Qualification Handbook

BIIAB Level 2 NVQ Diploma in Front of House Reception

601/6241/7
C00/0713/2

Version 3

Version and date	Change, alteration or addition	Section
Version 2, March 2016	Unit ERRHLTS change to assessment methodology	Rules of Combination and Structure
	Unit CFAQ60 addition of Evidence Requirements	Mandatory Units
	Unit CFAQ48 addition of Evidence Requirements	Optional Units
	Unit CFAQ54 addition of Evidence Requirements	Optional Units
	Unit CFAQ55 addition of Evidence Requirements	Optional Units
	Unit DCALD addition of Evidence Requirements	Optional Units
Version 3, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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1. About the BIIAB Level 2 NVQ Diploma in Front of House Reception

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 NVQ Diploma in Front of House Reception	601/6241/7	C00/0713/2

2. Objective and Purpose of this Qualification

The BIIAB Level 2 NVQ Diploma in Front of House Reception has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Front of House Reception.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) and Functional Skills in English and Maths, the qualification is designed to make up the component parts of the Intermediate Apprenticeship in Hospitality in England and the Apprenticeship in Hospitality and Catering in Wales.

The primary purpose of the qualification is to confirm occupational competence.
As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 NVQ Diploma in Front of House Reception Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 NVQ Diploma in Front of House Reception learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**

- Mandatory Group A credit: **11**

- Optional Group B and C **minimum** credit: **26**, which **must** consist of:

  - Optional Group B **minimum** credit: **3**

  - Remaining additional credits from Optional Group B or C: **23**

- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 2** and above.

- GLH: **224**

- TQT: **370**

The qualification has been developed based upon industry feedback as to the fundamental skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
MSH2	F/601/4218	Maintenance of a safe, hygienic and secure working environment	3	1	25	Portfolio
WEPHT	T/601/4216	Working effectively as part of a hospitality team	3	1	22	Portfolio
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2	33	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2FOH1	F/601/5109	Deal with communications as part of the reception function	3	2	21	Portfolio
2FOH2	D/601/5120	Deal with arrival of customers	4	2	32	Portfolio
2FOH3	L/601/5100	Deal with bookings	4	2	30	Portfolio
2FOH4	A/601/5125	Prepare customer accounts and deal with departures	4	2	30	Portfolio
2FOH11	R/601/5129	Provide tourism information services to customers	5	2	50	Portfolio

Optional Group C

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2FOH5	T/601/2482	Produce documents in a business environment	4	2	15	Portfolio
2FOH6	H/601/2493	Use office equipment	4	2	18	Portfolio
2FOH8	M/601/5123	Handle mail and book external services	3	2	28	Portfolio
2FOH9	K/601/2480	Provide reception services	3	2	15	Portfolio
2FOH10	R/601/2490	Store and retrieve information	3	2	17	Portfolio
CFAQ55	M/601/1511	Resolve customer service problems	6	2	40	Portfolio
CFAQ48	D/601/0936	Promote additional services or products to customers	6	2	40	Portfolio
DCALD	A/601/1219	Deal with customers across a language divide	8	2	53	Portfolio
CFAQ54	Y/601/1227	Maintain customer service through effective handover	4	2	27	Portfolio
MDP	M/601/5039	Maintain and deal with payments	4	2	30	Portfolio
ERRHLTS	T/601/7214	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector	2	2	16	Assessment Knowledge Module
2FOH7	D/601/2475	Communicate in a business environment	3	2	18	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification shows the learner has gained Level 2 skills in front of house reception. It may help the learner to improve performance at work or get promoted into roles working with more autonomy.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:

- BIIAB Level 3 Award in Hospitality Supervision and Leadership Principles
- BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership

9. Assessment

Overview of assessment strategy

The qualification contains competence units and a knowledge unit. Competence units are assessed following NVQ principles.

Assessors **must** refer to the People 1st set Evidence Requirements and ensure they are being met in full for the 'what you must know', 'what you must do' and 'what you must cover'. The Evidence Requirements are available to download from the Hospitality section of the BIIAB CentreZone website. They have also been included within the units in the handbook and unit pack.

BIIAB has developed an Assessment Knowledge Module (AKM) for unit ERRHLTS. AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

All assessment must adhere to the current People 1st assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

Table 1 - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (e.g. within associated departments) - External visits to other organisations - Updated and new training and qualifications - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, newsletters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding organisation meetings / seminars

Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1st Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See Annex A of the Assessment Strategy for competence based units which permit the use of simulation.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Maintenance of a safe, hygienic and secure working environment
BIIAB Reference	MSH2
Level	1
Credit Value	3
GLH	25
Unit Reference No.	F/601/4218
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so
3 Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly 3.2 Report any accidents or near accidents quickly and accurately to the proper person 3.3 Follow health, hygiene and safety procedures during work 3.4 Practise emergency procedures correctly 3.5 Follow organisational security procedures

Unit Title	Maintenance of a safe, hygienic and secure working environment
BIIAB Reference	MSH2
Level	1
Credit Value	3
GLH	25
Unit Reference No.	F/601/4218

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Know how to maintain a hygienic, safe and secure workplace	4.1	State the importance of working in a healthy, safe and hygienic way
	4.2	State where information about Health and Safety in your workplace can be obtained
	4.3	Describe the types of hazard in the workplace that may occur and how to deal with these
	4.4	State hazards that can be dealt with personally and hazards that must be reported to someone else
	4.5	State how to warn other people about hazards and why this is important
	4.6	State why accidents and near accidents should be reported and who these should be reported to
	4.7	Describe the type of emergencies that may happen in workplace and how to deal with these
	4.8	State where to find first aid equipment and who the registered first-aider is in the workplace
	4.9	State safe lifting and handling techniques that should be followed
	4.10	State other ways of working safely that are relevant to own position and why these are important
	4.11	Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12	State the possible causes for fire in the workplace
	4.13	Describe how to minimise the risk of fire
	4.14	State where to find fire alarms and how to set them off
	4.15	State why a fire should never be approached unless it is safe to do so
	4.16	State the importance of following fire safety laws
	4.17	Describe organisational security procedures and why these are important
	4.18	State the correct procedures for dealing with customer property
	4.19	State the importance of reporting all usual/non-routine incidents to the appropriate person

Unit Title	Maintenance of a safe, hygienic and secure working environment
BIIAB Reference	MSH2
Level	1
Credit Value	3
GLH	25
Unit Reference No.	F/601/4218
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**
1 Be able to maintain personal health and hygiene	The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

3 Be able to help maintain a hygienic, safe and secure workplace	The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	• at least **one** from **hazards**
	
	   a) relating to equipment
	   b) relating to areas where you work
	   c) relating to personal clothing
	
	• **none** from **ways of dealing with hazards**
	
	   a) putting them right yourself
	   b) reporting them to appropriate colleagues
	   c) warning other people
	
	• at least **one** from **emergency procedures**
	
	   a) fire
	   b) threat
	   c) security
	
	Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to plan and organise own work	1.1	Make sure the requirements of the work are understood
	1.2	Ask questions if the requirements of the work are not clear
	1.3	Accurately follow instructions
	1.4	Plan work and prioritise tasks in order of importance
	1.5	Keep everything needed for the work organised and available
	1.6	Keep work areas clean and tidy
	1.7	Keep waste to a minimum
	1.8	Ask for help from the relevant person if it is needed
	1.9	Provide work on time and as agreed
2 Be able to work effectively with team members	2.1	Give team members help when they ask for it
	2.2	Ensure the help given to team members is within the limits of own job role
	2.3	Ensure the help given to team members does not prevent own work being completed on time
	2.4	Pass on important information to team members as soon as possible
	2.5	Maintain good working relationships with team members
	2.6	Report any problems with working relationships to the relevant person
	2.7	Communicate clearly and effectively with team members
3 Be able to develop own skills	3.1	Seek feedback on own work and deal with this feedback positively
	3.2	Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3	Agree what has to be done to improve their work
	3.4	Agree a learning plan with the relevant person
	3.5	Seek opportunities to review and develop learning plan
4 Know how to plan and organise own work	4.1	State why it is essential to understand the requirements of the work
	4.2	List the benefits of planning and organising work
	4.3	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4	List the benefits of keeping everything needed for own work organised and available
	4.5	State why it is important to keep work areas clean and tidy
	4.6	State why it is important to keep waste to a minimum
	4.7	State when to ask for help and who can be asked

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Know how to work effectively with team members	5.1	State the importance of effective teamwork
	5.2	State the people in own team and explain how they fit into the organisation
	5.3	List the responsibilities of the team and why it is important to the organisation as a whole
	5.4	Describe how to maintain good working relationships with team members
	5.5	State how to determine if helping a team member will prevent own work from being completed on time
	5.6	State the limits of own job role and what can and cannot be done when helping team members
	5.7	State why essential information needs to be passed on to a team member as soon as possible
	5.8	List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9	State why problems with working relationships should be reported to the relevant person
	5.10	Describe how to communicate clearly and why it is important to do so
6 Know how to develop own skills	6.1	State the importance of improving own knowledge and skills
	6.2	Describe how to get feedback from team members and how this is helpful
	6.3	Describe how a learning plan can improve own work
	6.4	State why it is important to regularly review own learning plan

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Requirements and Evidence Requirements	
1 Be able to plan and organise own work	**Example Assessment Methods** Observation Witness testimony Questioning Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used. **Example Assessment Methods** Simulation Oral questions Written questions Professional discussion	**Examples of Evidence** Observation sheets Notes of meetings with line manager Witness assessment criteria **Examples of Evidence** Observation sheet Question / answer sheets Records of professional discussion
2 Be able to work effectively with team members	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Records of oral questioning Question / answer sheets Records of professional discussion Cross reference to Learning Outcome 1
3 Be able to develop own skills	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Observation sheets Notes of meetings with line manager Witness assessment criteria

Unit Title	Give customers a positive impression of yourself and your organisation
BIIAB Reference	CFAQ60
Level	2
Credit Value	5
GLH	33
Unit Reference No.	L/601/0933

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1 Establish rapport with customers	1.1	Meet their organisation's standards of appearance and behaviour
	1.2	Greet their customer respectfully and in a friendly manner
	1.3	Communicate with their customer in a way that makes them feel valued and respected
	1.4	Identify and confirm their customer's expectations
	1.5	Treat their customer courteously and helpfully at all times
	1.6	Keep their customer informed and reassured
	1.7	Adapt their behaviour to respond to different customer behaviour
2 Respond appropriately to customers	2.1	Respond promptly to a customer seeking help
	2.2	Choose the most appropriate way to communicate with their customer
	2.3	Check with their customer that they have fully understood their expectations
	2.4	Respond promptly and positively to their customer's questions and comments
	2.5	Allow their customer time to consider their response and give further explanation when appropriate
3 Communicate information to customers	3.1	Quickly find information that will help their customer
	3.2	Give their customer information they need about the services or products offered by their organisation
	3.3	Recognise information that their customer might find complicated and check whether they fully understand
	3.4	Explain clearly to their customers any reasons why their expectations cannot be met
4 Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour
	4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
	4.3	Identify their organisation's rules and procedures regarding the methods of communication they use
	4.4	Explain how to recognise when a customer is angry or confused
	4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Unit Title	Give customers a positive impression of yourself and your organisation
BIIAB Reference	CFAQ60
Level	2
Credit Value	5
GLH	33
Unit Reference No.	L/601/0933

Evidence Requirements

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:
a)   Face to face
b)   In writing
c)   By telephone
d)   Text message
e)   Email
f)   Internet (including social networking)
g)   Intranet
Or by any other method they would be expected to use within their job role

The learner must provide evidence of creating a **positive impression** with customers:
a)   During routine delivery of customer service
b)   During a busy time in their job
c)   During a quiet time in their job
d)   When people, systems or resources have let them down

The learner's **communication** with customers may be:
a)   Face to face
b)   In writing
c)   By telephone
d)   Text message
e)   Email
f)   Internet (including social networking)
g)   Intranet
Or by any other method they would be expected to use within their job role

The learner must provide evidence that they **communicate** with customers effectively by:
a)   Using appropriate spoken or written language
b)   Applying the conventions and rules appropriate to the method of communication they have chosen

Learner Summative Reflection

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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