



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

QQI AWARDS STANDARDS.

Tourism and Hospitality Services

December 2023



Foreword

The Qualifications and Quality Assurance Act 2012 requires QQI to ‘determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by the Authority’. QQI award standards are based on the level indicators and award type descriptors of the National Framework of Qualifications (NFQ) and are governed by QQI Policy for the Determination of Award Standards.

Based on systematic engagement with subject matter expertise and public consultation, award standards for certain broad fields of learning were developed for QQI awards at level 1-4 on the NFQ. These standards represent an elaboration of the generic descriptors of the NFQ. They should facilitate experts in particular fields of learning to create the link between their programmes’ intended learning outcomes and the NFQ. Each award standard is cumulative, the statements of knowledge, skill and competence at NFQ levels 2, 3 and 4, build on the attainment of standards at lower levels, which are not necessarily reproduced at the higher level(s). The implementation and use of these standards is subject to QQI Policy and Criteria for the Validation of Programmes and QQI Policy for the Making of Awards. Whenever an award standard changes, programmes must be updated and validated against the new standards.

These standards are not programme specifications. It is through these, however, that the relationship between a programme, its component parts and the NFQ should be evident. The standards are a reference point and a point of comparison against which individual programmes may be justified.

They are intended to provide general guidance for articulating the learning outcomes associated with a particular field of learning. In designing programmes, providers must take cognisance of the standards for specific fields of learning where they generally relate to the programme being developed. It is, however, recognised that there is a significant growth in multi-disciplinary/inter-disciplinary programmes; there are emerging fields of learning; and in addition, within each field there is the vast spectrum of programmes possible based on a wide range of purpose. In this context, it is not possible to have a standard, or multiple standards, that cater for the complete range of programmes possible. It is therefore expected that the standards for specific fields of learning will be used as reference points for the design of programmes. In designing programmes, providers can draw from more than one standard.

In drafting the standards every effort has been made to ensure that they will provide for flexibility and variety in the design of programmes and therefore encourage innovation within an overall agreed framework. It is not expected that all programmes will include every learning outcome identified in a standard. It is, however, expected that many programmes will include learning outcomes that are not included in the relevant standard.

When designing a programme, each learning outcome in the standard should be considered. Where departure from these is necessary, it should be justified in the context of the specific orientation of the programme and other facts pertaining to it. Each programme provider should be able to demonstrate how the design and content of its own programmes has been informed by the standard.

The level descriptors of the Framework, the award type descriptors and consequently the standards for the specific fields of learning are divided into three different types of learning outcomes - knowledge, skill and competence. These strands are further subdivided into eight sub-strands. Each strand/sub-strand is important. The relative weighting of each strand in a programme will vary from programme to programme. The weighting will be determined by many factors, including for example, the practical nature of a programme, or otherwise.

Each strand/sub-strand should be addressed appropriately in every programme. Where a programme is multidisciplinary or inter-disciplinary in nature, the use of more than one standard may be necessary. In such cases, the scope, depth and balance of knowledge, skill and competence should be attended to.

The titles of awards made by QQI on foot of these award standards shall be consistent with QQI Policy on the Making of Awards with an exception in the case of major awards where the named award stem shall have the following form: 'Level X Certificate in Lifelong Learning in' [specialisation].

These standards are determined by QQI under section 49(1) of the Qualifications (Education and Training) Act 2012.

AWARD STANDARDS – TOURISM AND HOSPITALITY SERVICES AT NFQ LEVELS 3 TO 4

Purpose

The purpose of this broad award standard is to enable design of a variety of programmes enabling the learner to develop the relevant knowledge, skill and competence in the tourism and hospitality service sectors.

Note: The indicators at each level build on the skills from the previous one.

The outcomes at each NFQ level include those of all the lower levels in the same sub-strand unless stated otherwise.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Knowledge breadth	Knowledge moderately broad in range	Broad range of knowledge
Knowledge kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory
	The learner should be able to show the following:	The learner should be able to show the following:
	<p>Moderately broad range of knowledge about:</p> <ul style="list-style-type: none"> the tourism and hospitality service industries the economic, cultural and social role of the tourism and hospitality service industries, and related roles and career paths the importance of customer-focused work practices in the tourism and hospitality service industries. 	<p>A broad range of knowledge about:</p> <ul style="list-style-type: none"> the tourism and hospitality service industries the economic, cultural, and social role of the tourism and hospitality service industries, and related roles and career paths how effective customer-focused work practices are in the tourism and hospitality service industries, including dealing with customers cost-control systems and related systems used in the tourism and hospitality service industries, including, <ul style="list-style-type: none"> - stock control - procurement - revenue creation principles.



Basic general understanding of:

- food safety guidelines and basic occupational health and safety requirements
- what their role is in the tourism and hospitality services industries
- key procedures that are relevant to job roles in the tourism and hospitality services industries, such as security, stock handling and returns
- the importance of communicating clearly within the tourism and hospitality service industries
- the importance of digital technologies in the tourism and hospitality service industries.

General understanding of:

- a broad range of legislative and regulatory guidelines and basic occupational health and safety requirements
- entry-level roles in the tourism and hospitality service industries
- key principles of hospitality service industries in different settings
- key principles, terms and practices in a tourism and hospitality services setting, including,
 - security procedures
 - stock control and stock handling
 - merchandising
 - returns
 - warranty
 - handling payments
 - after-sales service
 - unique selling points (USPs)
- cost control systems and related systems used in the tourism and hospitality service industries, including,
 - stock control
 - procurement
 - revenue creation principles
- legal responsibilities and entitlements of staff and customers under relevant legislation in tourism and hospitality service industries
- moderate range of products and services provided in tourism and hospitality service industries
- how communicating effectively and clearly in verbal and non-verbal ways contributes to greater involvement in the tourism and hospitality service industries
- the importance of digital technologies in the tourism and hospitality service industries.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Know-how and skill range	Demonstrate a limited range or practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools
Know-how and skill selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems
	<p>Able to:</p> <ul style="list-style-type: none"> when working on routine tasks, use a basic range of processes and procedures that are appropriate for entry-level roles in tourism and hospitality services industries (for example, customer services and practical skills) show awareness about how to contribute to the quality of service communicate with a limited range of stakeholders in an effective and clear way, both verbally and non-verbally, and be able to adapt way of communicating for different situations and settings use digital skills in the tourism and hospitality service industries develop a positive attitude and way of behaving comply with workplace and regulatory standards follow a basic range of procedures and use known solutions that are appropriate to solve predictable problems in a tourism and hospitality service setting. 	<p>Able to:</p> <ul style="list-style-type: none"> apply a general range of known processes and procedures to frequently occurring tasks appropriate for entry-level roles in tourism and hospitality services (for example, customer services and practical skills.) use creativity, experience, practical skills, initiative and observation to provide a service that meets customers' needs while complying with standard operating procedures use a range of solutions that are appropriate to a variety of predictable problems in the learning and vocational setting communicate with a wide range of stakeholders in an effective and clear way, both verbally and non-verbally, and be able to adapt way of communicating for different situations and settings use digital skills in the tourism and hospitality services industries display a positive attitude and way of behaving, while complying with workplace and regulatory standards carry out a general range of procedures in a tourism and hospitality service setting, including; security procedures, stock control and stock handling, merchandising, after sales service and returns warranty, payments' handling, unique selling points.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence context	Act within a limited range of contexts	Act in familiar and unfamiliar contexts
	Take direction and work within a familiar range of tourism and hospitality services settings.	Take direction and work within a range of tourism and hospitality services.

KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence role	Act under direction with limited autonomy; function within familiar, homogenous groups.	Act with considerable amount of responsibility and autonomy
	Work effectively within familiar and homogenous teams and communities in familiar settings. Take direction and exercise some responsibility carrying out duties in tourism and hospitality roles.	Work effectively within different teams and communities. Take direction and exercise considerable responsibility carrying out duties in tourism and hospitality roles.



KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence learning to learn	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment
	<p>Work actively with on-the-job learning and opportunities to progress.</p> <p>Develop an awareness of different ways to learn about products or services in a tourism and hospitality services setting.</p>	<p>Under supervision, begin to take responsibility for personal learning and development in the tourism and hospitality services industries.</p> <p>Learn within a managed environment, making the most of personal insights.</p>

KNOWLEDGE

NFQ	LEVEL 3	LEVEL 4
Competence insight	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour
	<p>Be aware of personal attitude and behaviour and, how these impact on situations and how to handle them.</p> <p>Recognise how tourism, hospitality and catering events can have deep significance in peoples' lives.</p>	<p>Be aware of the influence of personal attitudes and behaviour on customers and colleagues.</p> <p>Reflect on the significance of the tourism and hospitality service industries on peoples' lives and the implications of this for their own role and action.</p>



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