UKHospitality Skills Passport

Specification

Contents

Section 1 – General Information

This document contains details of everything you need to know about the Hospitality Skills Passport. It refers to the curriculum areas covered and identifies the learners for whom this scheme has been developed. The document should be used by all involved in its delivery.

Purpose of the programme and who it is for

The 'Hospitality Skills Passport' Sector-based Work Academy Programme (SWAP) is a new (2025) employer led SWAP for the Hospitality industry.

This programme has been designed to introduce people who are unemployed to the breadth of opportunity the Hospitality industry offers for flexible jobs and meaningful careers. On completion of the programme learners will be issued a Hospitality Skills Passport, accredited and certificated by OCN London, an awarding organisation, working in partnership with UKHospitality, the sector's leading trade body.
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The Hospitality Skills Passport is the universal entry standard for the industry.

Programme design

Commissioned by the Hospitality Sector Council and overseen by the Hospitality and Tourism Skills Board, UKHospitality has consulted widely with employers across the breadth of the industry to create this employer led universal entry standard to meet industry needs.

In collaboration with curriculum experts from HIT Training and Westminster Kingsway College - part of the Capital City College Group; the knowledge, skills and behaviours (KSBs) from the level 2 Commis Chef, Production Chef and Hospitality Team Member Apprenticeships have been taken back to entry and level 1 KSBs to make up the core content of the programme.

This mapping enables entry level starters into the industry to be *on track* immediately if they choose to progress onto these level 2 apprenticeships.

The six Essential Employment Skills, as defined by the National Federation of Education Research, have been integrated into the content to give confidence to learners that they will know by the end of the programme what employers need and value from their employees.
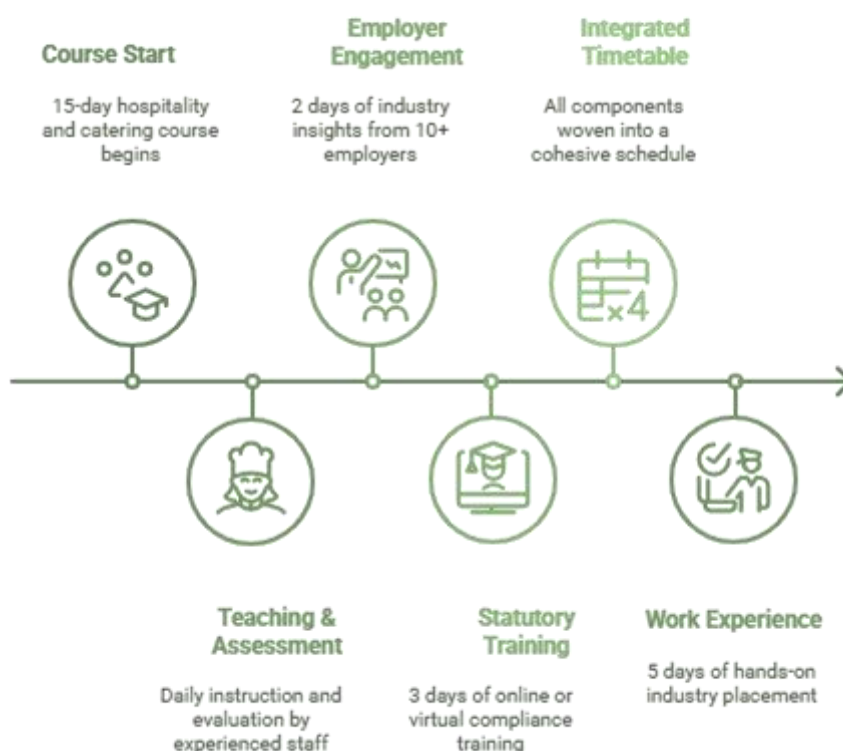
Working with industry leading providers of statutory training has enabled the required content to be integrated as defined learning outcomes which the issue of the digital Hospitality Skills Passport verifies.

Structure of delivery

The usual timetable for delivery will be 15 days in a college hospitality and catering department. Teaching and assessment from hospitality and catering experienced staff with a total of 2 days employer engagement from at least 10 employers to bring the curriculum and working in the industry to life. Statutory training can be completed online or virtually and this will be a total of 3 days. The timetable will integrate this variety of components over the 15 days.

There will be the equivalent of 5 days' work experience with an employer which may involve more than 1 employer or work within the provider setting where industry commercial kitchens or service allows.

Hospitality and Catering Training Timetable

Course Start
15-day hospitality and catering course begins

Employer Engagement
2 days of industry insights from 10+ employers

Integrated Timetable
All components woven into a cohesive schedule

Teaching & Assessment
Daily instruction and evaluation by experienced staff

Statutory Training
3 days of online or virtual compliance training

Work Experience
5 days of hands-on industry placement

Assessment requirements

Assessment takes place throughout the programme and is focussed on attendance, attitude and readiness to work; and successful completion further requires full completion of all

statutory training prior to work experience completion. So whilst Assessment Guidance is detailed in Section 2 below, this is a guide and does not constitute formal requirements of the programme.

A Centre application for award of the 'Hospitality Skills Passport' to an individual serves as a confirmation of successful completion.

Evidence of participation and formative assessment focussed on attendance, attitude, readiness to work, and full completion of all statutory training will however need to be retained by Centres for quality assurance and audit purposes, and to support subsequent evaluation activities.

Guidance on this will be provided by UKHospitality and OCN London.

Entry requirements and information for participants

There are no previous knowledge, experience or qualifications or any other entry requirements participants need to take the programme. Department for Work and Pension (DWP) and Job Centre Plus (JCP) will outline the information and guidance they will be given about the programme.

Opportunities for progression

This Hospitality Skills Passport SWAP leads onto a number of options:
- Apprenticeships at level 2 in Commis Chef, Production Chef and Hospitality Team Member.
- Hospitality and Catering qualifications at level 1 and 2 in college.
- Full or part time employment at the end of the programme.

This enables the learner to have a meaningful and appropriate choice of options as they transition into work and consider how they want to progress.

Required resources for delivering the programme

The minimum qualifications, knowledge and experience required of those teaching and assessing will be the equivalent of those teaching level 1 hospitality and catering qualifications. Access to computers or mobile devices for all course participants to complete online or virtual elements of the course which may be digital learning resources for self-study.

Programme evaluation and review

UKHospitality and OCN London are working in partnership with the DWP and JCP in support of this programme. Part of this entails carrying out evaluations both immediately after delivery and after certain periods of time. Centres approved to deliver this programme will therefore be
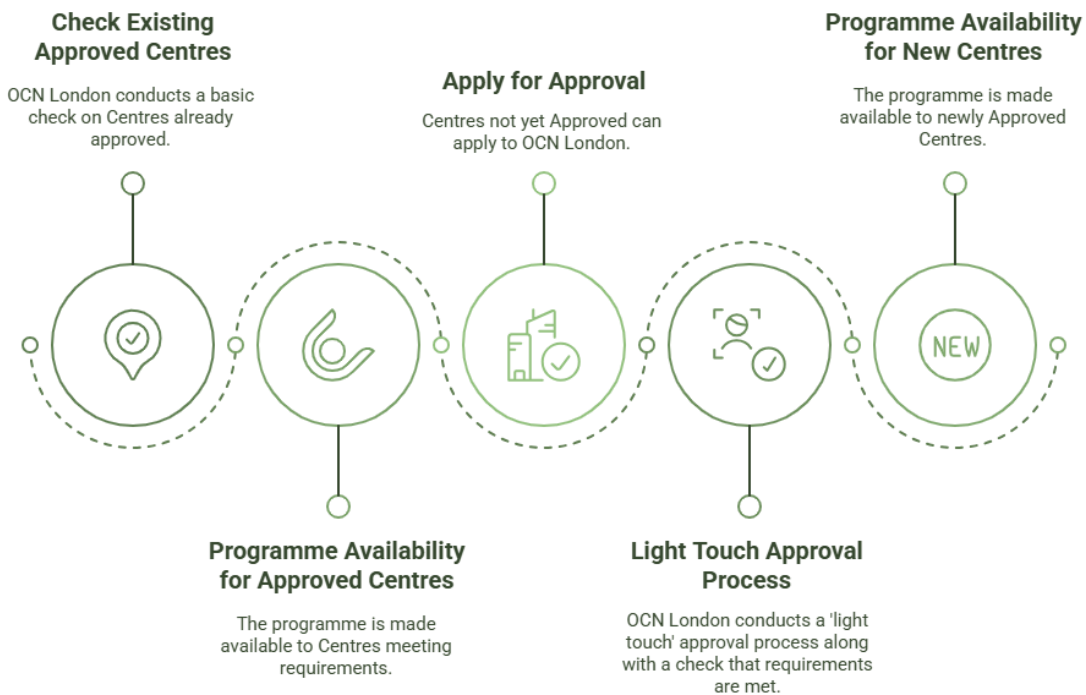
required to gather learner contact details and support this evaluation work, so that it can be carried out effectively.

Guidance on this will be provided by OCN London.

Becoming an OCN London Approved Centre to deliver this programme

OCN London will carry out a basic check on Centres that are already Approved by us – in line with the 'Required resources for delivering the programme' section above. Following this, the programme will be made available for Approved Centres meeting the requirements to deliver in accordance with existing Centre Agreements.

Guidance on this and details about costs will be provided by OCN London.

Where a Centre is not an OCN London Approved Centre, it may apply to us at enquiries@ocnlondon.org.uk. We will then carry out a quick 'light touch' Centre approval process along with a basic check in line with the 'Required resources for delivering the programme' section above. Following approval, the programme will be made available for these newly Approved Centres to deliver in accordance with their new Centre Agreements. Similarly, guidance on this and details about costs will be provided by OCN London.

OCN London Centre Approval Process

Check Existing Approved Centres

OCN London conducts a basic check on Centres already approved.

Apply for Approval

Centres not yet Approved can apply to OCN London.

Programme Availability for New Centres

The programme is made available to newly Approved Centres.

Programme Availability for Approved Centres

The programme is made available to Centres meeting requirements.

Light Touch Approval Process

OCN London conducts a 'light touch' approval process along with a check that requirements are met.

Section 2 – Knowledge, Skills and Behaviours (KSBs)

The following KSBs have been developed by and are unique to UKHospitality and <u>do not form part of a regulated qualification</u>.

UKHospitality retains ownership of the KSBs in this document unless they have agreed to share with other organisations to support their curriculum development.

Knowledge and Understanding

Learning outcome	Assessment Criteria	Assessment Guidance
1. Identify techniques to maximise sales in the hospitality sector and improve guest experience	1.1 List simple ways to increase sales. 1.2 Explain how to improve guest satisfaction.	Group activity with basic scenarios where learners list and explain simple sales techniques. Practical observation during work experience.
2. Recognise methods of communication with hospitality guests and how to tailor to different needs	2.1 Identify different guest needs. 2.2 Demonstrate how to communicate based on guest needs.	Role-plays where learners identify guest needs and demonstrate tailored communication styles.
3. Understand the principles of customer service and service mentality in the hospitality sector	3.1 List key principles of customer service. 3.2 Explain why a service-oriented mentality is important.	Discussion and simple written task where learners list principles of customer service and explain their importance.
4. Know how to handle feedback, complaints, and disputes	4.1 Outline steps for responding to feedback and complaints. 4.2 Demonstrate how to calm a situation.	Role-playing feedback handling and dispute resolution scenarios, followed by learner reflection on experiences.
5. Understand basic data protection legislation and guest privacy policies	5.1 Identify why guest data protection is important. 5.2 List key privacy policies related to guests.	Reading task followed by a matching exercise where learners list and explain the importance of data protection policies.
6. Recognise how to report faults, issues, or damage and escalate feedback	6.1 State the steps for reporting faults or issues. 6.2 Outline when to escalate feedback to a supervisor.	Case studies where learners practice identifying issues and outline escalation procedures.
7. Understand food safety and allergen procedures	7.1 Explain key food safety rules. 7.2 List common allergens and their risks.	Practical food safety demonstrations with a checklist to ensure learners can identify common allergens.

8. Recognise server responsibilities under the Licensing Act	8.1 List basic rules under the Licensing Act. 8.2 Outline key responsibilities for servers.	Guided worksheet on Licensing Act rules followed by discussion on server responsibilities in hospitality.
9. Demonstrate safe use of specialist equipment and technology in the hospitality sector	9.1 Identify workplace equipment. 9.2 Demonstrate the safe use of specialist equipment.	Hands-on demonstrations of equipment use, with supervision and feedback focused on safety.
10. Know hygiene management techniques	10.1 List basic hygiene rules. 10.2 Demonstrate how to apply hygiene practices.	Practical tasks where learners apply hygiene management techniques during work experience.
11. Recognise safe handling and disposal of waste in the hospitality sector	11.1 Identify procedures for handling and disposing of waste. 11.2 Demonstrate correct waste disposal.	Learners participate in supervised tasks to practice proper handling and disposal of waste in the workplace.
12. Understand health and safety legislation and local policies	12.1 Outline key health and safety laws. 12.2 List local workplace safety policies.	Guided observation of health and safety signage in the workplace followed by simple task to list rules observed.
13. Know ways to stay up to date with business information	13.1 Identify sources of updated business information. 13.2 Demonstrate how to follow updated procedures.	Learners receive a mock business update and demonstrate how to apply it during role-playing exercises or work experience.
14. Recognise equity, diversity, and inclusion legislation	14.1 List key points from equity, diversity, and inclusion laws. 14.2 Outline ways to promote fairness and inclusion at work.	Group discussion on fairness and inclusion principles, followed by reflective task outlining how these can be applied in the workplace.

Skills

Learning outcome	Assessment Criteria	Assessment Guidance
1. Be able to respond to guest requests within training limits	1.1 Identify guest requests that are within training limits. 1.2 Perform appropriate responses to simple guest requests.	Role-playing activities where learners identify and respond to guest requests under supervision, with feedback on their actions.
2. Demonstrate the ability to communicate policies, terms, and conditions to guests	2.1 Outline basic policies, terms, and conditions. 2.2 Perform clear communication of these to guests.	Practice communicating policies through role-play, ensuring accuracy and clarity in delivery to guests.
3. Assist in resolving feedback, complaints, and issues	3.1 Identify common guest complaints and feedback. 3.2 Perform actions to assist in resolving feedback and complaints.	Role-playing exercises where learners actively handle complaints and work on resolving them, receiving feedback on performance.
4. Work in line with data protection and privacy policies	4.1 List key data protection and privacy rules. 4.2 Perform actions to ensure compliance with data protection when handling guest information.	Practice in applying privacy policies in simulated scenarios, ensuring data protection is maintained.
5. Communicate effectively within and between hospitality teams	5.1 Identify basic communication methods for teams. 5.2 Perform clear and effective communication in a team environment.	Group activities where learners practice team communication, with evaluation of their effectiveness and clarity.
6. Follow food safety and allergen legislation	6.1 Identify relevant food safety and allergen rules. 6.2 Undertake food safety and allergen procedures correctly.	Practical tasks focusing on the application of food safety and allergen handling rules in a real or simulated environment.
7. Prepare and serve beverages to business standards	7.1 List steps for preparing and serving beverages. 7.2 Perform beverage preparation and service to meet business standards.	Supervised practice in preparing and serving beverages, with feedback on adherence to business standards.
8. Use specialist equipment and technology efficiently in the hospitality sector	8.1 Identify the correct equipment for given tasks. 8.2 Perform the safe and efficient use of specialist equipment.	Hands-on tasks using specialist equipment, with observation and feedback on efficiency and safety practices.
9. Apply hygiene management techniques	9.1 List key hygiene management practices. 9.2 Perform hygiene management techniques in the workplace.	Practical application of hygiene management in a simulated or real work environment, with reflective evaluation on performance.

10. Comply with health and safety guidelines	10.1 Identify key health and safety guidelines. 10.2 Perform tasks in compliance with health and safety regulations.	Supervised activities where learners comply with health and safety guidelines during practical tasks, with feedback on adherence.
11. Use feedback to improve performance	11.1 List ways to gather feedback on performance. 11.2 Perform actions based on feedback to improve work performance.	Role-playing scenarios where learners receive feedback and then perform tasks showing improvements based on that feedback.
12. Participate in and contribute to hospitality team briefings	12.1 Recognise the importance of team briefings. 12.2 Perform active participation in team briefings by sharing relevant information or ideas.	Simulated team briefings where learners practice contributing ideas and information, with feedback on their participation.
13. Follow equity, diversity, and inclusion principles	13.1 Identify key principles of equity, diversity, and inclusion. 13.2 Perform actions that promote equity, diversity, and inclusion in the workplace.	Practical activities where learners follow equity, diversity, and inclusion principles in group tasks, followed by reflective feedback sessions.

Behaviours

Learning outcome	Assessment Criteria	Assessment Guidance
1. Demonstrate effective collaboration in a hospitality team setting	1.1 Work with others to achieve a common goal. 1.2 Contribute ideas and feedback during team activities.	Group tasks where learners work together to achieve a goal, with observation of their ability to collaborate and contribute effectively.
2. Apply clear and effective communication	2.1 Use appropriate language and tone when communicating with others. 2.2 Demonstrate listening skills by responding accurately to information.	Role-playing or team activities where learners practice communicating clearly, followed by feedback on their use of language and listening.
3. Demonstrate problem-solving in practical situations in the hospitality sector	3.1 Identify a problem in a given situation. 3.2 Suggest and apply solutions to resolve the problem.	Practical tasks where learners identify issues and propose solutions, with observation of how well they address and solve the problems.
4. Demonstrate creative thinking in relation to a hospitality role to overcome challenges	4.1 Generate new ideas to approach a challenge. 4.2 Apply creative solutions to solve a practical issue.	Learners participate in activities where they must think creatively to solve challenges, with reflection on their approach.
5. Apply information literacy to interpret and use data	5.1 Identify relevant information from a given source. 5.2 Use information accurately to complete a task.	Learners are given simple data or information and must extract key points to complete a task, with evaluation of their accuracy and interpretation.
6. Demonstrate organising and planning skills in the hospitality sector	6.1 Organise tasks in a logical order to complete an objective. 6.2 Plan how to use time and resources efficiently.	Learners plan and organise activities within a set timeframe, with assessment on how well they manage their time and resources.

Section 3 – Course Structure

Week 1: In-Class Learning (Knowledge, Skills, Behaviours)

Focus Area	Key Learning Points	Activities	Tutor Guide Notes
Knowledge	Techniques to maximise sales, guest communication methods, customer service principles, data protection, and privacy policies	- Interactive workshop on sales and guest satisfaction techniques - Role-plays for guest communication - Case studies on handling feedback and complaints	- Provide clear examples of customer service principles - Facilitate group discussions on real-world challenges in guest interaction - Supervise role-plays to ensure understanding
Skills	Responding to guest requests, communicating policies and terms effectively, understanding data protection in practical settings	- Group activity to practice responding to guest requests within limits - Mock policy explanation to "guests" - Discussions on privacy/data handling	- Monitor role-plays for clear and concise communication - Ensure learners understand the limitations of their training when responding to requests
Behaviours	Collaboration and communication in a team setting	- Team-based activity where learners collaborate on guest communication scenarios	- Encourage teamwork and sharing of ideas during role-plays - Guide students on effective collaboration techniques

Week 2: In-Class Learning (Knowledge, Skills, Behaviours)

Focus Area	Key Learning Points	Activities	Tutor Guide Notes
Knowledge	Handling complaints, de-escalation techniques, food safety and allergen awareness, Licensing Act responsibilities, hygiene management	- Workshop on handling complaints and de-escalation techniques - Training on food safety procedures and allergen awareness - Licensing Act basics	- Encourage learners to discuss their approach to complaints - Emphasise the importance of food safety and allergen procedures, especially under pressure
Skills	Following food safety and allergen legislation, server responsibilities under the Licensing Act	- Demonstrations on correct food safety procedures - Group task on identifying allergens - Case studies on Licensing Act responsibilities	- Ensure learners are aware of potential hazards in food preparation - Provide clear, accessible guidance on licensing responsibilities
Behaviours	Problem-solving and creative thinking	- Group problem-solving activity based on a service issue (e.g., food allergen mix-up) - Encouraging creative thinking for customer satisfaction solutions	- Guide learners on identifying potential issues and brainstorming solutions - Provide feedback on how creatively learners approach problems

Week 3: In-Class Learning (Knowledge, Skills, Behaviours)

Focus Area	Key Learning Points	Activities	Tutor Guide Notes
Knowledge	Safe use of specialist equipment, waste management, health and safety regulations, equity, diversity, and inclusion legislation	– Hands-on demonstrations of specialist equipment – Workshops on waste management and health and safety procedures – Case studies on inclusion practices	– Ensure learners practice safe handling of equipment and understand health and safety policies – Provide examples of diversity and inclusion in the workplace
Skills	Using specialist equipment and technology, applying hygiene management techniques, complying with health and safety guidelines	– Practical tasks using specialist equipment – Role-playing hygiene management – Group task on health and safety compliance in different workplace scenarios	– Supervise learners using equipment to ensure correct technique – Provide feedback on the application of hygiene management techniques
Behaviours	Organising and planning, information literacy	– Task organisation challenge where learners must plan out tasks for the week – Gathering and using workplace information effectively	– Guide learners on effective time management and organisation – Provide advice on gathering and interpreting workplace data

Week 4: Work Experience (Knowledge, Skills, Behaviours)

Focus Area	Key Learning Points	Activities	Tutor Guide Notes
Knowledge	Applying in-class learning to a real-world setting, staying up-to-date with business information and new procedures	- Observing and engaging with workplace processes - Shadowing experienced staff to observe how knowledge is applied in the workplace	- Check in with learners and the employer to ensure knowledge learned in class is being applied effectively in the work environment
Skills	Responding to guest requests, assisting with feedback handling, preparing and serving beverages, adhering to food safety and hygiene rules	- Learners engage in real tasks such as guest communication, beverage preparation, and hygiene management - Supervisors observe and provide feedback	- Encourage learners to reflect on how their classroom skills translate to real-world scenarios - Guide them through practical challenges they encounter on placement
Behaviours	Effective communication, teamwork, problem-solving, collaboration, applying feedback to improve performance	- Active participation in team briefings - Working with colleagues to solve problems and improve processes based on feedback	- Encourage learners to work collaboratively with the team and reflect on their personal growth through feedback during work experience

Section 4 – Tutor Guidance Notes

Week 1: In-Class Learning

1. **Focus on Building Foundations**: Ensure that learners understand the basic principles of guest communication, customer service, and sales techniques. Introduce these topics in a simple, engaging way, using real-world examples to make the content relatable.

2. **Use Role-Playing Effectively**: Role-plays are key for practising communication and customer service skills. Encourage learners to step into the shoes of both guests and service staff. Offer constructive feedback on their communication style and professionalism, highlighting areas where they could improve.

3. **Facilitate Group Work**: Group activities will help develop collaboration and teamwork. Encourage learners to share ideas and solve problems together. Actively monitor their interactions and provide feedback on how they could work more efficiently as a team.

4. **Balance Theory with Practice**: While theory is important, ensure that each concept is reinforced through practical activities. For example, after explaining guest satisfaction strategies, let learners immediately practise these through scenarios or role-plays.

Week 2: In-Class Learning

1. **Encourage Discussions Around Real-Life Issues**: When addressing topics like handling complaints and food safety, use real-life case studies to encourage discussions. Learners should understand why these skills are important in the workplace, particularly under pressure.

2. **Monitor Practical Skills Development**: During practical sessions on food safety and the Licensing Act, make sure learners are following the correct procedures. Use step-by-step guidance and checklists to reinforce key points, ensuring learners fully grasp the consequences of not following these procedures.

3. **Promote Creative Problem-Solving**: Challenge learners to think creatively during problem-solving activities. Pose service-related problems (e.g., a food allergen issue) and ask them to propose multiple solutions. Encourage them to consider both customer satisfaction and compliance with regulations.

4. **Provide Scenarios for Realistic Practice**: Create realistic guest complaint scenarios that learners may face in the workplace. Guide them through the process of de-escalating the situation while maintaining professionalism and service standards.

Week 3: In-Class Learning

1. **Hands-On Learning with Equipment**: Provide learners with ample opportunities to safely use specialist equipment under supervision. Explain the importance of each tool and ensure they understand how improper use could lead to accidents or inefficiencies in the workplace.

2. **Reinforce Health and Safety**: During health and safety sessions, make sure learners understand how their actions impact workplace safety. Demonstrate how to identify hazards and guide them through proper waste management and hygiene practices. Offer real-world examples to emphasise the importance of these procedures.

3. **Encourage Organised Planning**: When focusing on organising and planning, give learners small tasks that they can prioritise and complete in a set time frame. Offer guidance on how to plan effectively, use time efficiently, and manage multiple responsibilities in a busy work environment.

4. **Information Literacy**: Help learners develop information literacy by guiding them through simple tasks where they need to extract relevant information from resources. Encourage learners to ask questions if they don't understand how to apply the data or information.

Week 4: Work Experience

1. **Support Learners in Transitioning from Classroom to Workplace**: Before learners start their work placement, prepare them for the differences between the classroom and a real-world environment. Highlight the importance of professionalism, punctuality, and teamwork during their placement. Encourage them to apply the knowledge and skills they've gained in class.

2. **Communication with Employers**: Stay in regular contact with the employer to ensure that learners are receiving appropriate tasks that reflect the skills they've learned. Offer guidance to the employer on how best to mentor and support the learner during their placement.

3. **Encourage Reflection**: After each day, encourage learners to reflect on their experiences. Ask them what challenges they faced, what went well, and how they applied what they learned in class. This reflection process will help them improve during the remainder of their placement.

4. **Guide Feedback Application**: Encourage learners to actively seek feedback from their supervisors during their placement. After receiving feedback, help them understand how to apply this constructively to improve their performance. Emphasise the importance of continuous improvement in a professional setting.

5. **Support Problem-Solving and Teamwork**: During their work placement, learners will likely face real-world challenges. Encourage them to approach these challenges with a problem-solving mindset and to communicate effectively with their team to resolve issues. Offer advice on how to navigate difficult situations without overstepping their training limits.

General Tutor Tips for Success

- **Personalise Feedback**: Give individual feedback to learners regularly. Tailor your feedback to each learner's strengths and areas for improvement, helping them build confidence and competence over the course of the program.

- **Encourage Peer Support**: Foster an environment where learners feel comfortable supporting each other. During team activities, highlight good collaboration and encourage learners to share strategies for success.

- **Assess Progress Continuously**: Use formative assessments, like quizzes or reflections, throughout the course to gauge learner understanding and adjust your teaching accordingly. This will ensure that no learner falls behind and that everyone is prepared for the practical work experience.

- **Link Theory to Practice**: Make consistent connections between theoretical learning in class and practical application in the workplace. Use examples from the hospitality or service industry to show how theoretical concepts translate into real-world skills.

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