

# Qualification Handbook

## BIIAB Level 2 Certificate in Licensed Hospitality Operations

601/4851/2  
C00/0679/5

Version 5

## BIIAB Level 2 Certificate in Licensed Hospitality Operations Handbook

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 4, July 2016	Complete reformat into current BIIAB house style	Whole document
	Correction to level of unit A/502/5806	Unit
Version 5, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 5, 12
	Updated RoC with TQT figures	Section 5

## **Table of Contents**

<b>1</b>	<b>About the BIIAB Level 2 Certificate in Licensed Hospitality Operations</b>	<b>3</b>
<b>2</b>	<b>Objective and Purpose of this Qualification</b>	<b>3</b>
<b>3</b>	<b>About this Handbook</b>	<b>4</b>
<b>4</b>	<b>BIIAB Customer Service</b>	<b>4</b>
<b>5</b>	<b>What are Rules of Combination (ROC)?</b>	<b>5</b>
<b>6</b>	<b>BIIAB Level 2 Certificate in Licensed Hospitality Operations Rules of Combination (ROC) and Structure</b>	<b>6</b>
<b>7</b>	<b>Age Restriction</b>	<b>8</b>
<b>8</b>	<b>Entry Requirements and Progression</b>	<b>8</b>
<b>9</b>	<b>Assessment</b>	<b>9</b>
<b>10</b>	<b>Initial Assessment and Induction</b>	<b>16</b>
<b>11</b>	<b>Resources</b>	<b>16</b>
<b>12</b>	<b>Design and Delivery</b>	<b>17</b>
<b>13</b>	<b>Format of Units</b>	<b>18</b>
<b>14</b>	<b>Initial Registration</b>	<b>19</b>
<b>15</b>	<b>Qualification Review and Feedback</b>	<b>20</b>
<b>16</b>	<b>Mandatory Units</b>	<b>20</b>
<b>17</b>	<b>BIIAB Level Certificate in Licensed Hospitality Operations Sign-off Sheet</b>	<b>21</b>

## **1. About the BIIAB Level 2 Certificate in Licensed Hospitality Operations**

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.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
BIIAB Level 2 Certificate in Licensed Hospitality Operations	601/4851/2	C00/0679/5

## **2. Objective and Purpose of this Qualification**

The BIIAB Level 2 Certificate in Licensed Hospitality Operations has been designed to allow learners to develop the underpinning knowledge for working in licensed hospitality, for example behind a bar or in customer facing roles in the bar area, employed in various licensed hospitality premises such as:

- Leased premises
- Managed houses
- Tenanted premises
- Hotels
- Restaurants
- Nightclubs
- Club premises

Alongside the BIIAB Level 2 Certificate in Licensed Hospitality Skills and Functional Skills (Essential Skills in Wales) in English and Maths, the qualification is designed to make up the component parts of the Intermediate Apprenticeship in Licensed Hospitality in England and Wales.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. 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 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](http://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](mailto: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 Certificate in Licensed Hospitality Operations Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 2 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total credit: 15**
  - Mandatory Group A credit: **10**
  - Optional Group B **minimum 2 units and 5 credits**
- A **minimum of 9** credits **must** be achieved through the completion of units at **Level 2** and above.
- GLH: **127**
- TQT: **150**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required for the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
LSRPLH	H/601/7631	Legal and Social Responsibilities of a Personal Licence Holder	1	2	8	Multiple Choice Test
FSC	H/502/0132	Food safety in catering	1	2	9	Multiple Choice Test
HSW	H/601/9699	Health and Safety in the Workplace	1	2	10	Multiple Choice Test
AA	H/502/1054	Alcohol Awareness	1	1	10	Multiple Choice Test
PCMLH	K/501/5420	Principles of Conflict Management in Licensed Hospitality	1	2	10	Multiple Choice Test
DALP	M/601/7499	Drugs Awareness in Licensed Premises	1	2	10	Multiple Choice Test
LHO	M/503/5152	Licensed Hospitality Operations	3	2	30	Multiple Choice Test
CDS	A/506/4265	Customer and Drinks Service	1	1	10	Multiple Choice Test

## BIIAB Level 2 Certificate in Licensed Hospitality Operations Handbook



### Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
BCQCK	A/600/9258	Beer and Cellar Quality (Cask and Keg)	1	2	10	Multiple Choice Test
EC	A/602/0650	The Essentials of Catering	3	1	30	Multiple Choice Test
CT	K/600/3763	Cooking Theory	2	2	20	Multiple Choice Test
URSP	A/502/5806	Understanding the retail selling process	2	2	15	Assessment Knowledge Module
USW	K/503/2573	Understanding and selling wine	1	1	8	Multiple Choice Test
CSELH	H/505/3633	Customer Service Excellence in Licensed Hospitality	1	2	10	Multiple Choice Test
PPBCS	M/502/8296	Principles of Providing a Buffet and Carvery Service	1	2	6	Assessment Knowledge Module
SPM	K/503/7059	Sales Promotions and Merchandising	2	3	10	Short Answer Questions
UBM	F/503/7052	Understanding a Business Market	2	3	10	Short Answer Questions



## **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 knowledge in licensed hospitality. It may help the learner to move into supervisory or junior management roles within licensed hospitality.

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

- BIIAB Level 3 Diploma in Licensed Hospitality Skills (this focusses on the skills required)
- BIIAB Level 3 Certificate in Licensed Hospitality Operations (this focusses on the knowledge required)

## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains units that focus on knowledge. For these units, BIIAB has developed Multiple Choice Tests, Short Answer Question Papers and Assessment Knowledge Modules (AKMs). AKMs are internally marked assessments, containing a series of questions or activities, 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.

**People 1<sup>st</sup> 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

<b>Assessors, Internal Quality Assurers and External Quality Assurers must:</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
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 1<sup>st</sup> 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

<b>Qualification / Training</b>	<b>Competence based unit / qualification</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
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 1<sup>st</sup> 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.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"> <li>• Internal and external work placements</li> <li>• Work experience and shadowing (e.g. within associated departments)</li> <li>• External visits to other organisations</li> <li>• Updated and new training and qualifications</li> <li>• Training sessions to update skills</li> <li>• Visits to educational establishments</li> <li>• Trade fairs</li> </ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"> <li>• Relevant sector websites</li> <li>• Membership of professional bodies</li> <li>• Papers and documents on legislative change</li> <li>• Networking events</li> <li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>• Staff development days</li> </ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"> <li>• Regular standardisation meetings with colleagues</li> <li>• Sharing best practice through internal meetings, newsletters, email circulars</li> <li>• Comparison of assessment and verification in other sectors</li> <li>• Attending awarding organisation meetings / seminars</li> </ul>

### **Assessment**

People 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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](http://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:

- Multiple Choice Tests
- Short Answer Question Papers
- Assessment Knowledge Modules and Assessor Guidance
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on [centrezone.bii.org](http://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](http://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](http://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](http://centrezone.bii.org).

<b>Unit Title</b>	<b>Legal and Social Responsibilities of a Personal Licence Holder</b>	
<b>BIIAB Reference</b>	<b>LSRPLH</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>8</b>	
<b>Unit Reference No.</b>	<b>H/601/7631</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the nature, purpose and period of validity of a Personal Licence	1.1	State what a Personal Licence is
	1.2	State what a Personal Licence entitles the holder to do
	1.3	State the period of validity of a Personal Licence
2 Understand the application process and legal duties when applying for a Personal Licence	2.1	State the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence
	2.2	Outline the licensing authorities' process for the grant or rejection of new Personal Licences and renewals
	2.3	Identify who may object to the grant or renewal of a Personal Licence
	2.4	Define what is meant by the terms 'relevant offences' and 'foreign offences'
	2.5	State the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process
	2.6	State the penalty for failing to declare conviction of relevant or foreign offences during the application process
3 Understand the legal duties of a Personal Licence Holder	3.1	State the duties of a Personal Licence Holder if charged with a relevant or foreign offence
	3.2	State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted
	3.3	State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked
	3.4	State the duties of a Personal Licence Holder if a change of name and/or address occurs
	3.5	State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person
	3.6	State the penalties for breaching any legal duties of a Personal Licence
	3.7	State the consequences for a Personal Licence Holder if convicted of a drink driving offence
4 Understand the roles, responsibilities and functions of licensing authorities	4.1	State what licensing authorities are
	4.2	Outline the roles and responsibilities of licensing authorities
	4.3	Outline what a licensing policy is
	4.4	Outline the purpose of a licensing hearing including appeals

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Legal and Social Responsibilities of a Personal Licence Holder</b> <b>LSRPLH</b> <b>2</b> <b>1</b> <b>8</b> <b>H/601/7631</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Understand the Licensing Objectives and the importance of partnerships in promoting these objectives	5.1 5.2 5.3 5.4 5.5	Identify the Licensing Objectives and their importance to the licensing system State what an operating schedule is State what an operating schedule should include in order to promote the Licensing Objectives Identify the importance of partnerships in supporting the Licensing Objectives Identify the role of Crime and Disorder Reduction Partnerships
6 Understand the nature and strength of alcohol and the effect on the body	6.1 6.2 6.3 6.4 6.5 6.6 6.7	State the legal definition of alcohol in the Licensing Act 2003 State what 'supply of alcohol' means State how the strength of an alcoholic drink is measured Define the terms 'alcohol-free' and 'low alcohol' State the UK Government's sensible drinking advice State the intoxicating nature of alcohol Identify the effects of alcohol on the body
7 Understand the law in relation to premises licences	7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 7.10	Explain what a premises licence is State the procedures for a premises licence application State the grounds for a hearing and an appeal in respect of a premises licence application Explain the purposes of a premises licence review State the mandatory conditions attached to all premises licences that authorises the sale of alcohol Identify the 4 licensable activities defined by the Licensing Act 2003 State the law in relation to variations to premises licences State the law in relation to what constitutes unauthorised licensable activities Identify what a due diligence defence is and when it may be used State penalties for breaching conditions on a premises licence
8 Understand the role and responsibilities of the Designated Premises Supervisor (DPS)	8.1 8.2	Outline the job role of the DPS State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objectives

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Legal and Social Responsibilities of a Personal Licence Holder</b> <b>LSRPLH</b> <b>2</b> <b>1</b> <b>8</b> <b>H/601/7631</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
9 Understand the law in relation to Temporary Event Notices	9.1 9.2 9.3 9.4	State what is meant by the term 'permitted temporary activities' State what a Temporary Event Notice (TEN) is State the law in relation to the frequency of permitted temporary activities State the circumstances under which the police and environmental health officers can object to a TEN
10 Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises	10.1 10.2 10.3 10.4 10.5 10.6	State the duty to refuse the sale of alcohol to a drunken person State the law and industry guidelines on irresponsible drinks promotions Identify anti-violence strategies that can be adopted on licensed premises Identify the consequences of allowing illegal drug use and dealing on licensed premises Identify who is legally responsible for preventing disorderly conduct on licensed premises State penalties for allowing drunk and disorderly conduct on licensed premises
11 Understand the law in relation to the protection of children on licensed premises	11.1 11.2 11.3 11.4 11.5 11.6 11.7 11.8	State the law in relation to the sale of alcohol to children State the law in relation to the purchase or attempted purchase of alcohol by or for children State the law in relation to the unsupervised sale of alcohol by a child Identify the types and features of acceptable proof of age documents Outline the importance of other legislation related to the protection of children State the law in relation to the presence of children in licensed premises State the law in relation to the consumption of alcohol by children State penalties for breaching the law in relation to the protection of children on licensed premises



<b>Unit Title</b>	<b>Legal and Social Responsibilities of a Personal Licence Holder</b>	
<b>BIIAB Reference</b>	<b>LSRPLH</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>8</b>	
<b>Unit Reference No.</b>	<b>H/601/7631</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
12 Understand the powers of the police and other authorities in relation to licensed premises	12.1	State the powers of the police to close identified licensed premises in respect of disorder or nuisance
	12.2	State the powers of police to apply for a closure order covering a particular geographical area
	12.3	State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance
	12.4	Identify which authorities have a right of entry to licensed premises and when they can exercise these rights
13 Understand prohibitions and exemptions in relation to licensable activities	13.1	Identify the difference between retail sale and wholesale of alcohol
	13.2	Identify which forms of entertainment are regulated and which are exempt
	13.3	Identify which types of premises are prohibited from selling alcohol
	13.4	State the law in relation to the sale of alcohol on moving vehicles

<b>Unit Title</b>	<b>Food safety in catering</b>	
<b>BIIAB Reference</b>	<b>FSC</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>9</b>	
<b>Unit Reference No.</b>	<b>H/502/0132</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
	1.2	Describe how to report food safety hazards
	1.3	Outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination
	2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal
	3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning
	3.3	Outline the importance of pest control
4 Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards
	4.2	Explain how to deal with food spoilage including recognition, reporting and disposal
	4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Health and Safety in the Workplace</b> <b>HSW</b> <b>2</b> <b>1</b> <b>10</b> <b>H/601/9699</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand roles and responsibilities for health, safety and welfare in the workplace	1.1	Outline employers' and employees' duties relating to health, safety and welfare at work
	1.2	Outline the consequences for non-compliance with health and safety legislation
	1.3	Outline the requirements for training and competence in the workplace
	1.4	Outline the ways in which health and safety information can be communicated
2 Understand how risk assessments contribute to health and safety	2.1	Define the terms 'hazard' and 'risk'
	2.2	Outline the process for carrying out a risk assessment
	2.3	Describe how risk assessment can be used to reduce accidents and ill health at work
3 Understand how to identify and control the risks from common workplace hazards	3.1	Describe the hazards that may be found in a range of workplaces
	3.2	Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment
	3.3	Describe the principle of the risk control hierarchy
	3.4	List examples of risk controls for common workplace hazards
4 Know the procedures for responding to accidents and incidents in the workplace	4.1	State the common causes of workplace accidents and ill health
	4.2	Identify the actions that might need to be taken following an incident in the workplace
	4.3	List the arrangements that should be in place in a workplace for emergencies and first aid
	4.4	Outline why it is important to record all incidents, accidents and ill health

**Indicative Content**

<b>Learning Outcome:</b>	<b>Indicative Content (additional information)</b>
<p>1 Understand roles and responsibilities for health, safety and welfare in the workplace</p>	<p>1.1 Outline employers' and employees' duties relating to health, safety and welfare at work</p> <ul style="list-style-type: none"> <li>- Different Health and Safety regulations</li> <li>• Health and Safety at Work Act 1974</li> <li>• Health and Safety Executive (HSE) regulations are governed by Statute</li> </ul> <p>1.2 Outline the consequences for non-compliance with health and safety legislation</p> <ul style="list-style-type: none"> <li>- Consequences for non-compliance</li> <li>• Criminal records</li> <li>• Fines</li> <li>• Imprisonment</li> <li>• HSE and Enforcement Officers</li> <li>• HSE sanctions</li> <li>- Criminal and Civil Law</li> <li>- Burden of proof</li> <li>- UK court structure</li> <li>- Where you can find health and safety information</li> </ul> <p>1.3 Outline the requirements for training and competence in the workplace</p> <ul style="list-style-type: none"> <li>- Health and Safety Regulations</li> <li>- The law in regards to staff training on what to do in a fire</li> </ul> <p>1.4 Outline the ways in which health and safety information can be communicated</p> <ul style="list-style-type: none"> <li>- Health and Safety Information for Employees Regulations 1989</li> <li>- Management of Health and Safety at Work Regulations 1999</li> <li>- Health and Safety at Work Act 1974</li> <li>- Where can you find health and safety information</li> <li>• HSE website and leaflets</li> <li>• Employer Health and Safety Training, guidelines and procedures</li> <li>• Other information resources</li> </ul>
<p>2 Understand how risk assessments contribute to health and safety</p>	<p>2.1 Define the terms 'hazard' and 'risk'</p> <ul style="list-style-type: none"> <li>- Definition of a hazard – anything with the potential to cause harm</li> <li>- Definition of a Risk – likelihood of a hazard causing harm</li> <li>- Reducing consequences</li> </ul> <p>2.2 Outline the process for carrying out a risk assessment</p> <ul style="list-style-type: none"> <li>- Definition of a risk assessment</li> <li>• Steps which need to be taken</li> <li>• Risk assessment grid</li> <li>- HSE and Health and Safety regulations and risk assessment</li> <li>- Hierarchy of control</li> <li>• Steps 1-5</li> </ul>

Learning Outcome:	Indicative Content (additional information)
	<ul style="list-style-type: none"> <li>- What is reasonably practical?</li> <li>- Specific risk assessments               <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• Fire</li> <li>• Electricity</li> <li>• Noise</li> <li>• Lone workers</li> <li>• Self employed</li> </ul> </li> </ul> <p>2.3 Describe how risk assessment can be used to reduce accidents and ill health at work</p> <ul style="list-style-type: none"> <li>- Learning from risk assessments</li> <li>- Reviewing risk assessments</li> <li>- HSE and Health and Safety regulations and risk assessment</li> <li>- Hierarchy of control               <ul style="list-style-type: none"> <li>• Steps 1-5</li> </ul> </li> </ul>
<p>3 Understand how to identify and control the risks from common workplace hazards</p>	<p>3.1 Describe the hazards that may be found in a range of workplaces</p> <ul style="list-style-type: none"> <li>- Fire regulations</li> <li>- Fire               <ul style="list-style-type: none"> <li>• Triangle of fire</li> <li>• Your eyes and others</li> <li>• Removing an element from the triangle of fire</li> </ul> </li> <li>- Fire control               <ul style="list-style-type: none"> <li>• Types of fire extinguishers</li> <li>• Servicing and checking</li> <li>• Information to be displayed on extinguishers</li> <li>• Other types of fire control devices</li> <li>• Emergency lighting</li> <li>• Fire practice and training and the law</li> </ul> </li> <li>- Manual handling               <ul style="list-style-type: none"> <li>• Manual handling operations regulations 1992</li> <li>• Cycle for manual handling risk assessment</li> <li>• Weight labels</li> </ul> </li> <li>- Electricity               <ul style="list-style-type: none"> <li>• Electricity at Work Regulations 1989</li> <li>• PAT test</li> <li>• What to report</li> <li>• Static, Direct Current (DC) and Alternating Current (AC)</li> <li>• Fuses</li> </ul> </li> <li>- Display Screens               <ul style="list-style-type: none"> <li>• Health and Safety (Display Screen Equipment) Regulation 1992</li> </ul> </li> <li>- Control of Substances Hazardous to Health (COSHH)               <ul style="list-style-type: none"> <li>• Dangerous substances</li> <li>• CSHH Safety data sheets</li> <li>• COSHH symbols</li> </ul> </li> </ul> <p>3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the</p>

Learning Outcome:	Indicative Content (additional information)	
	3.3	environment - Fire - Manual handling - Electricity - Display Screens - Control of Substances Hazardous to Health (COSHH) - What is our environment? Describe the principle of the risk control hierarchy - Hierarchy of control • Steps 1-5 - What is reasonably practical?
	3.4	List examples of risk controls for common workplace hazards - Fire regulations - Fire - Manual handling - Electricity - Display Screens - Control of Substances Hazardous to Health (COSHH)
4 Know the procedures for responding to accidents and incidents in the workplace	4.1 4.2 4.3 4.4	4.1 State the common causes of workplace accidents and ill health - Definition of an accident and an incident - Investigating accidents 4.2 Identify the actions that might need to be taken following an incident in the workplace - Reporting to the HSE and police - How to report accidents and incidents - Investigating incidents - Consequences of reporting – possible new codes of practices 4.3 List the arrangements that should be in place in a workplace for emergencies and first aid - Fire • Extinguishers • Other fire control devices • Emergency lighting • Fire practice and training- fire marshals - Health and Safety (first aid) Regulations 1981 - First Aid 4.4 Outline why it is important to record all incidents, accidents and ill health - The benefits of reporting accidents and incidents including the accident pyramid - Reporting to the HSE and police - How to report accidents and incidents - The importance of reporting ill health

### **Suggested Reading**

BIIAB workbook for Health and Safety in the workplace

[www.hse.gov.uk](http://www.hse.gov.uk)

5 steps to Risk Assessment <http://www.hse.gov.uk/pubns/indg163.pdf>

<http://www.hse.gov.uk/chip/>

<http://www.hse.gov.uk/pubns/indg136.pdf>

<http://www.hse.gov.uk/electricity/electricequip.htm>

<http://www.hse.gov.uk/pubns/indg36.pdf>

<http://www.hse.gov.uk/riddor/riddor.htm#who>

<http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1073791512&type=RESOURCES>

<http://www.hse.gov.uk/involvement/1977.htm>

<http://www.hse.gov.uk/involvement/1996.htm>

<http://www.hse.gov.uk/pubns/indg184.htm>

### **Guidance for Tutors**

This unit covers key underpinning knowledge related to health and safety for the workplace. This unit could be delivered in conjunction with Maintenance of a safe, hygienic and secure working environment from the BIIAB Level 2 Certificate in Licensed Hospitality Skills.

<b>Unit Title</b>	<b>Alcohol Awareness</b>	
<b>BIIAB Reference</b>	<b>AA</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>H/502/1054</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Have an awareness of the licensed retail industry	1.1	State what licensed retail is
	1.2	State how the licensed retail industry contributes to the UK economy
2 Understand the nature of alcohol	2.1	State what alcohol is
	2.2	State the definition of alcohol under licensing law
	2.3	Describe features of the most common alcoholic drinks
3 Be aware of the strengths of alcohol by volume and unit	3.1	State what abv means
	3.2	State the definition of low alcohol and alcohol free drinks and the law with regards to labelling
	3.3	State the abv of beers, ciders and wines
	3.4	State the abv of spirits and alcopops
	3.5	State what a unit of alcohol is
	3.6	State the recommended maximum consumption of alcohol by unit per day/week for men and women
4 Understand the effects of drinking alcohol	4.1	Describe how alcohol affects the body and the stages of drunkenness
	4.2	Outline how the body eliminates alcohol and the associated myths about sobering up
5 Have an awareness of the problems of alcohol	5.1	State the definition of binge drinking and the size of the problem
	5.2	Describe the effects of binge drinking on the individual
	5.3	State the definition of alcoholism/alcohol dependence and the size of the problem
	5.4	Describe the effects of alcoholism on the individual
	5.5	Describe the social effects of binge drinking and the size of the problem
6 Have an awareness of the dangers of alcohol, sexual health and drink spiking	6.1	State the link between alcohol and casual sex and associated risks
	6.2	Describe the dangers of drink spiking
	6.3	Describe how to deal with a friend who is drunk or who may be the victim of drink spiking



<b>Unit Title</b>	<b>Alcohol Awareness</b>	
<b>BIIAB Reference</b>	<b>AA</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>H/502/1054</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
7 Understand the dangers of drink driving	7.1	Describe the effects of driving under the influence of alcohol
	7.2	State the risks associated with getting into a car with a person who is drunk
	7.3	State facts and statistics on drink driving related accidents
	7.4	State the direct and indirect penalties of being convicted of drink driving
8 Understand basic licensing law	8.1	State the reasons for licensing
	8.2	State when alcohol can be sold
9 Have an awareness of licensing offences under the Licensing Act 2003	9.1	State the law with regard to the sale of alcohol to young persons
	9.2	State the law with regard to the admission of young persons to licensed premises
	9.3	State the law with regard to the sale of alcohol by young persons
	9.4	State the offence of selling alcohol to drunken persons
	9.5	Describe how the law is enforced through the use of test purchasing
10 Understand the relationship between drugs and licensed premises	10.1	State the duty of the premises licence holder to enforce a zero tolerance drug policy
	10.2	State the law with regard to the enforcement of zero tolerance through search policies and the 3 types of search policy
	10.3	State the rights of the individual with regard to being searched and the consequences of refusing a search
	10.4	Describe how mixing drugs and alcohol can alter the effects of both
11 Understand the relationship between offensive weapons and licensed premises	11.1	State the definition of an offensive weapon and what may happen if a person is found with them on licensed premises
12 Understand how the licensed retail industry encourages responsible drinking	12.1	Describe how the licensed retail industry discourages irresponsible promotions
	12.2	Describe how the licensed retail industry discourages irresponsible advertising
	12.3	State what The Portman Group is and what they do
	12.4	State what proof of age cards are and where to obtain them

**Indicative Content**

Learning Outcome:	Indicative Content (additional information)	
1 Have an awareness of the licensed retail industry	1.1	State what licensed retail is <ul style="list-style-type: none"> <li>- Licensed retail and hospitality industry</li> <li>- Premises included in the sector</li> <li>- Numbers of premises</li> <li>- Personal licences</li> <li>- Facts on alcohol consumption</li> </ul>
	1.2	State how the licensed retail industry contributes to the UK economy <ul style="list-style-type: none"> <li>- Impact in UK economy</li> <li>• Financial (tax etc)</li> <li>• Community</li> <li>• Jobs and careers</li> </ul>
2 Understand the nature of alcohol	2.1	State what alcohol is <ul style="list-style-type: none"> <li>- What alcohol comprises of and effects on people</li> <li>- Types of alcoholic drinks</li> </ul>
	2.2	State the definition of alcohol under licensing law <ul style="list-style-type: none"> <li>- Alcohol by volume</li> <li>- Licensed premises</li> <li>- Authorisation and personal licences</li> </ul>
	2.3	Describe features of the most common alcoholic drinks <ul style="list-style-type: none"> <li>- Types of alcoholic drinks</li> <li>- Why people drink/ do not drink alcohol</li> </ul>
3 Be aware of the strengths of alcohol by volume and unit	3.1	State what abv means <ul style="list-style-type: none"> <li>- Definition of Alcohol by Volume</li> <li>• How this is displayed</li> </ul>
	3.2	State the definition of low alcohol and alcohol free drinks and the law with regards to labelling <ul style="list-style-type: none"> <li>- Different strengths of alcoholic drinks and classifications</li> </ul>
	3.3	State the abv of beers, ciders and wines <ul style="list-style-type: none"> <li>- Typical ABVs</li> </ul>
	3.4	State the abv of spirits and alcopops <ul style="list-style-type: none"> <li>- Typical ABVs</li> </ul>
	3.5	State what a unit of alcohol is <ul style="list-style-type: none"> <li>- Examples of drinks and units/ABVs</li> <li>• Calculation to work out units of alcohol</li> </ul>
	3.6	State the recommended maximum consumption of alcohol by unit per day/week for men and women <ul style="list-style-type: none"> <li>- Units per day/week for men, women and pregnant women including alcohol free days</li> </ul>

Learning Outcome:	Indicative Content (additional information)	
4 Understand the effects of drinking alcohol	4.1	Describe how alcohol affects the body and the stages of drunkenness <ul style="list-style-type: none"> <li>- How the alcohol is absorbed and distributed through the body</li> <li>• Factors affecting how alcohol is absorbed</li> <li>• Blood Alcohol Concentration (BAC)</li> <li>- Effect of alcohol on the body and reactions to small and increasing amounts of alcohol (long and short term)</li> <li>- Alcohol as a depressant</li> </ul>
	4.2	Outline how the body eliminates alcohol and the associated myths about sobering up <ul style="list-style-type: none"> <li>- Process of elimination of alcohol from the body</li> <li>- Myths about sobering up (coffee, showers etc)</li> </ul>
5 Have an awareness of the problems of alcohol	5.1	State the definition of binge drinking and the size of the problem <ul style="list-style-type: none"> <li>- What classifies as binge drinking and British Medical Association (BMA) definition</li> <li>- UK drinking culture</li> <li>- Licensing Act 2003 (partly to tackle binge drinking)</li> <li>- Health Protection Agency (HPA) research on binge drinking</li> </ul>
	5.2	Describe the effects of binge drinking on the individual <ul style="list-style-type: none"> <li>- Short and long term effects of drinking alcohol and binge drinking</li> </ul>
	5.3	State the definition of alcoholism/alcohol dependence and the size of the problem <ul style="list-style-type: none"> <li>- Difference and definition of alcoholism/alcohol dependence</li> <li>- Treatment for alcohol dependence</li> <li>- Forms of addiction (alcoholism) and treatments</li> </ul>
	5.4	Describe the effects of alcoholism on the individual <ul style="list-style-type: none"> <li>- Effects on health, personal/work life</li> <li>- Support for people suffering with alcoholism</li> </ul>
	5.5	Describe the social effects of binge drinking and the size of the problem <ul style="list-style-type: none"> <li>- Anti-social behaviour, violence and impact on other people and personal relationships</li> </ul>
6 Have an awareness of the dangers of alcohol, sexual health and drink spiking	6.1	State the link between alcohol and casual sex and associated risks <ul style="list-style-type: none"> <li>- Impact of alcohol on judgement, decision making, lowering of inhibitions etc on behaviour</li> <li>- Associated risks and consequences of casual sex and alcohol to health, crime, pregnancy etc</li> <li>- Emergency contraception</li> </ul>
	6.2	Describe the dangers of drink spiking <ul style="list-style-type: none"> <li>- Definition of drink spiking</li> <li>- Why people spike drinks and types of drugs used to spike drinks</li> </ul>

Learning Outcome:	Indicative Content (additional information)	
	6.3	<ul style="list-style-type: none"> <li>- Effects of drink spiking on individuals</li> <li>Describe how to deal with a friend who is drunk or who may be the victim of drink spiking</li> <li>- Strategies for handling a drunk person</li> <li>- Details of what to do in an emergency</li> </ul>
7 Understand the dangers of drink driving	7.1 7.2 7.3 7.4	<ul style="list-style-type: none"> <li>7.1 Describe the effects of driving under the influence of alcohol               <ul style="list-style-type: none"> <li>- Reaction times, co-ordination, judgement etc</li> </ul> </li> <li>7.2 State the risks associated with getting into a car with a person who is drunk               <ul style="list-style-type: none"> <li>- There is no safe limit of alcohol for drivers to consume</li> <li>- Advice to avoid drink driving</li> </ul> </li> <li>7.3 State facts and statistics on drink driving related accidents               <ul style="list-style-type: none"> <li>- Department for Transport Think! Road Safety website statistics</li> <li>- Killed/seriously injured drink drive related incident statistics</li> </ul> </li> <li>7.4 State the direct and indirect penalties of being convicted of drink driving               <ul style="list-style-type: none"> <li>- The legal limit for drinking and driving</li> <li>- Penalties associated with drink driving</li> <li>- Long term consequences (banned from driving)</li> </ul> </li> </ul>
8 Understand basic licensing law	8.1 8.2	<ul style="list-style-type: none"> <li>8.1 State the reasons for licensing               <ul style="list-style-type: none"> <li>- When and why these were introduced</li> <li>- 4 aims of Licensing Act 2003</li> </ul> </li> <li>8.2 State when alcohol can be sold               <ul style="list-style-type: none"> <li>- Licensing Act 2003 and updates in 2005 to the law</li> <li>- Details contained in the licence</li> <li>- Police/authorities powers in relation to noise/violent or disorderly behaviour</li> <li>- Licensable activities</li> </ul> </li> </ul>
9 Have an awareness of licensing offences under the Licensing Act 2003	9.1 9.2 9.3 9.4 9.5	<ul style="list-style-type: none"> <li>9.1 State the law with regard to the sale of alcohol to young persons               <ul style="list-style-type: none"> <li>- The Licensing Act 2003, different laws in relation to ages</li> <li>- How the licensing law is enforced and consequences of selling alcohol to young persons</li> <li>- Definitions of young person</li> </ul> </li> <li>9.2 State the law with regard to the admission of young persons to licensed premises               <ul style="list-style-type: none"> <li>- The Licensing Act 2003, different laws in relation to ages</li> </ul> </li> <li>9.3 State the law with regard to the sale of alcohol by young persons               <ul style="list-style-type: none"> <li>- Authorisation required for the sale of alcohol</li> <li>- Young persons working behind a bar / licensed restaurant</li> </ul> </li> <li>9.4 State the offence of selling alcohol to drunken persons               <ul style="list-style-type: none"> <li>- Details of the offence of selling alcohol and consequences</li> </ul> </li> <li>9.5 Describe how the law is enforced through the use of test</li> </ul>

Learning Outcome:	Indicative Content (additional information)	
		purchasing - Definition of test purchases - The process of test purchases, who conducts the purchase and the authorities involved - Consequences of failing the tests - PASS cards, Challenge age schemes
10 Understand the relationship between drugs and licensed premises	10.1            10.2            10.3            10.4	State the duty of the premises licence holder to enforce a zero tolerance drug policy - Drug related crimes - Reasons for zero tolerance policies and how to achieve this  State the law with regard to the enforcement of zero tolerance through search policies and the 3 types of search policy - Enforcing the zero policy by searching customers by Licensed (SIA) Door Supervisors • Processes of conducting searches • Searching rules and policies  State the rights of the individual with regard to being searched and the consequences of refusing a search - Processes of conducting searches - Searching rules and policies - Consequences of refusing a search  Describe how mixing drugs and alcohol can alter the effects of both - What controlled and illegal drugs are
11 Understand the relationship between offensive weapons and licensed premises	11.1	State the definition of an offensive weapon and what may happen if a person is found with them on licensed premises - Definition and examples of offensive weapons - The law in regards to carrying offensive weapons - Role of door supervisors and consequences if found carrying an offensive weapon
12 Understand how the licensed retail industry encourages responsible drinking	12.1            12.2            12.3            12.4	Describe how the licensed retail industry discourages irresponsible promotions - Licensing Act 2003 • Mandatory conditions  Describe how the licensed retail industry discourages irresponsible advertising - Control on advertising of alcohol • Areas advertising must avoid portraying • Rules on labelling  State what The Portman Group is and what they do - Aim of the group and campaigns  State what proof of age cards are and where to obtain them - Proof of Age Standard Scheme (PASS) • Cards accredited by the scheme - Different policies on acceptable forms of proof of age at

Learning Outcome:	Indicative Content (additional information)
	different companies

### **Suggested Reading**

- Handbook for the BIIAB Level 2 Award in Alcohol Awareness

The following websites provide information on the subject:

<https://www.alcoholconcern.org.uk/>

<http://www.portmangroup.org.uk/>

### **Guidance for Tutors**

The unit has been designed to make those starting a career in the licensed hospitality industry aware of the social, economic, career and health impacts of the product they sell, and of the importance of the industry to the local and national economy. Delivery can be linked to other units within this qualification and also relate to underpinning knowledge for the BIIAB Level 2 Certificate in Licensed Hospitality Skills, when delivered as part of the Intermediate Apprenticeship for Licensed Hospitality (England).

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Principles of Conflict Management in Licensed Hospitality</b> <b>PCMLH</b> <b>2</b> <b>1</b> <b>10</b> <b>K/501/5420</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the meaning and implications of workplace violence and the relevant responsibilities of employers and employees under the Health and Safety at Work Act 1974	1.1 State the Health and Safety Executive (HSE) definition of workplace violence 1.2 Identify the forms of workplace violence recognised by the HSE 1.3 State why it is important to have a workplace violence policy 1.4 Identify the main consequences of workplace violence for licensed premises 1.5 State the responsibilities of employers and employees to exercise a duty of care under the Health and Safety at Work Act 1974 1.6 State the responsibilities of employers and employees in relation to risk assessment under the Health and Safety at Work Act 1974 1.7 Identify the possible consequences of employers or employees failing to fulfil their responsibilities under the Health and Safety at Work Act 1974	
2 Be able to define risk and understand the main violence related hazards and risks faced by staff in the workplace and the main causes of workplace violence	2.1 State the definition of risk 2.2 Identify the main risks to staff from workplace violence 2.3 Identify the main forms of violence related hazards faced by staff in the workplace 2.4 Identify the main factors that contribute to workplace violence	
3 Understand the principles of risk assessment and risk management in relation to workplace violence and the relevant considerations and measures for dealing with conflict situations	3.1 State the process that should be followed when dealing with risk 3.2 Identify why risk assessment should be an on-going process 3.3 Define how to assess the level of threat presented by persons, incidents or situations 3.4 Identify the risk reduction measures available to improve staff safety 3.5 State the importance of anticipating and responding proactively to problems	

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<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>K/501/5420</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand the impact of aggression on human behaviour and identify the triggers of and inhibitors to aggressive behaviour. Understand the relevant considerations and measures for dealing with conflict situations	4.1	Identify the recognised human responses to a threatening situation
	4.2	Identify the triggers of aggressive behaviour
	4.3	Identify the factors that inhibit aggressive behaviour
	4.4	Identify how frustration can escalate into violence
	4.5	State how attitude can affect behaviour and how this cycle can be broken
	4.6	State the importance of managing customer expectations
5 Understand the structure of basic communication, factors that can promote and block effective communication and the concept of space	5.1	Identify the structure of the basic communication model
	5.2	Identify factors that block communication
	5.3	Identify the different channels of communication and the relative importance of each channel in promoting effective communication
	5.4	Identify non-verbal behaviours that signal non-aggression
	5.5	Identify different types of space and how environmental conditions and an individual's mood can alter their perception of space



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<b>Unit Reference No.</b>	<b>K/501/5420</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
6 Understand the strategies that might be adopted to manage violent situations, the importance of support when managing conflict and understand the law in relation to self-defence and the eviction of customers	6.1	Identify interventions that can defuse a conflict situation
	6.2	State the factors that influence the decision to confront unacceptable behaviour
	6.3	Identify appropriate strategies to manage unacceptable behaviour
	6.4	State the key elements of an assertive intervention
	6.5	Identify appropriate measures that could be adopted when refusing to serve customers
	6.6	State the importance of having exit strategies and sources of support in high-risk situations
	6.7	State under what circumstances the law allows the use of reasonable force in self defence
	6.8	State the factors that would be considered by a court when deciding if force used was reasonable and necessary
	6.9	State the law regarding the eviction of customers from licensed premises
	6.10	State the factors to be considered before evicting customers from licensed premises
7 Understand the effects of workplace violence on victims, the importance of victim support and the reasons for reporting violent incidents	7.1	Identify the possible short, medium and long-term effects on a victim of work-related violence
	7.2	Identify the support that needs to be made available to victims of workplace violence
	7.3	State the importance of reporting and recording an incidence of workplace violence
	7.4	State the importance of learning from incidents of workplace violence and sharing best practice with colleagues

**Indicative Content**

Learning Outcome:	Indicative Content (additional information)
<p>1 Understand the meaning and implications of workplace violence and the relevant responsibilities of employers and employees under the Health and Safety at Work Act 1974</p>	<p>1.1 State the Health and Safety Executive (HSE) definition of workplace violence</p> <ul style="list-style-type: none"> <li>- Definition of incidents and workplace violence</li> <li>• Abused, threatened, assaulted</li> </ul> <p>1.2 Identify the forms of workplace violence recognised by the HSE</p> <ul style="list-style-type: none"> <li>- Forms of workplace violence</li> <li>• Abused, threatened, assaulted</li> </ul> <p>1.3 State why it is important to have a workplace violence policy</p> <ul style="list-style-type: none"> <li>- Demonstration of commitment</li> <li>- Reviewing the policy</li> <li>- Setting standard of behaviour</li> <li>- Staff awareness of responsibilities and procedures</li> </ul> <p>1.4 Identify the main consequences of workplace violence for licensed premises</p> <ul style="list-style-type: none"> <li>- Impact on staff and customers, property, reputation and potential litigation</li> </ul> <p>1.5 State the responsibilities of employers and employees to exercise a duty of care under the Health and Safety at Work Act 1974</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act 1974 and common law</li> <li>• Duties of employers and employees</li> <li>- Consequences of employer failing to fulfil responsibilities under the Health and Safety legislation</li> </ul> <p>1.6 State the responsibilities of employers and employees in relation to risk assessment under the Health and Safety at Work Act 1974</p> <ul style="list-style-type: none"> <li>- Health and Safety at Work Act 1974 and common law</li> <li>• Duties of employers and employees</li> <li>- Consequences of employer failing to fulfil responsibilities under the Health and Safety legislation</li> </ul> <p>1.7 Identify the possible consequences of employers or employees failing to fulfil their responsibilities under the Health and Safety at Work Act 1974</p> <ul style="list-style-type: none"> <li>- Employers <ul style="list-style-type: none"> <li>• Prosecution</li> <li>• Compensation</li> <li>• Breach of contract</li> </ul> </li> <li>- Employees <ul style="list-style-type: none"> <li>• Prosecution if found to be negligent</li> </ul> </li> </ul>

Learning Outcome:	Indicative Content (additional information)
<p>2 Be able to define risk and understand the main violence related hazards and risks faced by staff in the workplace and the main causes of workplace violence</p>	<p>2.1 State the definition of risk</p> <ul style="list-style-type: none"> <li>- Definition and examples of risk and hazards</li> <li>- Importance of risk assessments</li> </ul> <p>2.2 Identify the main risks to staff from workplace violence</p> <ul style="list-style-type: none"> <li>- Handling customers under the influence of drink or drugs and large groups</li> <li>- Enforcement of laws and rules</li> <li>- Refusal of service</li> <li>- Criminal activity</li> </ul> <p>2.3 Identify the main forms of violence related hazards faced by staff in the workplace</p> <ul style="list-style-type: none"> <li>- Verbal abuse, threats and potentially assault</li> </ul> <p>2.4 Identify the main factors that contribute to workplace violence</p> <ul style="list-style-type: none"> <li>- Risk assessment and identifying factors and hazards</li> <li>- Factors that may contribute to violent incidents</li> <li>• From employees, customers, the environment and possible outcomes</li> </ul>
<p>3 Understand the principles of risk assessment and risk management in relation to workplace violence and the relevant considerations and measures for dealing with conflict situations</p>	<p>3.1 State the process that should be followed when dealing with risk</p> <ul style="list-style-type: none"> <li>- What a risk assessment is and the importance of completing an assessment</li> <li>- Three stages of Risk Assessment</li> <li>- POP method</li> </ul> <p>3.2 Identify why risk assessment should be an on-going process</p> <ul style="list-style-type: none"> <li>- Monitor the situation for changes</li> </ul> <p>3.3 Define how to assess the level of threat presented by persons, incidents or situations</p> <ul style="list-style-type: none"> <li>- Three stages of Risk Assessment</li> <li>• Stage 1 – assess the threat and POP method</li> <li>• Stage 2 – evaluate the options</li> <li>• Stage 3 – respond and SAFER model</li> </ul> <p>3.4 Identify the risk reduction measures available to improve staff safety</p> <ul style="list-style-type: none"> <li>- Importance of risk reduction measures</li> <li>• Measure 1 – Policy, procedures and guidance</li> <li>• Measure 2 – Physical measures</li> <li>• Measure 3 – timing</li> </ul> <p>3.5 State the importance of anticipating and responding proactively to problems</p> <ul style="list-style-type: none"> <li>- Importance of a proactive approach to service delivery to avoid conflict</li> <li>• First contact, positive communication</li> <li>• Difficult situations – explain, stay in control, control tone of voice, control body language</li> <li>- Measures by staff to monitor customer behaviour</li> </ul>

Learning Outcome:	Indicative Content (additional information)
<p>4 Understand the impact of aggression on human behaviour and identify the triggers of and inhibitors to aggressive behaviour. Understand the relevant considerations and measures for dealing with conflict situations</p>	<p>4.1 Identify the recognised human responses to a threatening situation</p> <ul style="list-style-type: none"> <li>- Fight and Flight</li> <li>• Natural instinct</li> <li>• Impact on the body to the threat</li> <li>• Influencing fight and flight</li> </ul> <p>4.2 Identify the triggers of aggressive behaviour</p> <ul style="list-style-type: none"> <li>- Definition of a trigger and emotional states of individuals</li> <li>- Common triggers</li> <li>• Being embarrassed</li> <li>• Losing face</li> <li>• Feeling insulted</li> <li>• If they think they are being laughed at</li> <li>- Examples and triggers in licensed premises</li> </ul> <p>4.3 Identify the factors that inhibit aggressive behaviour</p> <ul style="list-style-type: none"> <li>- Inhibitors which are based upon</li> <li>• Self control</li> <li>• Personal values</li> <li>• Retaliation</li> <li>• Social/legal consequences</li> </ul> <p>4.4 Identify how frustration can escalate into violence</p> <ul style="list-style-type: none"> <li>- Levels of escalation</li> <li>• Levels 1 – 4 (Frustration, Anger, Aggression and Violence)</li> <li>• How triggers effect the level of escalation</li> <li>• Avoiding escalation and individuals levels of arousal</li> </ul> <p>4.5 State how attitude can affect behaviour and how this cycle can be broken</p> <ul style="list-style-type: none"> <li>- Feelings towards others</li> <li>• Attitude and Behavioural Cycle</li> <li>- Negative behaviour</li> <li>• Impact of negative behaviour towards others</li> <li>• Changing behaviour and breaking the cycle</li> </ul> <p>4.6 State the importance of managing customer expectations</p> <ul style="list-style-type: none"> <li>- Identifying main causes of frustration and flash points and steps to reduce the risk of aggression</li> <li>- Points to consider when dealing with a customer</li> <li>• Customer expectations</li> <li>• Important behaviours</li> <li>• Things not to do</li> </ul>

Learning Outcome:	Indicative Content (additional information)
<p>5 Understand the structure of basic communication, factors that can promote and block effective communication and the concept of space</p>	<p>5.1 Identify the structure of the basic communication model</p> <ul style="list-style-type: none"> <li>- Model of communication between senders and receiver</li> <li>• Encode, message and decode</li> <li>- Why misunderstanding occurs</li> <li>- How misunderstandings can be avoided</li> <li>• Feedback and checking understanding</li> <li>• Feedback communication model</li> </ul> <p>5.2 Identify factors that block communication</p> <ul style="list-style-type: none"> <li>- What a block is</li> <li>- 6 blocks and how these impact communication</li> <li>• The environment, emotions and feeling, alcohol and drugs, different cultures, mental health problems and people with learning disabilities</li> </ul> <p>5.3 Identify the different channels of communication and the relative importance of each channel in promoting effective communication</p> <ul style="list-style-type: none"> <li>- The 3 channels</li> <li>• Words, tone, non-verbal</li> <li>• Percentage of each channel</li> </ul> <p>5.4 Identify non-verbal behaviours that signal non-aggression</p> <ul style="list-style-type: none"> <li>- Importance of signalling non-aggression</li> <li>- Open PALMS (Positive, Attitude, Look and listen, Make space, Stance)</li> <li>- Eye contact and active listening</li> <li>- Basic zones of space (stranger, normal, intimate)</li> <li>• Creating and measuring personal space</li> <li>- Stance</li> </ul> <p>5.5 Identify different types of space and how environmental conditions and an individual's mood can alter their perception of space</p> <ul style="list-style-type: none"> <li>- Basic zones of space (stranger, normal, intimate)</li> <li>• Creating and measuring personal space</li> <li>- Stance</li> </ul>

Learning Outcome:	Indicative Content (additional information)
<p>6 Understand the strategies that might be adopted to manage violent situations, the importance of support when managing conflict and understand the law in relation to self-defence and the eviction of customers</p>	<p>6.1 Identify interventions that can defuse a conflict situation  - 4 strategies  <ul style="list-style-type: none"> <li>• Maintain self-control</li> <li>• Signal non-aggression</li> <li>• Show empathy and actively listen</li> <li>• Deal with the emotion first</li> </ul> </p> <p>6.2 State the factors that influence the decision to confront unacceptable behaviour  - Confronting people and factors influencing confrontation  - Confronting people when calmer  - Assertiveness and signalling non-aggression</p> <p>6.3 Identify appropriate strategies to manage unacceptable behaviour  - Strategies  <ul style="list-style-type: none"> <li>• Maintain self-control</li> <li>• Signal non-aggression</li> <li>• Show empathy and actively listen</li> <li>• Deal with the emotion first</li> </ul> </p> <p>6.4 State the key elements of an assertive intervention  - Confronting people and factors influencing confrontation  - Confronting people when calmer  - Assertiveness and signalling non-aggression</p> <p>6.5 Identify appropriate measures that could be adopted when refusing to serve customers  - Refusal to serve individuals and measures to reduce the potential conflict</p> <p>6.6 State the importance of having exit strategies and sources of support in high-risk situations  - Getting away from a high-risk situation  <ul style="list-style-type: none"> <li>• Have a pre-prepared exit strategy</li> <li>• Have a ready-made reasons to exit</li> </ul> </p> <p>6.7 State under what circumstances the law allows the use of reasonable force in self defence  - The force which can be applied and circumstances  - The law in regards to retaliation  - Deciding if force is lawful and reasonable – courts of law</p> <p>6.8 State the factors that would be considered by a court when deciding if force used was reasonable and necessary  - Deciding if force is lawful and reasonable – courts of law  <ul style="list-style-type: none"> <li>• Court will used a range of factors for both the assailant and victim</li> <li>• Age, sex, size and behaviour of assailant</li> <li>• Skills/support available to victim, location and risk presented</li> <li>• The onus to prove imminent danger and not retaliation</li> </ul> </p>

Learning Outcome:	Indicative Content (additional information)
	<p>6.9 State the law regarding the eviction of customers from licensed premises</p> <ul style="list-style-type: none"> <li>- Legal duty of licensee/person in charge of licensed premises</li> <li>- Common Law – trespass</li> </ul> <p>6.10 State the factors to be considered before evicting customers from licensed premises</p> <ul style="list-style-type: none"> <li>- Rules and guidance about evicting people and accurate recording</li> <li>- Notifying customers</li> <li>• displays, warning, asking to leave, non-verbal communication and physical removal</li> </ul>
<p>7 Understand the effects of workplace violence on victims, the importance of victim support and the reasons for reporting violent incidents</p>	<p>7.1 Identify the possible short, medium and long-term effects on a victim of work-related violence</p> <ul style="list-style-type: none"> <li>- Different reactions from different people</li> <li>• Short term – emotional and direct response – examples of different reactions</li> <li>• Medium-term – occur when victim has a change to reflect - examples of different reactions</li> <li>• Long term – reactions which persist for longer than 2 or 3 weeks - examples of different reactions</li> </ul> <p>7.2 Identify the support that needs to be made available to victims of workplace violence</p> <ul style="list-style-type: none"> <li>- Line manager and the four key points when support is crucial</li> <li>• Immediately after the incident</li> <li>• During absence from work</li> <li>• Preparing for and returning to work</li> <li>• First few weeks back at work</li> <li>- Support services</li> <li>- Victim Support</li> </ul> <p>7.3 State the importance of reporting and recording an incidence of workplace violence</p> <ul style="list-style-type: none"> <li>- Protect staff against risk</li> <li>- Used to establish effective strategies and training</li> <li>- Duty under Health and Safety legislation</li> <li>- Under reporting</li> <li>- What is outside of the norm incidents</li> <li>- Learning from incidents</li> <li>- Potential civil or criminal court</li> <li>- Detail and factors to include in a report</li> </ul> <p>7.4 State the importance of learning from incidents of workplace violence and sharing best practice with colleagues</p> <ul style="list-style-type: none"> <li>- Reviewing approach to incident</li> <li>- Sharing good practice</li> <li>• With colleagues</li> </ul>

Learning Outcome:	Indicative Content (additional information)
	<ul style="list-style-type: none"><li>• Feedback to the organisation</li><li>• Learning effective ways for solving problems</li></ul>

### **Suggested Reading**

- BIIAB handbook for the Level 2 Award in Conflict Management for Licensed Premises Staff

### **Guidance for Tutors**

This unit is designed to be delivered in the context of the workplace. Examples may be used from real life experiences.



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Drugs Awareness in Licensed Premises</b> <b>DALP</b> <b>2</b> <b>1</b> <b>10</b> <b>M/601/7499</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to identify the most common trends in drugs misuse and where to obtain further information	1.1	State general and UK drug trends
	1.2	Identify who to approach for local information on current drugs trends
	1.3	State the key elements of the Government's anti-drugs strategy
2 Be able to identify drug-related legislation and offences relevant to licensed premises and state how and why drugs are classified	2.1	Identify relevant legislation and offences under the provisions of The Misuse of Drugs Act 1971, The Licensing Act 2003, The Drugs Act 2005 and the Anti-Social Behaviour Act 2003
	2.2	Identify the offence under the Misuse of Drugs Act that specifically applies to premises licence holders, designated premises supervisors and managers of licenced premises
	2.3	State how and why drugs are classified
	2.4	State the law and processes concerning a review of the premises licence and suspension or forfeiture of a personal licence in relation to controlled drug misuse on licensed premises
	2.5	State the law in relation to powers to close premises in respect of class A drug activity
	2.6	State the law regarding police rights of entry to licensed premises
3 Be able to identify the most common drugs offences associated with licensed premises and recognise signs of their occurrence	3.1	Identify drug problems particular to licensed premises which cater for various customer groups in various types of location
	3.2	Identify paraphernalia that might indicate that cannabis is being misused in licensed premises
	3.3	Identify paraphernalia that might indicate that amphetamines or cocaine is being misused in licensed premises
	3.4	Identify customer behaviour that might indicate that drugs are being misused in licensed premises
	3.5	Identify behaviour that might indicate that drug dealing is taking place
	3.6	State health risks associated with drug misuse and with mixing drugs with alcohol
	3.7	Identify symptoms and customer behaviour that might indicate that drinks spiking is occurring

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<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
4 Understand the need for a drug strategy for licensed premises as part of a partnership approach and be able to identify what should be included in a drugs strategy and how it should be implemented and monitored	4.1 State the need for and the importance of partnerships with the Licensing Authority, the police and other relevant authorities 4.2 Identify how to initiate, implement and monitor a drugs strategy as part of the risk assessment and operating schedule for the premises 4.3 State how the design and decoration of premises can discourage drugs misuse 4.4 Identify the importance of staff training and staff monitoring within a drugs strategy 4.5 State the benefits of using surveillance and closed circuit television (CCTV) and how to record CCTV correctly to provide admissible evidence
5 Understand the practical steps that can be taken to prevent drug related activity on licensed premises	5.1 State the right and duty to refuse entry and the role of door supervisors 5.2 State good practice guidelines for conducting pre-entry searches of customers 5.3 State how to comply with requirements when finding or confiscating suspect substances and for the safe handover of found or confiscated drugs 5.4 State the importance of making customers aware of the premises' zero tolerance drugs policy and of providing other appropriate drugs awareness materials for customers
6 Understand how to deal with public safety issues where drugs enter or are used on licensed premises	6.1 State how to comply with the requirements of public safety in terms of the prevention of over-crowding, overheating, spiking of drinks and the provision of first aid 6.2 Identify good practice for recording drug related incidents in an incident record 6.3 State the importance of safe handling and how to prevent injury from handling sharps during searches and when suspect substances are found 6.4 Identify good practice guidelines for dealing with customers suspected of dealing drugs 6.5 Identify good practice guidelines for dealing with drug or alcohol related illness and emergencies

**Indicative Content**

Learning Outcome:	Indicative Content (additional information)
<p>1 Be able to identify the most common trends in drugs misuse and where to obtain further information</p>	<p>1.1 State general and UK drug trends</p> <ul style="list-style-type: none"> <li>- General trends               <ul style="list-style-type: none"> <li>• Changes in drug use and attitudes, e.g. Cannabis</li> <li>• Youth culture</li> <li>• Drugs in licensed premises including pubs</li> <li>• Rise and availability of hard drugs e.g. heroin and cocaine</li> <li>• Importance of vigilance of young people</li> </ul> </li> <li>- Specific and regional trends               <ul style="list-style-type: none"> <li>• Types of drugs including descriptions and trends</li> <li>• Spiking and symptoms of spiking</li> </ul> </li> <li>- Trends in the UK</li> </ul> <p>1.2 Identify who to approach for local information on current drugs trends</p> <ul style="list-style-type: none"> <li>- Police Licensing Officer or Drug Awareness Team</li> </ul> <p>1.3 State the key elements of the Government's anti-drugs strategy</p> <ul style="list-style-type: none"> <li>- Detail the objectives (young people, communities, treatment, availability)</li> <li>- Importance of agencies working together</li> </ul>
<p>2 Be able to identify drug-related legislation and offences relevant to licensed premises and state how and why drugs are classified</p>	<p>2.1 Identify relevant legislation and offences under the provisions of The Misuse of Drugs Act 1971, The Licensing Act 2003, The Drugs Act 2005 and the Anti-Social Behaviour Act 2003</p> <ul style="list-style-type: none"> <li>- Misuse of Drugs Act 1971               <ul style="list-style-type: none"> <li>• Drug offences under the Act</li> <li>• Impact to licence holders</li> <li>• Classes of drugs, reasons for these classes</li> </ul> </li> </ul> <p>2.2 Identify the offence under the Misuse of Drugs Act that specifically applies to premises licence holders, designated premises supervisors and managers of licenced premises</p> <ul style="list-style-type: none"> <li>- Misuse of Drugs Act 1971               <ul style="list-style-type: none"> <li>• Drug offences under the Act</li> <li>• Explanations of the offences</li> <li>• Impact on management and 'knowingly' permitting</li> </ul> </li> </ul> <p>2.3 State how and why drugs are classified</p> <ul style="list-style-type: none"> <li>- Misuse of Drugs Act 1971               <ul style="list-style-type: none"> <li>• Classes of drugs, reasons for these classes</li> </ul> </li> </ul> <p>2.4 State the law and processes concerning a review of the premises licence and suspension or forfeiture of a personal licence in relation to controlled drug misuse on licensed premises</p> <ul style="list-style-type: none"> <li>- Review of premises licences               <ul style="list-style-type: none"> <li>• Comply with licensing objectives</li> <li>• Interested party application to authorities</li> <li>• Process of review of a licence and actions which can be taken from by the licensing authority</li> </ul> </li> </ul>

Learning Outcome:	Indicative Content (additional information)
	<ul style="list-style-type: none"> <li>- Suspension of a licence</li> <li>- Forfeiture of a personal licence</li> <li>• Reasons for forfeiture</li> <li>• Conditions of forfeiture, future licences and years without a licence</li> </ul> <p>2.5 State the law in relation to powers to close premises in respect of class A drug activity</p> <ul style="list-style-type: none"> <li>- Anti Social Behaviour Act</li> <li>- Police powers</li> </ul> <p>2.6 State the law regarding police rights of entry to licensed premises</p> <ul style="list-style-type: none"> <li>- Rights of entry and police</li> <li>- Search warrants</li> </ul>
<p>3 Be able to identify the most common drugs offences associated with licensed premises and recognise signs of their occurrence</p>	<p>3.1 Identify drug problems particular to licensed premises which cater for various customer groups in various types of location</p> <ul style="list-style-type: none"> <li>- Licensing objectives</li> <li>- Zero tolerance in all parts of premises</li> <li>- Impact on premises</li> <li>• Drive away customers, attract criminals and crime, resulting damage or injury</li> </ul> <p>3.2 Identify paraphernalia that might indicate that cannabis is being misused in licensed premises</p> <ul style="list-style-type: none"> <li>- Evidence of what staff should look for (table of signs)</li> </ul> <p>3.3 Identify paraphernalia that might indicate that amphetamines or cocaine is being misused in licensed premises</p> <ul style="list-style-type: none"> <li>- Evidence of what staff should look for (table of signs)</li> </ul> <p>3.4 Identify customer behaviour that might indicate that drugs are being misused in licensed premises</p> <ul style="list-style-type: none"> <li>- Physical and behavioural signs</li> <li>- Smells and sharing roll up cigarettes</li> <li>- Awareness of other potential reasons for physical/behavioural activity</li> </ul> <p>3.5 Identify behaviour that might indicate that drug dealing is taking place</p> <ul style="list-style-type: none"> <li>- Signs and locations of dealing</li> <li>- Drugs Act 2005</li> </ul> <p>3.6 State health risks associated with drug misuse and with mixing drugs with alcohol</p> <ul style="list-style-type: none"> <li>- Risks to health</li> <li>• Overdoses</li> <li>• Choking</li> <li>• Other risks to health</li> <li>- Alcohol and drugs</li> <li>• Damage to major organs</li> <li>• Alcohol and cocaine</li> </ul>

Learning Outcome:	Indicative Content (additional information)	
	3.7	Identify symptoms and customer behaviour that might indicate that drinks spiking is occurring - Physical and behavioural signs
4 Understand the need for a drug strategy for licensed premises as part of a partnership approach and be able to identify what should be included in a drugs strategy and how it should be implemented and monitored	4.1	<p>State the need for and the importance of partnerships with the Licensing Authority, the police and other relevant authorities</p> <ul style="list-style-type: none"> <li>- Importance of relationships and co-operation with authorities</li> <li>• Documenting and developing a ‘problem solving’ approach with authorities</li> <li>• Liaison between authorities/police to combat drugs and criminal activity</li> <li>• Relationship with police licensing officer for reporting and discussion over issues</li> </ul> <p>4.2 Identify how to initiate, implement and monitor a drugs strategy as part of the risk assessment and operating schedule for the premises</p> <ul style="list-style-type: none"> <li>- Guidelines for creating a drug strategy</li> <li>• Four basic steps</li> <li>• Involvement and relationship with authorities</li> <li>• Components of a drug policy – objectives and procedures</li> <li>• Awareness and implementation of strategy</li> <li>• Reviewing and monitoring of strategy</li> </ul> <p>4.3 State how the design and decoration of premises can discourage drugs misuse</p> <ul style="list-style-type: none"> <li>- Reducing opportunities in the different areas of the premises</li> <li>• Outside areas, entrances, bar/serving area, seating/standing area, passageways and toilet facilities</li> <li>- Patrolling and monitoring areas</li> </ul> <p>4.4 Identify the importance of staff training and staff monitoring within a drugs strategy</p> <ul style="list-style-type: none"> <li>- Outline of staff responsibilities</li> <li>- Importance of training staff and updating staff daily</li> <li>• Presence of drugs and consequences of misuse</li> </ul> <p>4.5 State the benefits of using surveillance and closed circuit television (CCTV) and how to record CCTV correctly to provide admissible evidence</p> <ul style="list-style-type: none"> <li>- Benefit list to licence holders/managers</li> <li>- Data Protection Act 1998</li> <li>- organisations/people who operate CCTV</li> </ul>

Learning Outcome:	Indicative Content (additional information)
<p>5 Understand the practical steps that can be taken to prevent drug related activity on licensed premises</p>	<p>5.1 State the right and duty to refuse entry and the role of door supervisors</p> <ul style="list-style-type: none"> <li>- Importance and role of door supervisors</li> <li>- SIA Licence</li> <li>- Ways to increase security</li> <li>- Training in policies/strategies</li> </ul> <p>5.2 State good practice guidelines for conducting pre-entry searches of customers</p> <ul style="list-style-type: none"> <li>- Guidelines of pre-entry searches</li> </ul> <p>5.3 State how to comply with requirements when finding or confiscating suspect substances and for the safe handover of found or confiscated drugs</p> <ul style="list-style-type: none"> <li>- Misuse of Drugs Act 1971</li> <li>- Development of safeguards</li> <li>- Suggestions of safeguards</li> <li>- Disposal of drugs</li> </ul> <p>5.4 State the importance of making customers aware of the premises' zero tolerance drugs policy and of providing other appropriate drugs awareness materials for customers</p>
<p>6 Understand how to deal with public safety issues where drugs enter or are used on licensed premises</p>	<p>6.1 State how to comply with the requirements of public safety in terms of the prevention of over-crowding, overheating, spiking of drinks and the provision of first aid</p> <ul style="list-style-type: none"> <li>- Methods to prevent overcrowding and overheating</li> <li>- Symptoms and responses to illness and possible drugs associated with illness</li> <li>- Procedures for handling emergencies</li> <li>- Training for staff and first aiders</li> </ul> <p>6.2 Identify good practice for recording drug related incidents in an incident record</p> <ul style="list-style-type: none"> <li>- Types of books to record incidents</li> <li>- Using records as evidence</li> </ul> <p>6.3 State the importance of safe handling and how to prevent injury from handling sharps during searches and when suspect substances are found</p> <ul style="list-style-type: none"> <li>- The risks to health <ul style="list-style-type: none"> <li>• Needle-stick injuries</li> </ul> </li> <li>- Procedures for searching and handling sharp objects</li> <li>- Insulin dependants</li> </ul> <p>6.4 Identify good practice guidelines for dealing with customers suspected of dealing drugs</p> <ul style="list-style-type: none"> <li>- Misuse of Drugs Act 1971</li> <li>- Suggested guidelines and safety of customers and staff</li> </ul> <p>6.5 Identify good practice guidelines for dealing with drug or alcohol related illness and emergencies</p> <ul style="list-style-type: none"> <li>- Sharp object injuries</li> <li>- Symptoms and responses to illness and possible drugs associated with the illness (table)</li> </ul>

Learning Outcome:	Indicative Content (additional information)
	- Procedures for handling emergencies Training for staff and first aiders Where training can be obtained from

### **Suggested Reading**

- BIIAB handbook for the Award for Drugs Awareness for Licensed Premises Staff

### **Guidance for Tutors**

This unit is designed to be delivered in the context of the workplace. Examples may be used from real life experiences.

<b>Unit Title</b>	<b>Licensed Hospitality Operations</b>	
<b>BIIAB Reference</b>	<b>LHO</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>M/503/5152</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the legal requirements and statutory responsibility for compliance with health and safety at work legislation	1.1	State the required health and safety documents, records and certification and the requirements to display such documentation
	1.2	State the requirement for relevant risk assessments to be conducted
	1.3	State the requirement for first aid provision
	1.4	State the legal requirements for the reporting of accidents and injuries in the workplace
	1.5	State the requirements for fire safety procedures including the provision of fire fighting equipment
	1.6	State the requirements with regard to manual handling
	1.7	State the requirements with regard to COSHH
	1.8	State the requirements and good practice with regard to the safe use of electrical equipment
	1.9	State the principles of HACCP
2 Understand good practice and statutory responsibility with regard to financial management and cash control	2.1	Identify the tools necessary to manage business finances and control cash flow
	2.2	State what is meant by retail price and sales price
	2.3	State what is meant by gross and net profit margins
	2.4	State what is meant by the break even level
	2.5	State what is meant by fixed and variable costs
	2.6	State statutory responsibilities in terms of national insurance, PAYE and VAT
	2.7	Calculate retail price (using formula supplied)
	2.8	Calculate the break even point
3 Understand good practice with regard to cash security, stock control and fraud awareness	3.1	State good practice guidance for till operation
	3.2	State how to ensure cash and stock is secure on the premises
	3.3	Identify indicators of fraudulent practices and how to prevent these
	3.4	Identify planning and stock control systems



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Licensed Hospitality Operations</b> <b>LHO</b> <b>2</b> <b>3</b> <b>30</b> <b>M/503/5152</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
4 Understand key areas of legislation with regard to retailing responsibly and trading within the law	4.1 State the legal measurements for selling beer, cider, wine and spirits 4.2 State which notices need to be displayed (in England and Wales or in Scotland, as appropriate) 4.3 State the law with regard to information that must be given in price lists 4.4 State the law with regard to licences for music 4.5 State the law on smoking in licensed premises including the law on the sales of tobacco products
5 Understand key areas of legislation with regard to crime prevention	5.1 State the law with regard to smuggled goods, tipping, substitution and passing off 5.2 State good practice with regard to the control of disorderly conduct and anti-social behaviour 5.3 Identify good practice guidelines for dealing with drug related problems 5.4 Identify strategies for the prevention and reporting of suspected terrorist activity and the use of CCTV
6 Understand relevant employment law	6.1 State the law with regard to national minimum wage 6.2 State the law with regard to the issue of a statement of terms and conditions of employment 6.3 State the rights of staff to paid holiday 6.4 State the rights of staff to sickness benefit 6.5 State the rights of staff to maternity and paternity leave 6.6 State the law with regard to the issue of itemised pay statements 6.7 State the relevant law with regard to the Employment Rights (Dispute Resolution) Act 1995 6.8 State the relevant law relating to discrimination under the Equality Act 2010 6.9 State the law with regard to termination of employment and redundancy 6.10 State the law with regard to transfer of undertakings (TUPE) 6.11 State the law with regard to employment of children and young persons 6.12 State the law with regard to the Working Time Regulations

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Licensed Hospitality Operations</b> <b>LHO</b> <b>2</b> <b>3</b> <b>30</b> <b>M/503/5152</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
7 Understand good practice for recruitment, induction and management of staff	7.1 Identify the key elements of a job description 7.2 State good practice guidelines for advertising for and interviewing prospective staff 7.3 State good practice guidelines on the relevance, production of and use of references 7.4 State the importance of checking a person's eligibility to work 7.5 State good practice guidelines for induction of staff 7.6 State the importance of staff training 7.7 Identify how and when to deliver staff training 7.8 State how to communicate with and motivate staff 7.9 State the benefits of delegating to staff and how to do this successfully
8 Understand the key components of marketing and merchandising	8.1 State how to develop a marketing plan 8.2 Identify key marketing tools (SWOT analysis, market segmentation, marketing objectives) 8.3 State how to identify the best retail offer for the customer profile 8.4 State the key principles of merchandising 8.5 State the key guidelines for influencing customer decisions through merchandising 8.6 State key opportunities for maximising sales 8.7 State the purpose and key elements of promotions and how to evaluate them 8.8 Identify different business promotion methods and the advantages and disadvantages of these
9 Understand the basic principles of effective customer service	9.1 Identify the essential elements of effective customer service 9.2 State good practice guidelines for managing customer complaints
10 Understand the importance of product knowledge and preparation for service	10.1 Identify good practice guidelines for preparing the premises for service 10.2 Identify the key characteristics of core product lines 10.3 Identify good practice guidelines for the service and presentation of the retail offer

<b>Unit Title</b>	<b>Licensed Hospitality Operations</b>	
<b>BIIAB Reference</b>	<b>LHO</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>M/503/5152</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
11 Understand good practice with regard to offering catering	11.1	State the suitability of types of equipment and service delivery for various styles of catering
	11.2	State the basic principles of menu construction and design
	11.3	State the factors involved in costing a dish and the information required in a dish specification
12 Understand the legal requirements with regard to gaming and the importance of maximising income	12.1	State the law with regard to gaming, betting, lotteries and gaming (AWP) machines
	12.2	Identify how to maximise machine income
	12.3	State the legal age requirements with regard to gaming

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Customer and Drinks Service</b> <b>CDS</b> <b>1</b> <b>1</b> <b>10</b> <b>A/506/4265</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how to complete the activities necessary to prepare the bar for service	1.1	State why it is important to prepare the bar for service
	1.2	Identify the correct way to store and present products in the bar area
	1.3	Identify the sundry items that should be placed on the bar and how these are prepared
	1.4	State safe systems of work for lifting and handling stock
	1.5	Identify activities required when preparing the bar and customer areas for service and how to complete these activities
	1.6	Identify signage that is legally required in the customer areas
2 Understand the standards required of a professional bar person	2.1	State the importance of personal hygiene and grooming for a member of bar staff
	2.2	State what action should be taken in relation to illness, infection, cuts and grazes
	2.3	State why it is important to be dressed appropriately
3 Understand basic selling and merchandising techniques and how to achieve the perfect serve to maximise customer satisfaction	3.1	State the basic principles of effective merchandising
	3.2	Identify basic selling techniques
	3.3	State how to handle glassware both safely and hygienically
	3.4	Identify the correct style of glassware to use for major drinks categories
	3.5	Identify dispense procedures used to achieve the 'perfect serve' for major drinks categories
4 Understand the law in relation to age restricted sales and activities, the duty to refuse service and the importance of adhering to trading standards	4.1	State the law in relation to the sale of alcohol to persons aged under 18
	4.2	State the law in relation to the sale of tobacco products to persons aged under 18
	4.3	State the law in relation to gambling in alcohol licensed premises
	4.4	State the duty to refuse service to drunk persons
	4.5	State the law in relation to smoking in licensed premises
	4.6	State the law in relation to the description of food/drink for sale and to 'passing off'

<b>Unit Title</b>	<b>Customer and Drinks Service</b>	
<b>BIIAB Reference</b>	<b>CDS</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>A/506/4265</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Understand why customer service is important and how it can be delivered, ways of refusing service and methods of dealing with complaints	5.1	State why customer service is important
	5.2	Identify what customers generally expect from a professional barperson
	5.3	Identify the key steps in serving a customer at the bar
	5.4	Identify the ways in which staff can build relationships with customers
	5.5	Identify how to assist customers with special needs
	5.6	State the law in relation to disabled customers
	5.7	Identify effective ways of refusing service to a customer
	5.8	State the correct procedure for handling customer complaints
6 Understand how information and the premises can be kept secure	6.1	Identify the correct procedure for using a till system
	6.2	State the procedures for processing different types of payment
	6.3	State the types of information that should be kept secure on licensed premises and how to achieve this
	6.4	Identify reasonable steps that might be taken to keep the premises secure
7 Understand how to safely and efficiently close the bar and customer areas at the end of service	7.1	State how to clear the customer area during service and at closing time
	7.2	Identify the safety precautions that should be taken when handling broken glass
	7.3	Identify how to use cleaning products safely
	7.4	Identify the different ways of cleaning glassware effectively
	7.5	Identify the closedown activities for a premises at the end of service

## 17. BIIAB Level 2 Certificate in Licensed Hospitality Operations Sign-off Sheet

To achieve the BIIAB Level 2 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total credit: 15**
  - Mandatory Group A credit: **10**
  - Optional Group B **minimum 2 units and 5 credits**
- A **minimum of 9** credits **must** be achieved through the completion of units at **Level 2** and above.
- GLH: **127**
- TQT: **150**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

## BIIAB Level 2 Certificate in Licensed Hospitality Operations Handbook



### Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
LSRPLH	H/601/7631	Legal and Social Responsibilities of a Personal Licence Holder						
FSC	H/502/0132	Food safety in catering						
HSW	H/601/9699	Health and Safety in the Workplace						
AA	H/502/1054	Alcohol Awareness						
PCMLH	K/501/5420	Principles of Conflict Management in Licensed Hospitality						
DALP	M/601/7499	Drugs Awareness in Licensed Premises						
LHO	M/503/5152	Licensed Hospitality Operations						
CDS	A/506/4265	Customer and Drinks Service						

**BIIAB Level 2 Certificate in Licensed  
Hospitality Operations Handbook**



**Optional Group B**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Learner Signature</b>	<b>Date</b>	<b>Assessor Signature</b>	<b>Date</b>	<b>Internal Quality Assurer signature (if sampled)</b>	<b>Date</b>
BCQCK	A/600/9258	Beer and Cellar Quality (Cask and Keg)						
EC	A/602/0650	The Essentials of Catering						
CT	K/600/3763	Cooking Theory						
URSP	A/502/5806	Understanding the retail selling process						
USW	K/503/2573	Understanding and selling wine						
CSELH	H/505/3633	Customer Service Excellence in Licensed Hospitality						
PPBCS	M/502/8296	Principles of Providing a Buffet and Carvery Service						
SPM	K/503/7059	Sales Promotions and Merchandising						
UBM	F/503/7052	Understanding a Business Market						



## 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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