Customers: internal (e.g.* team members, managers, owners, investors etc.*), external (e.g.* customers, product/service suppliers, regulatory bodies, the local community, travel intermediaries etc.*) • Importance of effective customer relationships with internal customers: <ul style="list-style-type: none"> ○ Direct customers and guests: revenue generation and financial performance, repeat business, positive reviews, word-of-mouth referrals, and brand loyalty, competitive advantage, innovation and continuous improvement ○ Suppliers: reliable supply chains, favourable terms, quality and timely delivery of goods and services ○ Regulatory bodies: compliance with laws, maintaining licences, avoiding penalties, enhancing reputation ○ Local community ○ Travel Intermediaries

		<ul style="list-style-type: none"> • Importance of effective customer relationships with internal customers: improved communication, teamwork, and staff morale, staff are motivated to deliver excellent service to external customers, consistency of standards, compliance with company values and policies, and faster problem-solving • Diverse needs and expectations: customer segmentation and demographics, cultural & religious needs, accessibility and special needs, purpose of visit/stay, service expectations, factors influencing service expectations (e.g.* previous experience, marketing communication, digital influence, pricing psychology etc.*), technological & digital expectations, emotional /experiential expectations, personal circumstances
--	--	---

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand how hospitality and tourism businesses aim to meet the needs and expectations of different customer groups	2.1 Identify the typical challenges that may arise when engaging with customers in hospitality and tourism 2.2 Explain how hospitality and tourism businesses adapt their products, services and operations to meet the needs and expectations of customers	<ul style="list-style-type: none"> • Challenges: communication barriers (e.g.* language differences, jargon, unclear instructions etc.*), cultural difference, service delivery complications (e.g.* staff shortages, overbooking situations, seasonal capacities, equipment failures, supply chain disruptions, expectation issues etc.*), customer complaints & difficult behaviour, high demand peak times, external factors <ul style="list-style-type: none"> ○ Adapting products, services, and operations to meet customer needs in hospitality and tourism ○ Gathering feedback from customers/guests, staff, suppliers ○ Monitoring trends and changes in customer behaviour and spend ○ Tailoring customer service for different market segments (e.g.* business vs. leisure, solo vs. group etc.*) ○ Adjusting staffing levels and training to meet peak demand or cultural sensitivity ○ Use of technology – online check-in/out, mobile apps, self-service kiosks, real-time updates ○ Personalising customer experiences and providing responsive customer service. ○ Providing fair pay, clear roles and responsibilities, training and career development to staff

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Demonstrate the skills needed to build and maintain effective customer relationships in different hospitality and tourism situations	3.1 Demonstrate appropriate communication and interpersonal skills in interactions with different customer groups 3.2 Apply problem-solving and conflict-resolution techniques to maintain positive customer relationships	<ul style="list-style-type: none"> • Communication skills: diversity of communication within an organisation, selecting communication models appropriate to intent and content, non-verbal and verbal communication, developing skills for effective listening, questioning technique, written communication, briefing and presentation skills, using information technology to gather data, adapting communication for different audiences, selling skills • Interpersonal skills: building rapport and trust, empathy and sensitivity to customer needs, professionalism, courtesy, and respect, cultural awareness and inclusivity in communication, teamwork • Apply problem-solving and conflict-resolution techniques: identifying customer issues, problem-solving techniques (e.g.* analysing options and selecting solutions, using initiative and creativity within organisational policies and guidelines, follow-up etc.*), clear communication of solutions and next steps to customers, conflict-resolution skills (e.g.* staying calm and professional under pressure, negotiation and compromise, de-escalating tense situations, seeking support etc.*), maintaining records and feedback to inform future practice • Practical application: role-plays, simulations, or real customer interactions within hospitality and tourism

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

ABE Unit Number: 3UBO

Unit Title	Business Organisations
Ofqual Unit Ref	F/651/5138
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of different types of business organisations, sectors and legal structures for businesses.</p> <p>The aim is to introduce the function of business organisations in different contexts and how business organisations meet the needs of their various stakeholders. It also introduces the key concepts of Environmental, Social and Governance (ESG) standards and ethics in business organisations.</p> <p>On completion of this unit, you will understand the legal and regulatory requirements faced by different types of business organisations, and the environmental, social and governance factors that can impact different types of business organisations. You will also be able to discuss the main internal and external factors applicable to business organisations and the impact these might have. You will also understand different tools that you can use to assess the internal and external environments of business organisations.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the different types of business organisations	1.1 Explain the different types of business organisations and their key aims and objectives	<ul style="list-style-type: none"> • Characteristics of different types of organisations: <ul style="list-style-type: none"> ○ Public sector organisations ○ Private sector organisations ○ Third sector organisations (also known as not for profit organisations) • Key aims and objectives of different types of business organisations (public sector, private sector, third sector)
	1.2 Describe the main sectors within which organisations operate, and their functions	<ul style="list-style-type: none"> • Primary sector • Secondary sector • Tertiary sector • Quaternary sector • Industry classifications

	<p>1.3 Explain the legal structures of different types of businesses</p>	<ul style="list-style-type: none"> • Sole traders • Partnerships • Limited liability companies • Public limited company • International and global corporations • Unincorporated associations and trusts
	<p>1.4 Explain how different types of business organisations meet the needs of stakeholders</p>	<ul style="list-style-type: none"> • Triple constraints framework (time, cost and performance)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand legal, regulatory, ethical and social factors in relation to business organisations	2.1 Describe and understand the impact of the legal and regulatory requirements that can be encountered by different types of business organisations	<ul style="list-style-type: none"> • National and international legal and regulatory requirements of relevance to different types of business organisations • The impact of legal and regulatory requirements • Potential challenges related to legal and regulatory requirements
	2.2 Explain the environmental, social and governance (ESG) and ethical factors, and their impact on different types of business organisations	<ul style="list-style-type: none"> • Environmental, social and governance (ESG) factors • Ethics defined • Ethical considerations for business organisations • The impact of ESG and ethics on the decision-making and activities of different business organisations, e.g. carbon emissions, waste, recycling, pollution, treatment of workers
	2.3 Explain the risks to business organisations of failing to meet legal, regulatory, ethical and social requirements	<ul style="list-style-type: none"> • The risks of failing to meet legal, regulatory, ethical and social requirements • Likely impacts on organisational performance, stakeholder perspectives, competitiveness, reputation, costs, profitability

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand the factors that can affect business organisations	3.1 Explain and understand the impact of the internal and external factors that can affect business organisations	<ul style="list-style-type: none"> • Internal factors: <ul style="list-style-type: none"> ○ Effective selection and recruitment, knowledge retention and management, employer/employee dynamics ○ Organisation culture and power ○ Budgets and access to funding ○ Strategy, ambition of the business leaders, objectives, vision and mission • External factors – <ul style="list-style-type: none"> ○ PESTEL factors (Political, Economic, Social, Technological, Environmental and Legal) ○ Suppliers ○ Customers • Competitors
	3.2 Discuss the ethical responsibilities that can be faced by business organisations	<ul style="list-style-type: none"> • The ethical dilemmas and responsibilities faced by business organisations • The importance of having an ethical and value-based approach to governance and how to put this into practice
	3.3 Explain how situational analysis can be undertaken using recognised tools to assess an organisation's business environment	<ul style="list-style-type: none"> • PESTEL analysis • SWOT analysis • 5Cs analysis (Company, Customer, Collaborators, Competitors and Climate) • Porter's Five Forces analysis

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Open Book Exam (OBE)
2.	Open Book Exam (OBE)
3.	Open Book Exam (OBE)

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UBMC

Unit Title	Business Management and Control
Ofqual Unit Ref	H/651/5139
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of a variety of business management and control concepts, that are applicable to organisations of all types, structures and sizes. It is also designed to provide you with tools to help undertake effective business management and control activities.</p> <p>The aim is to outline why it is important for business organisations to implement effective controls and measure business performance, and how these can be achieved. The unit also provides an outline of important financial aspects of running a business, in particular understanding profit and a number of different pricing methods. It considers a range of factors that influence pricing decisions. This unit also explores the different functions and structures of businesses, including the benefits and challenges of cross-functional working.</p> <p>On completion of this unit, you will understand the different tools and techniques used in performance management and measurement including service level agreement (SLAs), Key Performance Indicators (KPIs) and the balanced scorecard.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the importance of control within a business and how to measure performance	1.1 Explain why an organisation needs effective control and how it is achieved	<ul style="list-style-type: none"> • The importance of operational control • Operational control methods and techniques • Systems and technology used to support, e.g. Enterprise Resource Planning (ERP), Management Information Systems, Control Loops • Risks associated with poor controls • Challenges of implementing and maintaining effective control
	1.2 Describe how business and functional objectives are determined in business organisations	<ul style="list-style-type: none"> • Development of SMART objectives • How objectives are set within a business • The objectives hierarchy • The role of objectives within the planning process
	1.3 Explain the use of performance measures within an organisation	<ul style="list-style-type: none"> • The importance of performance measures in achieving business and functional objectives • The role and importance of service level agreements (SLAs)

		<ul style="list-style-type: none"> • The role and importance of KPIs (Key Performance Indicators) • Challenges that can be encountered with performance measures
	<p>1.4 Discuss the use of balanced scorecards in performance management</p>	<ul style="list-style-type: none"> • Balanced scorecard definition • The importance of balanced scorecards • Benefits of using a balanced scorecard approach • Challenges when using a balanced scorecard • Typical scorecard areas of focus

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand relevant financial aspects in relation to business management	2.1 Explain the importance and calculation of profit in a business	<ul style="list-style-type: none"> • Different types of costs • Cost management and containment • The difference between profit and cashflow • Different types of profits • Profit calculations
	2.2 Describe the importance of revenues for a business	<ul style="list-style-type: none"> • How different types of businesses generate revenues • The importance of growing revenue • The challenges that can arise when revenues are no longer growing
	2.3 Explain the importance of pricing products and services and how prices are determined	<ul style="list-style-type: none"> • Pricing objectives • The impact of pricing on sales • Aligning pricing to the organisation and its brand • The factors and considerations impacting pricing decisions
	2.4 Discuss different pricing methods	<ul style="list-style-type: none"> • Premium and economy pricing • Cost-based • Cost-plus and markup • Value-based • Competition-based • Dynamic pricing • Psychological pricing • Penetration pricing • Skimming pricing • Geographical pricing • Subscription pricing • Freemium and Tiered

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand the functions and structures of business organisations	3.1 Describe the key functions of businesses, what they do and how they contribute to business success	<ul style="list-style-type: none"> • Core and support functions within organisations: <ul style="list-style-type: none"> ○ Operations – Manufacturing, Logistics, Procurement, Quality Control, Supply Chain Management ○ Sales ○ Marketing ○ Finance – Planning, Accounting and Treasury ○ HR – Recruitment, Compensation and Benefits ○ IT - Support , systems management, Cybersecurity ○ Customer Service ○ Others; Research and Development, Legal
	3.2 Explain the benefits for an organisation of cross-functional working	<ul style="list-style-type: none"> • Cross-functional working defined • The purposes of cross-functional working • The benefits of cross-functional working • The challenges of cross-functional working
	3.3 Explain common organisational structures and how they impact on business operations	<ul style="list-style-type: none"> • Divisional • Matrix • Functional • Blended

***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UBFR

Unit Title	Business Finance and Financial Reporting
Ofqual Unit Ref	M/651/5141
Unit Purpose & Aim(s)	<p>This unit is designed to provide an introduction to business finance and financial reporting. The aim is to introduce the different types of accounting used in businesses and their key differences. It also explores the needs of different stakeholders in respect of an organisation's financial reporting. Limitations in relation to external financial reporting and financial ratios are also explored.</p> <p>On completion of this unit, you will understand the various requirements for financial reporting and the role of management accounting in planning, controlling, and decision-making within an organisation. You will understand various types of costs and the content of different types of financial statements. You will also understand the main financial ratios and their uses.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the roles of management accounting, financial accounting and external financial reporting	1.1 Explain management accounting and financial accounting	<ul style="list-style-type: none"> • Management accounting <ul style="list-style-type: none"> ○ Management accounting is used by internal management to aid decision making ○ Management accounting looks at both past performance and creates business forecasts ○ Management accounts are highly detailed and technical to support internal control ○ Management accounting – identifying and interpreting financial information to enable management decisions • Financial accounting <ul style="list-style-type: none"> ○ Financial accounting looks at historical data ○ Reports are concise and generalised ○ Financial accounting reporting and analysing business transactions over a period of time • Challenges with management accounting • Challenges with financial accounting

	1.2 Discuss the considerations for and requirements of external financial reporting	<ul style="list-style-type: none"> • Purposes of external financial reporting • Financial rules set by different standards • Accounting principles
	1.3 Explain the needs of different stakeholders in terms of an organisation's external financial reporting	<ul style="list-style-type: none"> • Lenders • Investors • Customers • Employees • Suppliers • Government and regulators
	1.4 Describe the roles of different parties involved in the preparation of accounting related documentation	<ul style="list-style-type: none"> • Internal finance function • Internal audit • Business managers • External accountants and auditors

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand management accounting	2.1 Describe the role of management accounting in planning, controlling, and decision-making within an organisation	<ul style="list-style-type: none"> • Use within budget setting • Use of Cost centres • Use of cash flow forecasts • Interpreting business performance • Apply cost management techniques to improve operational efficiency and profitability •
	2.2 Explain budgets and the budgetary process in a business	<ul style="list-style-type: none"> • The importance of budgets and budgeting • The benefits of budgets and budgeting • The challenges of budgets and budgeting • Different types of budgets in business • Zero-based budgeting and incremental budgeting • Consensus-building in business using Management accounting data
	2.3 Explain various types of costs within a business	<p>Fixed – costs that do not change with level of production:</p> <ul style="list-style-type: none"> • Rent • Wages <p>Variable – costs that vary directly with the level of production or sales:</p> <ul style="list-style-type: none"> • Raw materials • Commission • Maintenance • Utility costs <p>Direct</p> <ul style="list-style-type: none"> • Direct materials • Direct wages <p>Indirect</p> <ul style="list-style-type: none"> • Indirect materials • Indirect wages • Overheads
	2.4 Discuss techniques for managing, reducing and controlling costs	<ul style="list-style-type: none"> • Variance analysis • Regular reporting • Target setting • Supplier management and negotiation • Discounts

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand financial accounting	3.1 Explain the purpose of the main financial statements used in a business	<ul style="list-style-type: none"> • Statement of financial position (also known as the balance sheet) • Income statement (also known as the profit and loss account) • Cashflow statement
	3.2 Describe the contents of each of the financial statements	<p>Balance sheet (statement of financial position)</p> <ul style="list-style-type: none"> • The concept of 'current' and 'non-current' • Assets • Liabilities • Share capital • Debt versus equity • Intangible assets • Retained earnings • Working capital <p>Profit and loss account (Income statement)</p> <ul style="list-style-type: none"> • Revenues • Cost of goods sold • Operating expenses (overheads) • Different types of profit • Finance costs • Depreciation • Taxation • Other items <p>Cash flow statement</p> <ul style="list-style-type: none"> • Operating activities • Investment activities • Financial activities
	3.3 Discuss the main financial ratios and their uses	<ul style="list-style-type: none"> • Liquidity ratios • Profitability ratios (return) • Efficiency ratios • Gearing/leverage • Investor ratios

	3.4 Explain the potential limitations of external financial statements and financial ratios	<ul style="list-style-type: none"> • Historic rather than forward-looking • Require a reference point (previous years, other similar organisations' statements, typical industry performance) • Time delay in terms of filing • One dimensional, i.e. focused only on performance in numerical terms
--	---	--

***Please note that other examples or references are also acceptable and may be more relevant to the learner's context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UOMB

Unit Title	Operations Management and Information Technology (IT) in Business
Ofqual Unit Ref	D/651/5146
Unit Purpose & Aim(s)	<p>This unit is designed to provide an introduction to operations management and information technology in business. The aim is to provide knowledge of key areas of running a business, from the importance of business planning through to operations management and the role of IT in business. It introduces the function of operations management within business, the business plan and an understanding of the use of IT in business, including the importance of managing IT security.</p> <p>On completion of this unit, you will understand different operations management tools and techniques used within businesses and you will be able to understand how operations management performance can be evaluated using frameworks and metrics. You will be able to discuss the advantages and disadvantages of using different types of Technology in Business, and produce and communicate a business plan for a given business.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the principles of operations management	1.1 Explain the key concepts of operations management within business and why it is important	<ul style="list-style-type: none"> ● Operations management involves objectives and targets set for Production, designed to guide day-to-day running of an organisation to enable it to operate efficiently and effectively, such as: <ul style="list-style-type: none"> ○ Production Targets ○ Quality Assurance ○ Customer Service ○ Efficiency Improvements ○ Compliance ○ Training and development ○ Inventory Management ○ Procurement
	1.2 Discuss the typical operations management objectives	<ul style="list-style-type: none"> ● Quality ● Costs ● Flexibility ● Efficiency

		<ul style="list-style-type: none"> • Innovation • Environmental • Speed of Response • Dependability
	1.3 Describe how to evaluate operations management performance using recognised frameworks and metrics	<ul style="list-style-type: none"> • Use of performance metrics • Use of the balance scorecard
	1.4 Discuss the meaning of the supply chain and supply chain management	<ul style="list-style-type: none"> • Supply chain defined • Importance of the supply chain • Supply chain management defined • Importance of supply chain management • Supply chain risks and mitigations

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand quality management in business	2.1 Describe the purpose of Quality Management systems	<ul style="list-style-type: none"> • Quality management Lean / Six Sigma <ul style="list-style-type: none"> ○ Continuous improvement ○ Improved output quality ○ Reduced inspection requirements ○ Supplier engagement and satisfaction ○ Customer involvement and satisfaction ○ Improved efficiency and profitability • Quality standards
	2.2 Explain how to develop a quality culture in a business	<ul style="list-style-type: none"> • Quality culture defined • The benefits of developing a quality culture • Setting quality standards • Managerial commitment and staff buy-in • Quality circles • Partnership working with suppliers and customers • Transparent and open communication
	2.3 Discuss the main techniques for quality management within business	<ul style="list-style-type: none"> • Total Quality Management (TQM) • Quality control • Lean manufacturing • Six Sigma
	2.4 Explain quality assurance (QA) and QA techniques used in business organisations	<ul style="list-style-type: none"> • Quality assurance defined • The importance of quality assurance • Detection • Prevention • Corrective action

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand the role of IT in business	3.1 Explain the role and challenges of IT systems and hardware in business	<ul style="list-style-type: none"> • IT systems and hardware • Business information systems • Implementing new systems and hardware • Changing and upgrading systems and hardware • Challenges
	3.2 Describe the need for managing IT security within a business	<ul style="list-style-type: none"> • Cybersecurity – importance • Cybersecurity – risks • Managing cybersecurity risks
	3.3 Discuss the advantages and disadvantages of using different types of technology in business	<ul style="list-style-type: none"> • Uses of technology in Business • Businesses use two main types of Technology: <ul style="list-style-type: none"> ○ Robotic Engineering ○ Information Technology (IT) • Advantages: <ul style="list-style-type: none"> ○ Increased productivity, increased quality, reduced waste ○ Effective and efficient delivery, effective and targeted marketing campaigns, reduced administrative burden and cost ○ Better Communications both internally and externally • Disadvantages: <ul style="list-style-type: none"> ○ Possible high initial costs ○ Technology requiring maintenance and updating ○ Staff training and updates needed in line with Technology changes ○ Some manual work roles may be replaced, leading to a reduced workforce and fewer jobs
	3.4 Discuss the challenges of managing business data	<ul style="list-style-type: none"> • Data protection requirements • Data security • Data storage • Data management • Accessibility • Dealing with high volumes of data • Data variety • Ensuring data is up to date and relevant

***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UPL

Unit Title	Principles of Leadership
Ofqual Unit Ref	R/651/5142
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of leadership within an organisational context and the impact of leadership approaches and styles.</p> <p>The aim is to introduce leadership principles for learners who wish to develop their understanding of leadership models and theories and how they are applied.</p> <p>On completion of this unit, you will know a range of leadership theories, models and styles and their application within teams and organisations. Additionally, you will understand the opportunities and challenges encountered in leadership, with strategies to minimise or overcome challenges faced.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the nature of leadership in the workplace	1.1 Explain the differences between leadership and management	<ul style="list-style-type: none"> • The differences and similarities between leadership and management and how to recognise each • Definitions of Management (Taylor, Terry Drucker, Follett etc. *) • Managing: telling people what to do and organising resources to get the job done, planning, organising, and coordinating resources to achieve specific objectives etc. * • Definitions of Leadership (Griffin, Drucker, Davis, Terry etc. *) • Leadership: motivating people and inspiring them to do things; fostering an environment where employees are encouraged to contribute ideas and grow etc. *
	1.2 Describe the roles and responsibilities of leaders at different levels in an organisation	<ul style="list-style-type: none"> • Different roles and responsibilities relevant to level of leadership • New team leader - provide guidance and direction for team members, set team and individual goals linked to organizational objectives, motivate, provide encouragement and support etc. *

		<ul style="list-style-type: none"> • Senior leader – interpret and communicate strategic goals, relevant to team, influence, build trust, role model, develop team capabilities etc.* • Director/Chief Executive – set strategy and communicate strategic plans, inspire, empower, engender trust, role model, create culture etc.*
	<p>1.3 Discuss the impact of an organisation’s culture on effective leadership</p>	<ul style="list-style-type: none"> • Organisational culture defined • Culture theory (Handy, Schein, Hofstede etc.*) • The impact of organisational culture on leadership (impact of style, communication, trust, decision making etc.*)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand different leadership styles and their application	2.1 Explain different leadership styles using a recognised model or theory	<ul style="list-style-type: none"> • Leadership styles theory (Lewin – autocratic, democratic, laissez-faire, Goleman – visionary, coaching, affiliative, democratic, pacesetter, commanding) etc.* • Strengths and limitations of each style • Situations where each style would work best
	2.2 Describe the factors that will influence the choice of leadership styles	<ul style="list-style-type: none"> • Leadership styles theory (Hersey and Blanchard, Tannenbaum and Schmidt, John Adair etc.*) • Factors that influence choice of leadership style according to relevant theory (leader’s skills and experience, skills and experience of individuals being led, task related factors, e.g., the nature of the task, deadlines, priorities, time etc. and organisational factors, e.g.* organisational culture, processes and procedures, levels of authority and responsibility, organisational hierarchy etc.*) • The impact of various factors and how this influences choice of leadership style
	2.3 Explain the benefits of adapting leadership styles in different situations	<ul style="list-style-type: none"> • Benefits for the leader • Benefits for the individuals and teams • Benefits for the organisation

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand leadership theory and models and their relevance	3.1 Discuss different theories of leadership	<ul style="list-style-type: none"> • Trait theory (Carlyle) • Behaviour theory (McGregor, Blake and Mouton) • Contingency theory (Fiedler, Hersey-Blanchard)
	3.2 Discuss how knowledge of different leadership models can be applied by people to develop their own leadership approach	<ul style="list-style-type: none"> • Leadership models and their application • Models (Action Centred Leadership (Adair), Leadership Continuum (Tannenbaum & Schmidt), Situational Leadership model (Hersey & Blanchard) etc.*) • How leaders can use knowledge of models to develop their leadership (self-awareness, identify preferences, assess impact, evaluate strengths and areas for development etc.*)
	3.3 Explain how leadership models can be used to support and develop others	<ul style="list-style-type: none"> • How models can be used to plan the achievement of team objectives and the importance of involving team members in this process • How models can be used to identify skills and capabilities as well as motivation levels • How models can be used to identify the correct developmental activities, including coaching, training, performance management • How models can be used to identify when to adapt to the needs of others

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
4. Understand the challenges and opportunities that can be encountered in leadership roles	4.1 Describe the challenges faced in leadership roles	<ul style="list-style-type: none"> • Individual challenges (lack of confidence, lack of skills, lack of role models etc.)* • Team challenges (motivation levels, morale, low employee engagement etc.)* • Organisational challenges (lack of clear goals and objectives, lack of communication of the organisation’s vision and strategy, poor culture etc.)*
	4.2 Discuss actions for overcoming challenges encountered in leadership roles	<ul style="list-style-type: none"> • Actions for overcoming individual challenges (training, mentoring, coaching, seeking feedback, adapting leadership style in different scenarios etc.)* • Actions for overcoming team challenges (involvement, development, upskilling, delegation etc.)* • Actions for overcoming organisational challenges (feedback, communication, involvement, sharing good practice etc.)*
	4.3 Explain the opportunities associated with leadership roles	<ul style="list-style-type: none"> • Opportunities for the leader (promotion, career progression, personal development, personal branding, improved networking etc.)* • How these opportunities can further develop leadership capabilities

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment
4.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UDLC

Unit Title	Developing Leadership Capability
Ofqual Unit Ref	T/651/5143
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of the essential skills, knowledge and behaviours required for effective leadership. The aim is to enable learners to assess their leadership skills and capabilities and identify the personal strengths and areas for development.</p> <p>On completion of this unit, you will understand what is required to be an effective leader and how to create good followership. Additionally, you will understand the basic concepts of psychological safety and how this contributes to a safe and inclusive working environment.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the skills, knowledge and behaviours needed for effective leadership	1.1 Describe the skills and behaviours required for effective leadership	<ul style="list-style-type: none"> • Communication, listening, persuasion; leading and motivating a group/team; influencing; thinking strategically, research skills, problem solving, decision making, coaching • Empathy; motivation, building trust, collaboration, encouraging, supportive, leading by example, strategic thinking etc.*
	1.2 Discuss the knowledge required for effective leadership in an organisational context	<ul style="list-style-type: none"> • Knowledge of self (skills, interests, preferred styles, personality, limitations etc.)* • Knowledge of team (personalities, skills, aspirations etc.)* • Organisational knowledge (the strategy, vision, objectives, the market in which it operates, competitors, relevant legislation etc.)*
	1.3 Explain the importance of developing leadership skills, behaviours and knowledge	<ul style="list-style-type: none"> • Impact on self (confidence, ability to lead, relationships with others, career potential etc.)* • Impact on team (trust, engagement, team performance etc.)* • Impact on organisation (productivity, reputation, staff retention etc.)*

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand what is required for effective followership	2.1 Explain the importance of followership within a leadership context	<ul style="list-style-type: none"> • Definitions of followership • The role and behaviours of those who follow a leader, how they interact with the leader and contribute to the leadership process • Why followers are required (without followers there is no-one to lead, as organisations become more diverse, so do their needs and values, and leaders are required to adapt to their followers)
	2.2 Explain different models of followership and their relevance in the workplace	<ul style="list-style-type: none"> • Followership theory and models (Kelley, Chaleff, Uhl-Bien) • Followership behaviours (engagement, critical thinking, team working, seeking feedback, ownership and accountability etc. *) • The relevance of followership models (impact on leadership, impact on culture etc. *)
	2.3 Describe the actions required by a leader to encourage effective followership	<ul style="list-style-type: none"> • Build trust, transparency, open communication, encourage input from others, listen, empower others, provide regular feedback, lead by example, support development, build and maintain a positive and safe culture, recognise and reward efforts etc. *

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand how leadership contributes to a psychologically safe and inclusive working environment for followers	3.1 Describe the characteristics of psychological safety	<ul style="list-style-type: none"> • Definition and concept of psychological safety • Concepts and models (Clarke, Edmonson)
	3.2 Discuss the workplace factors that impact psychological safety	<ul style="list-style-type: none"> • Workplace factors (country, sector, organisational culture, organisational values, leadership styles and behaviours, policies, processes, technologies, workload, workflow management etc.*)
	3.3 Explain the importance of creating a psychologically safe and inclusive working environment	<ul style="list-style-type: none"> • Importance of psychological safety (performance, belonging, innovation, wellbeing, relationships, learning culture, being able to admit and learn from mistakes) • Importance of an inclusive working environment – impact for individuals, impact for teams, impact for the organisation
	3.4 Describe leadership actions and behaviours that support a safe and inclusive working environment	<ul style="list-style-type: none"> • Informal and formal communication (regular meetings, 1-1s, briefings, regular feedback etc.*) • Value and celebrate difference (assess individual skills, strengths and motivation, encourage collaboration and team working etc.*) • Promote learning (share mistakes, encourage, innovation and creativity etc.*) • Understand legislation and guidance (identify hazards and risks, report issues etc.*) • Demonstrate values, authenticity, vulnerability, honesty etc.*

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
4. Understand how to create a strong personal leadership brand	4.1 Explain the importance of personal brand within a leadership role	<ul style="list-style-type: none"> • Definition of personal brand (your unique identity, image and the impression created in the minds of others etc. *) • Why it is important (shows others who you are and how you present yourself, shows your values and authenticity so leaders can stand out etc. *)
	4.2 Describe the factors that can affect a leader's personal brand	<ul style="list-style-type: none"> • Trust, honesty, integrity, delivering on commitments, support for others, effective communication • Explore the impact of these factors, positive and negative
	4.3 Discuss the actions a leader can take to develop their own personal brand	<ul style="list-style-type: none"> • Creating your brand (figure out what drives you, align values to organisation, make yourself visible, how you want to be seen etc. *) • Actions to embed brand (consistent in words, behaviours, decisions etc. *) • Behaviours (honesty, openness, transparency, trustworthiness, being responsive, timely and accurate etc. *) • Communication (share expertise, develop and share knowledge support others, being positive and willing to demonstrate goodness etc. *)
	4.4 Describe the contents of an action plan someone could use to develop their own personal leadership brand	<ul style="list-style-type: none"> • Assessment of leadership skills, knowledge and behaviours • Assessment methods, SWOT, self-assessment, feedback • Summary and conclusions of strengths and areas for development • An action plan with specific actions, timescales, activities, expected impact etc. *

***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment
4.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3UBSR

Unit Title	Building Stakeholder Relationships
Ofqual Unit Ref	H/651/5148
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of how to manage stakeholder relationships.</p> <p>The aim is to introduce stakeholder theory and to explore the application for leaders who have to communicate with a range of internal and external stakeholders.</p> <p>On completion of this unit, you will understand how to identify relevant stakeholders and their needs and expectations. You will also be able to recognise a range of actions required by a leader to develop and maintain positive relationships with stakeholders. Additionally, you will understand how to deal with conflict situations when they arise in stakeholder relationships.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand stakeholder theory relevant to the workplace	1.1 Describe different types of stakeholders and their needs	<ul style="list-style-type: none"> • Definition of stakeholders • The term stakeholder (any group or individual who can affect or is affected by the achievement of the organisation's objectives (Freeman 1984)) • Shareholders versus stakeholders • Types of internal stakeholders (employees, senior management, board of directors, trustees, trade union representatives) • Types of external stakeholders (customers, suppliers, lenders, lobby groups, regulatory bodies, funding agencies, community members, shareholders) • Needs of different stakeholders
	1.2 Explain the advantages of a stakeholder value model within an organisational context	<ul style="list-style-type: none"> • Definition of concept of stakeholder value opposed to shareholder value model (Stakeholder theory, Freeman, Shareholder theory, Friedman) • Differences: stakeholder value models focus on interconnected relationships, value for all, ethics and morals and long term success whereas traditional shareholder value theory focuses on profitability,

		<p>shareholder value, corporate strategy and governance and commercial success</p> <ul style="list-style-type: none"> • A range of advantages (avoids future conflicts, enhances brand image, build support from stakeholders, enhances future growth, favourable legislation, aligns to corporate social responsibility (Elkington 2000) etc.* • Benefits for the internal stakeholder: fairness, trust, improved wellbeing, stronger relationships, accountability etc.* • Benefits for the organisation: customer loyalty, employee loyalty, improved brand reputation, profitability etc.* • Benefits for external stakeholders, customer satisfaction, reliability, transparency, quality etc.*
	<p>1.3 Explain the importance of a stakeholder engagement and how it can be achieved</p>	<ul style="list-style-type: none"> • Stakeholder engagement defined • Stakeholder plan requirements (identify stakeholders, define their motives, rank them and create an engagement /communication strategy, etc.*) • Communication strategy components(define the purpose of the communication, define the channels for various groups, define the frequency, etc.*) • Importance of a stakeholder engagement strategy (ensures stakeholders receive right information at right time, can contribute effectively, can share ideas and feedback, organisational benefits, etc.*)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand the importance of stakeholder relationships	2.1 Explain the role and responsibilities of the leader within stakeholder groups	<ul style="list-style-type: none"> • Engaging stakeholders (consult, listen, understand, influence, negotiate, collaborate, proactively identify the right stakeholders, etc. *) • The engagement process (planning, understanding perspectives, preparing to engage, building trust, consulting/involving, responding, evaluating the process (N Jeffrey) • Responsibilities of leaders (to communicate organisation’s mission and vision, ethos and values, to share current levels of performance, to train employees to work effectively with stakeholders, to ensure partnership working is beneficial, to communicate in a timely manner, to role model behaviours, etc. *)
	2.2 Discuss the importance of building relationships with stakeholders	<ul style="list-style-type: none"> • Importance of building relationships • The role of internal and external stakeholders and their contribution • Benefits of building strong relationships (creates trust, confidence, identifies issues and opportunities, gains commitment, enhances culture, etc. *) • The consequences of not building strong stakeholder relationships
	2.3 Explain how to assess the needs and expectations of stakeholders	<ul style="list-style-type: none"> • Assess stakeholder needs and expectations • Stakeholder analysis and mapping models (Bryson, Mendelow, etc. *) • Power/influence/Interest model • Steps to mapping and analysis (identify all stakeholders, prioritise them in terms of power versus interest, consider their needs and interests, understand any conflicts, identify resources available to the stakeholder, assess the level of power they have to affect objectives, demonstrate leadership, etc. *)
	2.4 Describe the channels and methods of communication used for stakeholder groups	<ul style="list-style-type: none"> • Channels of communication (emails, briefings, meetings, media, websites etc. *) and their suitability for stakeholder communications • Methods of communication (verbal, written, formal, informal, etc. *) and their suitability for stakeholder communications

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand how to manage stakeholder relationships	3.1 Describe potential barriers to stakeholder engagement and their impact	<ul style="list-style-type: none"> • Individual and organisational barriers (time, lack of training, lack of resources, finding the right people, balancing multiple needs and inputs, etc.)* • The impact of potential barriers (low engagement, less creativity, potential conflict, etc.)*
	3.2 Explain ways to assess if stakeholder needs have been met	<ul style="list-style-type: none"> • Methods of assessment (observation, feedback, surveys, meetings, complaint and compliment monitoring, 1-1 discussions, records, audits, etc.* • Explanations of how methods can be applied
	3.3 Describe reasons why stakeholder needs might not be met and actions a leader can take to address this	<ul style="list-style-type: none"> • Potential reasons stakeholder needs or expectations may not be met: unrealistic expectations, poor communications, quality issues, late deadlines, change in leadership etc.* • A range of suitable actions (prompt and accurate explanation, open, honest and transparent communication, active listening, explore options, recommend alternatives etc.)* • Escalation processes (knowing when and how to escalate to senior leaders for solutions when outside area of authority)
	3.4 Explain how conflict might arise within stakeholder groups and how conflict can be managed and resolved	<ul style="list-style-type: none"> • Stakeholder conflict defined • Symptoms or signs of conflict: lower engagement, poor communication, poor attendance, disagreements, lower productivity, incomplete work, not meeting deadlines etc.* • Potential reasons for conflict (varying needs and expectations, different personalities, lack of fairness, lack of transparency, lack of trust, etc.)* • How conflicts can be managed (review meetings, 1-1s, sharing goals and objectives, senior leader support, etc.)* • The importance of leadership when conflict arises

***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

ABE Unit Number: 3ULSO

Unit Title	Leading and Supporting Others to Deliver Results
Ofqual Unit Ref	J/651/5149
Unit Purpose & Aim(s)	<p>This unit is designed to provide an understanding of how to lead, motivate and support others to achieve goals and objectives. The aim is to enable learners to understand the importance of aligning goals for individuals and teams to organisational strategy and objectives.</p> <p>On completion of this unit, you will understand a range of motivation theories and their application with individuals and teams. You will be able to identify key actions a leader can take to motivate others to achieve goals. Additionally, you will understand the reasons why individuals and teams may not achieve goals, and explore methods that will support others in order to achieve goals and deliver results.</p>
Level	3
Credit Value	10
GLH	50
TQT	100
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how leaders align individual and team goals and objectives with their organisation's goals and objectives	1.1. Explain the purpose of an organisation's mission, vision and strategy for effective leadership	<ul style="list-style-type: none"> • Definitions of the terms mission, vision and strategy • How leaders use the mission and vision to shape the strategy, objectives and organisational priorities • How leaders should cascade information through the organisation so everyone understands their role, where they fit in the bigger picture and the role they play in achieving the organisation's goals
	1.2 Discuss the relevance of organisational goals and objectives when setting individual and team goals and objectives	<ul style="list-style-type: none"> • Relevance of organisational goals and objectives • The importance of individuals and teams understanding the organisation's goals and objectives (allows everyone to contribute, make effective decisions, suggest ideas for improvement and recognise their value, etc. *) • Impact of goals and objectives not being aligned (lack of clarity, less engagement, less innovation, less risk taking, weaker decision-making, etc. *)

	<p>1.3 Describe how to communicate organisational goals and objectives to individuals and teams</p>	<ul style="list-style-type: none"> • Communicating organisational goals and objectives • Channels of communication, formal and informal (company briefings, annual conferences, team meetings, tool box talks, 1-1's, appraisals, etc. *) • Methods, verbal and non-verbal • Communication skills (clarity, accuracy, timely, active listening, ensuring understanding, responding to questions and feedback, etc. *)
	<p>1.4 Explain how the achievement of individual and team goals and objectives can be assessed</p>	<ul style="list-style-type: none"> • Assessing achievement of goals and objectives • Difference between goals and objectives • Methods of assessment (project plans, KPIs, observations, internal/external audits, outputs and impact measures, discussion, customer feedback, surveys, etc. *)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand how motivational theory affects performance in the workplace	2.1 Explain recognised theories of motivation relevant to the workplace	<ul style="list-style-type: none"> • General motivation theories • Content theories (Maslow, Herberg, McClelland, Pink) • Process theories (Locke, Vroom, Nudge theory)
	2.2 Discuss the internal and external factors that may affect the motivation of individuals or teams in the workplace	<ul style="list-style-type: none"> • Intrinsic and extrinsic motivators • Internal factors affecting motivation (personal circumstances, basic needs, drive, aspiration, stage in life/career, health and wellbeing, sense of fulfilment, sense of achievement, etc. *) • External factors affecting motivation (leadership style, boring work, lack of reward/recognition, lack of progression, lack of feedback conflict, team dynamics, competition, lack of direction, lack of support, sanctions, safety, etc. *)
	2.3 Describe the impact of motivation levels on the achievement of organisational goals and objectives	<ul style="list-style-type: none"> • Importance of motivation levels • Areas that can be affected by motivation levels (quality of work, quantity, productivity, reputation, growth, sustainability, innovation, etc. *) • How these areas can be affected by low levels and high levels of motivation • The importance of being motivated to achieve goals and what can happen when motivation levels are low • The importance of being committed to achieving goals and what can happen when commitment levels are low

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand how leaders motivate individuals and teams to achieve goals and objectives	3.1 Discuss the methods leaders can use to set goals and objectives for individuals and teams	<ul style="list-style-type: none"> • Methods for setting goals and objectives • Sharing strategic plans, project plans, appraisals, performance reviews • (SMART, SMARTER, HARD) models for goal setting • The importance of output rather than input • The importance of goals being achievable, stretching, matched to skill sets, reward associated with goal, level of effort required
	3.2 Explain how leaders can recognise when individual or team motivation levels are low	<ul style="list-style-type: none"> • Recognising low levels of motivation • Recognising when individuals within the team have low motivation (performance levels, attitudes, quality of work, illness, enthusiasm, attendance, etc.*) • Recognising when team motivation is low (collaboration, morale, engagement, conflict, etc.*)
	3.3 Describe actions a leader can take to restore motivation levels to ensure individual and team goals and objectives are achieved	<ul style="list-style-type: none"> • Relevant reasons why motivation levels are low or can decrease are explained (personal reasons, workload, lack of challenge in role, relationships at work, lack of reward/recognition, etc.*) • Leader's actions to restore motivation • Understanding why motivations levels are low (personal reasons, workload, lack of challenge in role, relationships at work, lack of reward/recognition, etc.*) • Actions to restore motivation (create safe environment, share mistakes and learning, job rotation, delegation, reward and recognition, adapt leadership styles, involvement, praise, team building, etc.*) • Actions to ensure individual and team goals are achieved (review goals, regular feedback, assess workload, encourage ideas for improvement, delegation and allocation of tasks, encourage collaboration, etc.*)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
4. Understand how to support individuals and teams to achieve objectives and deliver results	4.1 Explain the potential reasons for individual and team objectives not being met	<ul style="list-style-type: none"> • Individual reasons why individuals and teams may not achieve objectives (lack of motivation, personal issues, lack of skills and abilities, etc.*) • Organisational reasons why individuals and teams may not achieve objectives (no reward, poor leadership, lack of clear goals and expectations, no consequence, organisational change, conflict, lack of resources, lack of training, excessive workload, etc.*)
	4.2 Discuss the impact of individual and team objectives not being met	<ul style="list-style-type: none"> • Impact for the individual (low morale, low self-esteem, low confidence, stress, demotion or lack of progression, etc.*) • Impact for the team (low morale, stress, increased workload, increased scrutiny, etc.*) • Impact for the organisation (underperformance, strategic plans not met, poor quality, reputational damage, etc.*)
	4.3 Describe the actions a leader can take to support individuals and teams to deliver expected results	<ul style="list-style-type: none"> • Reviewing performance goals (processes, procedures, workload, supervision, etc.*) • Critical reflection and evaluation (learning, sharing, regular feedback, etc.*) • Upskilling (training, coaching, buddying, job shadowing, delegating work, mentoring, etc.*)

*Please note that other examples or references are also acceptable and may be more relevant to the learner’s context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment
4.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

Blank Page