Qualification Handbook

BIIAB Cultural Venue Operations Qualifications

BIIAB Level 2 Certificate in Supporting Cultural Venue Operations
(601/6667/8)
(C00/0720/0)

BIIAB Level 3 Certificate in Cultural Venue Operations
(601/6668/X)
(C00/0720/1)

Version 3

BIIAB Cultural Venue Operations Qualifications

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BIIAB Cultural Venue Operations Qualifications

1. About the BIIAB Cultural Venue Operations Qualifications

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations 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 Certificate in Supporting Cultural Venue Operations	601/6667/8	C00/0720/0
BIIAB Level 3 Certificate in Cultural Venue Operations	601/6668/X	C00/0720/1

The BIIAB Level 2 Certificate in Supporting Cultural Venue Operations has been designed to give learners the knowledge, understanding and skills to work in a variety of roles such as Front of House Administration Support or Visitor Services Support.

The BIIAB Level 3 Certificate in Cultural Venue Operations has been designed to give learners the knowledge, understanding and skills to work in a variety of roles such as Front of House Staff or as a Visitor Services Assistant.

2. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring these qualifications.

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

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

3. 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.

4. 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.

5. BIIAB Level 2 Certificate in Supporting Cultural Venue Operations Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Supporting Cultural Venue Operations learners **must** gain a total of **25** credits. This **must** consist of:

- **Minimum** total credit: **25**

- Mandatory Group A **minimum** credit: **15**

- Group B **minimum** credit: **10**

  - A **minimum** of 6 credits **must** be achieved from the optional units in **Group B1**

  - A **minimum** of 4 credits **must** be achieved through completion of optional units in **Group B2, OR**, from further optional units within **Group B1**

- **GLH: 170**

- **TQT: 250**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and 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
CVO1	Y/601/2457	Meet and welcome visitors	3	2	23
CVO2	D/601/2475	Communicate in a business environment	3	2	18
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2	33
TT40	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	4	3	38

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Group B1

Unit no	URN	Unit Title	Credit	Level	GLH
CVO3	T/601/5947	Clean service areas within a cultural venue	2	2	18
CVO4	A/601/5979	Moving items within a cultural venue	2	2	18
CVO5	K/601/5959	Contribute to the care of items within a cultural venue	3	2	27
CVO6	R/601/5986	Provide point of sale service within a cultural venue	2	2	18
CH5	T/601/6922	Assist customers, visitors or audiences in getting the best from their experience of a creative or cultural organisation	4	2	28
CVO7	D/601/5988	Understand organisational procedures for dealing with waste, recyclables, lost property and suspicious packages	2	2	18
CVO8	A/601/5982	Operate radio communications equipment	2	2	18
CVO9	L/601/5971	Manual handling and lifting loads	2	2	18

Optional Group B2

Unit no	URN	Unit Title	Credit	Level	GLH
CH1	R/601/5941	Assist with incidents and emergency procedures	2	2	18
CFAQ15	M/502/4300	Using Email	3	2	20
CFAQ61	A/502/4297	Using the Internet	4	2	30
CFAQ16	R/502/4628	Word Processing Software	4	2	30
CFAQ18	F/502/4625	Spreadsheet Software	4	2	30
IT19	M/502/4555	Database Software	4	2	30
CVO10	T/601/2479	Handle mail	3	2	17
CVO11	R/601/2523	Work with other people in a business environment	4	3	12

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Optional Group B2 (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CAA9	K/601/2477	Use a diary system	3	2	9
CAA7	Y/601/2510	Support the organisation of business travel or accommodation	3	2	18
MB6	H/601/2493	Use office equipment	4	2	18
CH9	R/601/2490	Store and retrieve information	3	2	17
CAA8	H/601/2476	Use electronic message systems	1	2	6
CFAQ19	M/502/4622	Presentation Software	4	2	30
LEP22	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	3	2	26
LEP21	T/600/8948	Manage and market own freelance services	6	3	60
LEP23	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	4	3	28

6. BIIAB Level 3 Certificate in Cultural Venue Operations Rules of Combination (ROC) and Structure

To achieve the Level 3 Certificate in Cultural Venue Operations learners **must** gain a **total of 28** credits. This **must** consist of:

- **Minimum total** credit: **28**

- Mandatory Group A **minimum** credit: **16**

- Group B optional units **minimum** credit: **12**

- A **minimum** of **16 credits must** be achieved through the completion of units at **Level 3** and above

- **GLH: 146**

- **TQT: 280**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and 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
CV012	L/601/2505	Support the organisation of an event	2	2	15
CAA24	M/601/5963	Assist with incidents and emergency procedures	3	3	24
CV013	L/601/2522	Solve business problems	4	3	18
CV014	Y/601/2524	Contribute to decision-making in a business environment	3	3	12
CVO15	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	4	3	38

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Group B Optional Units

Unit no	URN	Unit Title	Credit	Level	GLH
CV016	Y/601/6105	Promoting cultural venues	3	3	24
CV017	L/601/6120	Understand how to promote cultural venues	3	3	24
CV07	D/601/5988	Understand organisational procedures for dealing with waste, recyclables, lost property and suspicious packages	2	2	18
CV018	T/601/5995	Dealing with waste, recyclables, lost property and suspicious packages	3	3	24
CV019	D/601/5991	Catalogue objects and collections within a cultural venue	6	3	48
CV020	A/601/6002	Identification of items of cultural interest	6	3	48
CV021	H/601/6124	Understand how to examine and identify items of cultural interest	3	3	24
CV022	A/601/6128	Packaging and transporting items to new locations	6	3	48
CV023	L/601/6134	Understand how to package and transport items to new locations	3	3	24
CVO24	M/601/6000	Document collection items and assign accession numbers	6	3	48
CV025	K/601/6139	Understand organisational procedures for monitoring the security and environment of items within a cultural venue	3	3	24
CV026	T/601/6144	Monitoring the security and environment of items within a cultural venue	3	3	24
CV027	J/601/5998	Delivering a guided tour of cultural premises	3	3	24
CV028	J/601/6701	Make sure actions in the workplace aim to protect the environment	4	3	17

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Unit no	URN	Unit Title	Credit	Level	GLH
CV029	K/601/5850	Assisting with daily financial issues	3	2	27
CV030	D/601/7515	Contribute to the care of a cultural venue premise	3	2	24
CV031	T/601/3096	Administer first aid	1	2	8
CV032	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CV033	T/601/7925	Place goods in storage in logistics operations	4	2	16
CV034	D/601/7014	Assemble orders for dispatch in cultural venue operations	3	2	12
CV035	F/600/1971	Photo image capture	10	3	70
CV036	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
LEP22	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	3	2	26
LEP21	T/600/8948	Manage and market own freelance services	6	3	60
CV039	D/503/5678	Check stock levels and sort out problems with stock levels in a retail environment	2	2	10
CV040	H/505/2188	Supporting the Recruitment and Selection Process	4	3	36
LEP23	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	4	3	28
CV042	A/503/9611	Undertaking mentoring in the workplace	4	3	6

7. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18

- 19+.

8. Progression

The BIIAB Cultural Venue Operations qualifications are designed to equip learners with the knowledge and skills to work effectively in a variety of roles. They will also allow for a number of progression routes into other qualifications, to employment or into other areas of learning.

Achievement of the Level 2 Certificate in Supporting Cultural Venue Operations qualification offers opportunities for progression, including:

- BIIAB Level 3 Certificate in Cultural Venue Operations
- Intermediate Level 2 Apprenticeship in Cultural and Heritage Venue Operations (pathway 2)

Achievement of the Level 3 Certificate in Cultural Venue Operations qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management
- Advanced Level 3 Apprenticeship in Cultural and Heritage Venue Operations (pathway 2)

9. Assessment

Overview of assessment strategy

The qualification contains knowledge and competence units. Any 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.

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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

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 team leading qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.
IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

  OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

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 BIIABs 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. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIABs 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.

12. 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.

13. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the units, including a Summative Reflective account template.
- 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.

Evidence matrixes

BIIAB provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. AKM, Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace

- Professional discussion

- Reflective account

- Product evidence (eg implementation plans, correspondence, work records)

- Testimony from senior colleagues/clients

- Personal report of actions and circumstances

- Recognition of Prior Achievement (RPA)

- Records of questioning

- Other.

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. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Summative Reflective Account

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

14. 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.

15. 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 either National Occupational Standards or 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 time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will 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.

16. Mandatory Units

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

Unit Title	Meet and welcome visitors
BIIAB Reference	CVO1
Level	2
Credit Value	3
GLH	23
Unit Reference No.	Y/601/2457

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand procedures for meeting and welcoming visitors	1.1	Describe different reasons for people visiting a business, their requirements and how their needs may be met
	1.2	Explain the purpose of dealing with visitors promptly and courteously
	1.3	Explain the purpose of presenting a positive image of self and the organisation
	1.4	Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities
	1.5	Describe different types of problems that may occur with visitors including, conflict and aggression
	1.6	Describe ways of dealing with different problems and when to refer them to an appropriate colleague
	1.7	Explain the purpose of communicating with visitors
	1.8	Describe organisation structures and communication channels within the organisation
2 Be able to meet and welcome visitors	2.1	Greet visitor(s) and make them feel welcome
	2.2	Identify visitors and the reason for their visit
	2.3	Use the organisation's systems to receive and record visitors, as appropriate
	2.4	Make sure visitors' needs are met
	2.5	Present positive image of self and the organisation
	2.6	Follow health, safety and security procedures, as required
	2.7	Inform others of visitors' arrival, as required, in line with appropriate communication channels
	2.8	Deal with any problems that may occur, or refer problems to the appropriate person
	2.9	Follow procedures for departing visitors, as required

Unit Title	Communicate in a business environment
BIIAB Reference	CVO2
Level	2
Credit Value	3
GLH	18
Unit Reference No.	D/601/2475

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the purpose of planning communication	1.1	Explain reasons for knowing the purpose of communication
	1.2	Explain reasons for knowing the audience to whom the communication is being presented
	1.3	Describe different methods of communication
	1.4	Describe when to use different methods of communication
2 Understand how to communicate in writing	2.1	Identify different sources of information that may be used when preparing written communication
	2.2	Describe the communication principles for using electronic forms of written communication in a business environment
	2.3	Describe the reasons for using language that suits the purpose of written communication
	2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
	2.5	Describe ways of checking for the accuracy of written information
	2.6	Explain the purpose of accurate use of grammar, punctuation and spelling
	2.7	Explain what is meant by plain English, and why it is used
	2.8	Explain the need to proofread and check written work
	2.9	Explain how to identify work that is important and work that is urgent
	2.10	Describe organisational procedures for saving and filing written communications
3 Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly
	3.2	Explain ways of making contributions to discussions that help to move them forward
	3.3	Describe methods of active listening
	3.4	Explain the purpose of summarising verbal communications
4 Understand the purpose of feedback in developing communication skills	4.1	Describe ways of getting feedback on communications
	4.2	Explain the purpose of using feedback to develop communication skills
5 Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)
	5.2	Select methods of communication to be used
	5.3	Confirm methods of communication, as required

Unit Title	Communicate in a business environment
BIIAB Reference	CVO2
Level	2
Credit Value	3
GLH	18
Unit Reference No.	D/601/2475
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
6 Be able to communicate in writing	6.1 Find and select information needed for written communications 6.2 Organise, structure and present information so that it is clear, accurate and meets the needs of the audience 6.3 Use language that suits the purpose of written communication and the audience 6.4 Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear 6.5 Proofread and check written communications and make amendments, as required 6.6 Confirm what is important and what is urgent 6.7 Produce written communications to meet agreed deadlines 6.8 Keep a file copy of written communications sent
7 Be able to communicate verbally	7.1 Verbally present information and ideas to others clearly and accurately 7.2 Make contributions to discussion(s) that move the discussion forward 7.3 Actively listen to information given by other people, and make relevant responses 7.4 Ask relevant questions to clarify own understanding, as required 7.5 Summarise verbal communication(s) and agree that the correct meaning has been understood
8 Be able to identify and agree ways of developing communication skills	8.1 Get feedback to confirm whether the communication has achieved its purpose 8.2 Use feedback to identify and agree ways of improving own communication skills

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 Criterion - 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	**Ensure responsibility for actions to reduce risks to health and safety**
BIIAB Reference	**TT40**
Level	**3**
Credit Value	**4**
GLH	**38**
Unit Reference No.	**A/601/5867**

Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**	
1 Be able to identify the hazards and evaluate the risks in the workplace.	1.1	Identify workplace instructions that are relevant to them and their job role
	1.2	Identify working practices and hazards in the workplace that could be harmful
	1.3	Evaluate the hazards and prioritise in risk order
	1.4	Report hazard(s) to the responsible person
2 Be able to reduce the risks to health and safety in the workplace.	2.1	Perform work activities at own level of competence in accordance with identified health and safety: - workplace policies - instructions and procedures, - suppliers and manufacturers' information and - relevant legal requirements
	2.2	Manage hazards in accordance with workplace instructions and legal requirements
	2.3	Report any differences between workplace instructions and supplier/manufacturer instructions
3 Know how to reduce risks to health and safety in the workplace.	3.1	Explain their responsibility in remaining alert to hazards and risks
	3.2	Describe own responsibilities and scope for action in controlling risk
	3.3	Explain the importance of adhering to health and safety policies and practices
	3.4	Describe where and when to get additional health and safety assistance
	3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace

Unit Title	Support the organisation of an event
BIIAB Reference	CVO12
Level	2
Credit Value	2
GLH	15
Unit Reference No.	L/601/2505

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the role and purpose of providing support with the organisation of an event	1.1	Describe the role and responsibilities required when supporting the organisation of an event
	1.2	Identify a range of support activities that may be required when supporting the organisation of an event
	1.3	Identify the purpose and value of giving assistance with organising an event
	1.4	Describe the different types of events and their main features
	1.5	Describe the types of risks associated with events and how to minimise these
	1.6	Outline the types of information that delegates will need
	1.7	Explain how to identify suitable venues for different types of events
	1.8	Describe the types of resources needed to prepare for different types of events
	1.9	Outline the different special requirements that delegates may have and how to meet these
	1.10	Describe the health, safety and security requirements that need to be considered when organising events
2 Be able to support the organisation of an event	2.1	Contribute to the organisation of an event by: a) supporting the implementation of the plan for the event to meet agreed objectives b) identifying resources and support needed for organising an event c) identifying and costing suitable venues d) arranging resources and production of event materials e) preparing and sending of invitations to delegates f) co-ordinating delegate responses g) liaising with the venue to confirm event requirements h) providing delegates with joining instructions and event materials i) rehearsing arrangements to make sure the event runs smoothly, if required j) following all legal and contractual requirements k) following the relevant health, safety and security requirements for the event

Unit Title	Assist with incidents and emergency procedures
BIIAB Reference	CAA24
Level	3
Credit Value	3
GLH	24
Unit Reference No.	M/601/5963

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand organisational procedures for dealing with incidents and emergencies	1.1	Summarise organisational procedures that should be followed for a range of incidents and emergencies that may occur
	1.2	Analyse ways to identify signs of potential incidents or emergencies
	1.3	Evaluate organisational procedures for monitoring and controlling risks
	1.4	Explain organisational procedures for reporting and recording information on incidents and emergencies
	1.5	Evaluate contingency plans for a range of incidents and emergencies
2 Understand roles and responsibilities in dealing with an incident or emergency	2.1	Describe own role and responsibilities
	2.2	Describe the roles and responsibilities of others
	2.3	Explain the importance of handing over control at an appropriate point
	2.4	Explain the importance of communicating clearly and accurately with colleagues and customers
	2.5	Explain the importance of working as a team when dealing with an incident or emergency
3 Be able to assist in dealing with incidents or emergency	3.1	Analyse available information about an incident or emergency and make an initial response
	3.2	Assess own role and the role of others in dealing with an incident or emergency
	3.3	Take appropriate and prompt action to prevent a situation escalating following organisational procedures
	3.4	Give instructions to other staff and individuals in line with organisational procedures
	3.5	Maintain the rights of individuals involved at all times
	3.6	Implement contingency plans correctly
	3.7	Report and record information relevant to the incident or emergency

Unit Title	Solve business problems
BIIAB Reference	CVO 13
Level	3
Credit Value	4
GLH	18
Unit Reference No.	L/601/2522

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand business problems and their causes	1.1	Describe ways of recognising when a business problem exists
	1.2	Explain how to identify possible causes of business problems
	1.3	Describe ways of analysing business problems
2 Understand techniques for solving business problems	2.1	Describe different ways of planning to solve a business problem
	2.2	Describe different ways of solving business problems
	2.3	Give reasons for having support and feedback from others when problem solving
	2.4	Explain the purpose of regularly reviewing progress and adjusting plans during problem solving
	2.5	Describe ways of recognising when a problem has been solved
3 Understand factors that influence solutions to business problems	3.1	Describe the possible effects of organisational policies and procedures when solving business problems
	3.2	Describe the possible effects of legal or regulatory requirements when solving business problems
4 Understand how to evaluate approaches to solving business problems	4.1	Describe ways of evaluating approaches to solving business problems
	4.2	Describe ways of evaluating solutions to problems for effectiveness
5 Be able to recognise and analyse business problems	5.1	Recognise a business problem
	5.2	Confirm own understanding of a business problem
	5.3	Identify reasons for a business problem
	5.4	Analyse a business problem, getting additional information, as required
	5.5	Work with others to agree what the business problem is
6 Be able to plan and carry out own solution to the business problem	6.1	Develop and justify an approach for how to solve the business problem
	6.2	Develop own plan to solve the business problem
	6.3	Identify ways of deciding when the problem has been solved
	6.4	Agree own plan, with others as required
	6.5	Carry out own plan to solve the business problem, involving others as required
	6.6	Use support and feedback from others to help reach a solution
	6.7	Regularly check progress towards solving the business problem
	6.8	Use feedback and progress reports to adjust the plan, as required
	6.9	Confirm that the problem has been solved, with others as required
7 Be able to evaluate own solution to the business problem	7.1	Evaluate own approach to solving the business problem for its effectiveness
	7.2	Evaluate own solution to the business problem for its effectiveness
	7.3	Evaluate alternative approaches and solutions for possible effectiveness

Unit Title	Contribute to decision-making in a business environment
BIIAB Reference	CVO14
Level	3
Credit Value	3
GLH	12
Unit Reference No.	Y/601/2524

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the purpose and process of decision-making	1.1	Identify situations where decision-making is required
	1.2	Explain key stages in the decision-making process
2 Understand how to prepare to contribute to decision-making	2.1	Understand the purpose of knowing the context in which a decision is being made
	2.2	Describe the role and responsibilities of a person contributing to decision-making
	2.3	Describe possible limitations on a person contributing to decision-making
	2.4	Identify sources of information that can be used to inform decision-making
	2.5	Explain how to research information to be used to inform decision-making
3 Understand how to contribute to decision-making	3.1	Explain the purpose of contributing to meetings and other discussions where decisions are being made, and ways of doing so
	3.2	Explain how to structure own ideas and information
	3.3	Explain the purpose and benefits of respecting other people's contributions to the decision-making process
	3.4	Explain the purpose of listening and responding to other people during the decision-making process, and ways of doing so
	3.5	Explain how to use evidence, argument, questioning and assertiveness to influence outcomes
	3.6	Explain the purpose of collective responsibility
4 Be able to prepare contributions to decision-making	4.1	Identify sources of information needed
	4.2	Research and collect information to add value to the decision-making process
5 Be able to make contributions to decision-making	5.1	Present information to others and develop ideas, using accurate and current information
	5.2	Make constructive, relevant and timely contributions to meeting(s) or other discussions to contribute to making a decision
	5.3	Provide additional information, when asked, to contribute to making a decision
	5.4	Contribute to identifying and agreeing criteria for making a decision
	5.5	Contribute to structuring ideas and information in a way that helps other people understand own ideas
	5.6	Listen to other people's contributions adapting own ideas as necessary
	5.7	Contribute to reviewing information provided for a decision to be made
	5.8	Confirm support for an agreed decision

Unit Title	**Ensure responsibility for actions to reduce risks to health and safety**
BIIAB Reference	CVO15
Level	3
Credit Value	4
GLH	38
Unit Reference No.	A/601/5867

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to identify the hazards and evaluate the risks in the workplace.	1.1	Identify workplace instructions that are relevant to them and their job role.
	1.2	Identify working practices and hazards in the workplace that could be harmful.
	1.3	Evaluate the hazards and prioritise in risk order.
	1.4	Report hazard(s) to the responsible person
2 Be able to reduce the risks to health and safety in the workplace.	2.1	Perform work activities at own level of competence in accordance with identified health and safety: • workplace policies • instructions and procedures, • suppliers and manufacturers' information and • relevant legal requirements.
	2.2	Manage hazards in accordance with workplace instructions and legal requirements.
	2.3	Report any differences between workplace instructions and supplier/manufacturer instructions.
3 Know how to reduce risks to health and safety in the workplace.	3.1	Explain their responsibility in remaining alert to hazards and risks.
	3.2	Describe own responsibilities and scope for action in controlling risk.
	3.3	Explain the importance of adhering to health and safety policies and practices.
	3.4	Describe where and when to get additional health and safety assistance.
	3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace.

Notices

BIIAB Cultural Venue Operations Qualifications

BIIAB

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