Qualification Handbook

BIIAB Level 3 Certificate in Licensed Hospitality Operations

600/5195/4
C00/0448/2

Version 5

BIIAB Level 3 Certificate in Licensed Hospitality Operations Handbook

Version and date	Change, alteration or addition	Section
Version 4, August 2016	Complete reformat into current BIIAB house style	Whole document
	Correction to total credits and mandatory credits	Rules of Combination
	Inclusion of unit PFSS	Rules of Combination
	Correction to content of PDSS	Unit
Version 5	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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1. About the BIIAB Level 3 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.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 3 Certificate in Licensed Hospitality Operations	600/5195/4	C00/0448/2

2. Objective and Purpose of this Qualification

The BIIAB Level 3 Certificate in Licensed Hospitality Operations has been designed for those wanting to progress to a supervisory level position 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 3 Diploma 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 Advanced 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.

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

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

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

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

5. What are Rules of Combination (ROC)?

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

The ROC will specify:

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

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

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

To achieve the BIIAB Level 3 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 20** credits. This **must** consist of:

- **Minimum total** credit: **20**

  o Mandatory Group A credit: **12**

  o Optional Group B **minimum 3 units and 8 credits**

- A **minimum of 20** credits **must** be achieved through the completion of units at **Level 3** and above.

- GLH: **111**

- TQT: **200**

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

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
MTB	J/503/7053	Motivating a Team in Business	2	3	10	Short Answer Questions
UBM	F/503/7052	Understanding a Business Market	2	3	10	Short Answer Questions
PLBC	A/503/7051	Profit Loss and Budget Control	2	3	10	Short Answer Questions
ILM	H/503/0630	An introduction to leadership and management	6	3	41	Short Answer Questions

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PFSSC	K/502/0388	The Principles of Food Safety Supervision for Catering	3	3	25	Multiple Choice Test
HSW3	K/602/1647	Health and Safety in the Workplace	3	3	30	Multiple Choice Test
REP	F/503/7066	Recruitment and Employment Practice	2	3	10	Short Answer Questions
CSP3	D/503/7057	Customer Service Procedures	2	3	10	Short Answer Questions
TDD	H/503/7058	Training Design and Delivery	2	3	10	Short Answer Questions
SPM	K/503/7059	Sales Promotions and Merchandising	2	3	10	Short Answer Questions
PFM	K/503/7062	Profitable Food Management	2	3	10	Short Answer Questions
SC	A/503/7065	Stock Control	2	3	10	Short Answer Questions
PFSS	J/503/9868	Principles of Food Service Supervision	2	3	10	Short Answer Questions
PFPS	L/503/9869	Principles of Food Production Supervision	2	3	10	Short Answer Questions
KM	T/600/9176	Kitchen Management	3	3	30	Short Answer Questions
PDSS	H/503/9957	Principles of Drinks Service Supervision	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 3 knowledge in licensed hospitality. It may help the learner to move into 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 4 NVQ Diploma in Management
- BIIAB Level 4 Diploma in Management and Leadership

9. Assessment

Overview of assessment strategy

The qualification contains units that focus on knowledge. For these units, BIIAB has developed Multiple Choice Tests and Short Answer Question Papers.

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 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 - Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

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

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

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

Continuous Professional Development

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

Table 3 - Continuous Professional Development for Assessors and Verifiers

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

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

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

Assessment

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

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

Within these parameters, People 1st expects that:

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

Simulation

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

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

Appeals

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

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

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

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

10. Initial Assessment and Induction

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

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

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

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

11. Resources

BIIAB provides the following additional resources for this qualification:

- Multiple Choice Tests
- Short Answer Question Papers
- a Learner Summative Reflection
- Access to the units

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

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

Access to the Units

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

Learner Summative Reflection

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

12. Design and Delivery

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

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

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

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

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

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

13. Format of Units

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

Unit Title

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

Unit Number / Unit Reference Number (URN)

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

Level

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

Credit

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

Guided Learning Hours (GLH)

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

Learning Outcomes and Assessment Criteria

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

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

14. Initial Registration

Registration and Certification

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

Equal Opportunities and Diversity Policy

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

BIIAB is committed to ensure that:

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

Reasonable Adjustment Policy

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

15. Qualification Review and Feedback

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

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

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

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit **centrezone.bii.org** and download the unit pack.

Unit Title	Motivating a Team in Business
BIIAB Reference	MTB
Level	3
Credit Value	2
GLH	10
Unit Reference No.	J/503/7053

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the link between motivation and the achievement of business objectives	1.1	Identify the effect of a highly motivated workforce on a business
	1.2	Outline the links of the Service Profit Chain
	1.3	Explain the impact of each link of the Service Profit Chain on business performance
	1.4	Identify the elements of the Motivation Cycle
	1.5	Analyse the link between leadership and motivation in the Motivation Cycle
	1.6	Explain the importance of setting SMART objectives for a business
	1.7	Explain how SMART objectives relate to the setting of team targets and individual staff member targets
	1.8	Explain the role of the manager and leader in setting business objectives
	1.9	Describe how using the Management By Objectives (MBO) approach can help to support achieving the service profit chain
2 Identify what motivates management, teams and individuals	2.1	Explain the relevance of Maslow's Hierarchy of Needs to a business environment
	2.2	Analyse how and why individual staff can be motivated or demotivated through the application of Maslow's Hierarchy of Needs
	2.3	Explain the relevance of Herzberg's Theory to a business environment
	2.4	Analyse factors that have an effect on motivation (hygiene factors, motivating factors) through the application of the Hierarchy Theory
	2.5	Explain the concept of internal and external motivational factors
	2.6	Identify key motivating factors for an employee through the application of recognised motivation theories

Unit Title	Motivating a Team in Business
BIIAB Reference	MTB
Level	3
Credit Value	2
GLH	10
Unit Reference No.	J/503/7053

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand business team motivation strategies	3.1	Outline the importance of teamwork and the benefits it provides to individual staff members
	3.2	Outline the potential impact that teamwork has on overall business performance
	3.3	Explain the importance of comparing the characteristics of specialist versus multi-skilled employees when developing a team
	3.4	Analyse the impact of the introduction of a new team member in each of the stages of team development
	3.5	Describe the role of a leader in teamwork
	3.6	Describe the characteristics of different leadership styles and their impact on team motivation
4 Understand how to provide coaching to good and poor performers	4.1	Explain the concept of and reasons for performance monitoring
	4.2	Describe different methods of feedback and their associated benefits
	4.3	Describe ways of evaluating own performance
	4.4	Identify probable causes of poor performance
	4.5	Develop remedial strategies and action plans that address the probable causes of poor performance
5 Understand the application of 'Reward and Incentive' in a business environment	5.1	Outline the difference between reward and incentive
	5.2	Outline the strengths and weaknesses of reward and incentive
	5.3	Describe the link between business objectives and reward and incentive schemes
	5.4	Explain the factors to be considered when matching rewards and incentives to individuals' levels of motivation
	5.5	Evaluate areas of risk within a reward or incentive scheme
	5.6	Develop a remedial action plan that addresses identified areas of risk within a reward or incentive scheme

Indicative Content

Learning Outcome:	Indicative Content (additional information)	
1 Understand the link between motivation and the achievement of business objectives	1.1	Identify the effect of a highly motivated workforce on a business - employee motivation, productivity and retention - customer loyalty and customer satisfaction - revenue, growth and profit
	1.2	Outline the links of the Service Profit Chain - internal quality - employee satisfaction - employee productivity - employee retention - external service value - customer satisfaction - customer loyalty - revenue and growth - profit
	1.3	Explain the impact of each link of the Service Profit Chain on business performance - employee motivation, productivity and retention - customer loyalty and customer satisfaction - revenue, growth and profit
	1.4	Identify the elements of the Motivation Cycle - set and communicate goals and objectives - ensure staff are able to perform - manage interpersonal factors - manage procedural factors - take corrective action - monitor and reward - continually improve
	1.5	Analyse the link between leadership and motivation in the Motivation Cycle - setting objectives - managing individuals - managing teams - managing processes - motivation
	1.6	Explain the importance of setting SMART objectives for a Business - business direction - achievement of aims and objectives - specific - measurable - achievable - realistic - time-bound
	1.7	Explain how SMART objectives relate to the setting of team targets and individual staff member targets - individual accountability

Learning Outcome:		Indicative Content (additional information)
		- individual motivation - team accountability - working relationships
	1.8	Explain the role of the manager and leader in setting business objectives - approachability and communication - realistic target-setting - team involvement - support and feedback to employees - recognising effort and contributions - anticipation of the future - sufficiency of resourcing - team business vision/mission statement - empowering staff within the limits of responsibility - creating a climate for success
	1.9	Describe how using the Management By Objectives (MBO) approach can help to support achieving the service profit chain - motivation - better communication - clarity of goals
2 Identify what motivates management, teams and individuals	2.1	Explain the relevance of Maslow's Hierarchy of Needs to a business environment - be able to apply Hierarchy of Needs theory to a business environment and discuss the relevance of the theory to a given situation
	2.2	Analyse how and why individual staff can be motivated or demotivated through the application of Maslow's Hierarchy of Needs - physiological needs - security needs - belonging - esteem - self-actualisation
	2.3	Explain the relevance of Herzberg's Theory to a business Environment - be able to apply Herzberg's theory to a business environment and discuss the relevance of the theory to a given situation - hygiene factors - motivating factors
	2.4	Analyse factors that have an effect on motivation (hygiene factors, motivating factors) through the application of the Hierarchy Theory - be able to identify and analyse factors present in a given business environment through the application of Herzberg's Theory

Learning Outcome:		Indicative Content (additional information)
	2.5	Explain the concept of internal and external motivational factors - internal motivation: definition and examples - external motivation: definition and examples
	2.6	Identify key motivating factors for an employee through the application of recognised motivation theories - be able to analyse a given business environment and be able to identify motivating factors through the application of both Maslow's and Herzberg's theories
3 Understand business team motivation strategies	3.1	Outline the importance of teamwork and the benefits it provides to individual staff members - improved communications between all managers and employees - the unit's objectives and goals are shared by all team members - the understanding of business objectives and goals by all the team members - improved commitment through a greater sense of ownership - better suggestions and ideas - people learn from each other - improved morale and motivation because people are included - increased job satisfaction - personal development and growth - reduced fear of risk-taking - more involvement in decision-making - increased recognition of his or her contribution
	3.2	Outline the potential impact that teamwork has on overall business performance - improved quality of products or services - the creation of a culture of continuous improvement - reduced duplication - improved employee satisfaction - reduced staff turnover - improved sales or profits - improved customer satisfaction
	3.3	Explain the importance of comparing the characteristics of specialist versus multi-skilled employees when developing a team - promotion of teamwork - flexibility of cover - variety and interest of work - retention of staff - learning opportunities - ease of recruitment - breakdown of traditional barriers
	3.4	Analyse the impact of the introduction of a new team member in each of the stages of team development

Learning Outcome:			Indicative Content (additional information)
			- forming, storming, norming, performing team-development model
		3.5	Describe the role of a leader in teamwork - approachability and communication - realistic target-setting - team involvement - support and feedback to employees - recognising effort and contributions - anticipation of the future - sufficiency of resourcing - team business – empowering staff within the limits of responsibility - creating a climate for success
		3.6	Describe the characteristics of different leadership styles and their impact on team motivation - the autocrat or authoritarian leader - the laissez-faire or delegative manager - the democrat or participative leader
4 Understand how to provide coaching to good and poor performers		4.1	Explain the concept of and reasons for performance monitoring - measurement of standards - measurement of performance - reward and recognition of staff - motivation - organisational development
		4.2	Describe different methods of feedback and their associated benefits - formal - informal
		4.3	Describe ways of evaluating own performance - personal action planning - your own values and career and personal goals - the importance of assessing your own performance and developing your skills accordingly - the most appropriate methods for assessing your own performance - who the best people are to judge your performance and give you constructive feedback (for example, clients, contacts and colleagues) - what an effective development plan should contain - how to update a development plan in line with feedback received or development activities undertaken
		4.4	Identify probable causes of poor performance - not being shown correctly how to do something - not being aware of the standards they should work to - working under undue pressure - following an example set by another team member - personal problems

Learning Outcome:			Indicative Content (additional information)
			- low motivation - attention-seeking
	4.5		Develop remedial strategies and action plans that address the probable causes of poor performance - mentoring - coaching - personal action plans - training
5 Understand the application of 'Reward and Incentive' in a business environment	5.1		Outline the difference between reward and incentive - reward: define and give examples of - incentive: define and give examples of
	5.2		Outline the strengths and weaknesses of reward and incentive - reward: strengths and weaknesses - incentive: strengths and weaknesses
	5.3		Describe the link between business objectives and reward and incentive schemes - achievement of business objectives - levels of motivation - productivity - staff loyalty - customer satisfaction - profit
	5.4		Explain the factors to be considered when matching rewards and incentives to individuals' levels of motivation - staff have to believe in the goal - the reward on offer - the ability of the business to deliver the reward - the value of the reward must be comparable to, or more than, the effort required to achieve it - the comparability of the scheme with the same type of scheme elsewhere - the fairness of the scheme - does it reward behaviour/achievements that staff can control?
	5.5		Evaluate areas of risk within a reward or incentive scheme - to be able to identify and evaluate areas of risk within a reward or incentive scheme for a given business situation
	5.6		Develop a remedial action plan that addresses identified areas of risk within a reward or incentive scheme - to be able to identify risks within a reward or incentive programme in a given situation and develop a plan to address these risks

Suggested Reading

- BIIAB Motivating a Team in Business handbook

Guidance for Tutors

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

Unit Title	Understanding a Business Market
BIIAB Reference	UBM
Level	3
Credit Value	2
GLH	10
Unit Reference No.	F/503/7052

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1 Understand the relationship between the marketing mix and business vision	1.1	Explain a vision that is appropriate for different types of business
	1.2	Explain the importance of a clear business vision
	1.3	Define the use and advantages of marketing
	1.4	Explain the relationship between marketing and achieving the vision of a business
	1.5	Explain the importance of customer focus in establishing marketing objectives
	1.6	Define the meaning and application of the marketing mix
	1.7	Explain how the marketing mix shapes a business structure
	1.8	Explain how the elements of the marketing mix apply to internal strengths and weaknesses of a business
2 Understand how to establish marketing objectives	2.1	Identify the elements of a business's external environment using the PEST model and outline the relationship of each to a business's marketing strategy
	2.2	Identify business opportunities and threats using the SWOT model
	2.3	Identify internal factors that may have an impact on a business's ability to optimise its opportunities
	2.4	Identify the characteristics of different types of competition (indirect and direct)
	2.5	Analyse indirect and direct competitor information
	2.6	Propose marketing objectives that take into account competitor information and activity
3 Understand methods of identifying and analysing target customer groups	3.1	Explain the purpose of understanding the difference between customers' needs, wants and expectations
	3.2	Recognise different methods of identifying and segmenting customer groups within a marketplace (socio-economic; lifestyle; demographic)
	3.3	Explain how customers' needs, wants and expectations may change according to their experiences
	3.4	Identify marketing offers that reflect the needs, wants and expectations of a target customer group during different customer occasions

Unit Title	Understanding a Business Market
BIIAB Reference	UBM
Level	3
Credit Value	2
GLH	10
Unit Reference No.	F/503/7052

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
4 Understand how to apply marketing objectives and promotional techniques	4.1	Define the scope and purpose of the promotional mix
	4.2	Explain the relationship of the promotional mix to achieving marketing objectives
	4.3	Outline the framework for a marketing action plan
	4.4	Set SMART marketing objectives that outline business marketing strategy
	4.5	Explain the factors to be considered when costing a marketing plan (budget, timing of payments due, materials, labour costs and other resources)
5 Understand how to evaluate the success of a marketing plan	5.1	Describe the ways in which the success of a marketing plan can be monitored and evaluated
	5.2	Describe methods of collecting information about customers, outlining the strengths and weaknesses of each
	5.3	Identify opportunities for business through an analysis of customer feedback
	5.4	Amend marketing objectives in line with the analysis of customer feedback

Indicative Content

Learning Outcome:		Indicative Content (additional information)
1 Understand the relationship between the marketing mix and business vision	1.1	Explain a vision that is appropriate for different types of business - be able to write an appropriate business vision
	1.2	Explain the importance of a clear business vision - a clear picture of business in the marketplace - a signpost for what the business is trying to achieve
	1.3	Define the use and advantages of marketing - CIM definition - meeting needs of customers - anticipating customer needs - communication
	1.4	Explain the relationship between marketing and achieving the vision of a business - business direction - business communications - application of correct marketing mix
	1.5	Explain the importance of customer focus in establishing marketing objectives - customer satisfaction - customer loyalty - increased profits
	1.6	Define the meaning and application of the marketing mix - people - product - place - price - promotion
	1.7	Explain how the marketing mix shapes a business structure - competitors - customers - suppliers
	1.8	Explain how the elements of the marketing mix apply to internal strengths and weaknesses of a business - people: skills and attributes - product: quality - place: location - price: level - promotion: type
2 Understand how to establish marketing objectives	2.1	Identify the elements of a business's external environment using the PEST model and outline the relationship of each to a business's marketing strategy - political - economical - social - technological

Learning Outcome:		Indicative Content (additional information)
	2.2	Identify business opportunities and threats using the SWOT model - strengths - weaknesses - opportunities - threats
	2.3	Identify internal factors that may have an impact on a business's ability to optimise its opportunities - employee turnover, employee satisfaction, employee skills - management of resources - physical constraints: space, building fabric
	2.4	Identify the characteristics of different types of competition (indirect and direct) - direct: restaurants, inns, hotels - indirect: leisure facilities
	2.5	Analyse indirect and direct competitor information - be able to analyse direct and indirect competition
	2.6	Propose marketing objectives that take into account competitor information and activity - be able to propose marketing objectives when presented with competitor information and activity
3 Understand methods of identifying and analysing target customer groups	3.1	Explain the purpose of understanding the difference between customers' needs, wants and expectations - definition: wants, needs, expectations
	3.2	Recognise different methods of identifying and segmenting customer groups within a marketplace (socio-economic; lifestyle; demographic) - demographic - socio-economical - lifestyle - life cycle - geographical - customer occasions
	3.3	Explain how customers' needs, wants and expectations may change according to their experiences - how customers' expectations are formed - internal - external
	3.4	Identify marketing offers that reflect the needs, wants and expectations of a target customer group during different customer occasions - be able to identify marketing offers that reflect the needs, wants and expectations of different customer groups during different customer occasions - customer occasions: definition

Learning Outcome:		Indicative Content (additional information)
4 Understand how to apply marketing objectives and promotional techniques	4.1	Define the scope and purpose of the promotional mix - sales promotions - merchandising - personal selling - advertising - public relations - direct marketing - sponsorship
	4.2	Explain the relationship of the promotional mix to achieving marketing objectives - to present information to consumers as well as others - to increase demand - to differentiate a product
	4.3	Outline the framework for a marketing action plan - the marketing audit - marketing objectives - marketing strategy - control and evaluation
	4.4	Set SMART marketing objectives that outline business marketing strategy - specific - measurable - achievable - realistic - time-bound - be able to write a SMART business objective
	4.5	Explain the factors to be considered when costing a marketing plan (budget, timing of payments due, materials, labour costs and other resources) - project costs - cost of borrowing money - recruitment - staff pay - promotional materials
5 Understand how to evaluate the success of a marketing plan	5.1	Describe the ways in which the success of a marketing plan can be monitored and evaluated - financial data - staff feedback - volume of business
	5.2	Describe methods of collecting information about customers, outlining the strengths and weaknesses of each - observing customers - talking to customers - monitoring plate waste - monitoring customer complaint and compliments - comment cards - interviewing customers - customer focus groups

Learning Outcome:		Indicative Content (additional information)
		- surveys - questionnaires - mystery customers
	5.3	Identify opportunities for business through an analysis of customer feedback - be able to analyse customer feedback and identify business opportunities
	5.4	Amend marketing objectives in line with the analysis of customer feedback - be able to analyse customer feedback and amend marketing objectives in line with this feedback

Suggested Reading

- BIIAB Understanding a Business Market handbook

Guidance for Tutors

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

Unit Title	Profit Loss and Budget Control
BIIAB Reference	PLBC
Level	3
Credit Value	2
GLH	10
Unit Reference No.	A/503/7051

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the business applications of financial information	1.1	Calculate the VAT element of sales to determine the value of net sales
	1.2	Evaluate the value of net sales to set retail prices for products or services
	1.3	Explain the importance of financial information for a business (i.e. the Trading and Profit and Loss account)
	1.4	Explain the relationship between weekly sales and expenditure records
	1.5	Explain the importance of cash flow to a business
	1.6	Calculate sales and expenditure information for all sources of income for a business
	1.7	Calculate a Profit and Loss account budget for a business
2 Understand business trading accounts	2.1	Calculate the overall gross profit of different products and/or services for a business
	2.2	Explain the positive and adverse variances against budget and year-on-year for a business
	2.3	Explain the importance of accurate costing in producing gross profit targets
	2.4	Carry out basic costings (i.e. menu items, beverages, accommodation, packages)
	2.5	Identify the areas of leakage that affect gross profit performance for a business
	2.6	Identify the sources of information that can be used to identify gross profit shortfall
	2.7	Explain the relationship between sales mix and differential margins and overall gross profit performance
	2.8	Recommend action for improvement that is consistent with the findings of an analysis of trading accounts

Unit Title	Profit Loss and Budget Control
BIIAB Reference	PLBC
Level	3
Credit Value	2
GLH	10
Unit Reference No.	A/503/7051

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand business costs	3.1	Define variable and fixed costs
	3.2	Explain the importance of setting budgets to control costs
	3.3	Explain the external factors that should be considered when producing budgets
	3.4	Identify positive and adverse variances against budget and year-on-year for a business
	3.5	Identify trends and indicators of poor cost control for a business
	3.6	Quantify the net profit performance for a business through an analysis of cost information
	3.7	Explain the likely causes of poor cost control
	3.8	Recommend management action for a business that is consistent with the findings of an analysis of cost controls
	3.9	Outline the principles of accurate manpower planning for a business
	3.10	Identify the consequences of inaccurate manpower planning for a business
	3.11	Explain the importance of wage control in maximising business profit
4 Understand components and their relationship to profitability	4.1	Explain the internal business information that supports the decision-making process for a business (i.e. budgeting, forecasting)
	4.2	Explain the reason for depreciating fixed assets
	4.3	Calculate the depreciation (straight line and reducing balance) of a business
	4.4	Explain the importance of analysing spend per head and volume trends to determine the effectiveness of business strategies
	4.5	Recommend action for a business to enhance business profitability that is consistent with the findings of an analysis of business information (i.e. profit and loss account, spend per head and customer volume)
	4.6	Calculate break-even for a business
	4.7	Determine the viability of a proposed promotion or activity

Indicative Content

Learning Outcome:		Indicative Content (additional information)
1 Understand the business applications of financial information	1.1	Calculate the VAT element of sales to determine the value of net sales - sales price - retail price
	1.2	Evaluate the value of net sales to set retail prices for products or services - calculating gross profit margins - adding VAT at the applicable rate
	1.3	Explain the importance of financial information for a business (i.e. the trading and profit and loss account) - setting targets - measuring business performance - identifying trends - supporting effective decision-making
	1.4	Explain the relationship between weekly sales and expenditure records - the importance of keeping regular checks on sales and expenditure - how they help in the preparation of the profit and loss account
	1.5	Explain the importance of cash flow to a business - structure - timescale - credit periods - receipts - payments
	1.6	Calculate sales and expenditure information for all sources of income for a business - cost of stock you buy for resale - components/raw materials to make your product - labour to produce the product - utilities - rent, rates - other production costs
	1.7	Calculate a Profit and Loss account budget for a business - calculate gross profit margins - calculate net profit margins - calculate costs as a percentage of sales - enter the appropriate figures into a profit and loss account
2 Understand business trading accounts	2.1	Calculate the overall gross profit of different products and/or services for a business - food - beverages - accommodation
	2.2	Explain the positive and adverse variances against budget and year-on-year for a business

Learning Outcome:		Indicative Content (additional information)
		- calculate positive and adverse variances
	2.3	Explain the importance of accurate costing in producing gross profit targets - use of standard recipes - use of effective stock control systems - identification of areas for improvement
	2.4	Carry out basic costings (i.e. menu items, beverages, accommodation, packages) - dish costing - menu items - beverages - accommodation
	2.5	Identify the areas of leakage that affect gross profit performance for a business - inaccurate specifications - running promotions - incorrect portioning - inaccurate costing - waste
	2.6	Identify the sources of information that can be used to identify gross profit shortfall - records of stock - sales records - supplier invoices - standard recipes - records of waste - records of allowances of giveaways
	2.7	Explain the relationship between sales mix and differential margins and overall gross profit performance - gross profit contribution - cash contribution - delisting of non-profit-making items
	2.8	Recommend action for improvement that is consistent with the findings of an analysis of trading accounts - improved stocktaking procedures - recosting all recipes - evaluate suppliers - control wastage - accurately cost promotions
3 Understand business costs	3.1	Define variable and fixed costs - fixed: rent, rates, salaries - variable: wages - semi-variable: utilities - direct: materials, labour - indirect - apportioned
	3.2	Explain the importance of setting budgets to control costs - achievement of business financial goals

Learning Outcome:		Indicative Content (additional information)
		- make long- and short-term projections - set a business direction
	3.3	Explain the external factors that should be considered when producing budgets - political - economical - social - technological
	3.4	Identify positive and adverse variances against budget and year-on-year for a business - calculate positive and adverse variances
	3.5	Identify trends and indicators of poor cost control for a business - calculate positive and adverse variances
	3.6	Quantify the net profit performance for a business through an analysis of cost information - analyse information on costs, including invoices, usage reports, wastage reports, manpower utilisation reports - identify poor cost controls - recommend appropriate remedial action
	3.7	Explain the likely causes of poor cost control - identify incidences of poor cost control
	3.8	Recommend management action for a business that is consistent with the findings of an analysis of cost controls - review expenses - review management control methods
	3.9	Outline the principles of accurate manpower planning for a business - forecasting levels of trade - identifying peaks and troughs - scheduling management hours - utilisation of full-time and skilled staff - multiskilling staff - use of seasonal staff - planning use of off-peak trading figures
	3.10	Identify the consequences of inaccurate manpower planning for a business - impact on profit
	3.11	Explain the importance of wage control in maximising business profit - wages as a percentage of sales - net profit margins
4 Understand components and their relationship to profitability	4.1	Explain the internal business information that supports the decision-making process for a business (i.e. budgeting, forecasting) - sales - production costs - purchases

Learning Outcome:		Indicative Content (additional information)
		- debtors - creditors - cash flow statement
	4.2	Explain the reason for depreciating fixed assets - ascertainment of true profit or loss - ascertainment of true cost of production - true valuation of assets - replacement of assets
	4.3	Calculate the depreciation (straight line and reducing balance) of a business - use straight line, reducing balance and residual value methods to calculate depreciation
	4.4	Explain the importance of analysing spend per head and volume trends to determine the effectiveness of business strategies - use of key performance indicators (KPI's) - performance management: financial, organisational
	4.5	Recommend action for a business to enhance business profitability that is consistent with the findings of an analysis of business information (i.e. profit and loss account, spend per head and customer volume) - business analysis: SWOT, PEST - customer feedback - business strategy
	4.6	Calculate break-even for a business - calculate break-even using the profit and loss account - calculate break-even using costs
	4.7	Determine the viability of a proposed promotion or activity - calculate the break-even of a one-off event

Suggested Reading

- BIIAB Profit Loss and Budget handbook

Guidance for Tutors

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

Unit Title	An introduction to leadership and management
BIIAB Reference	ILM
Level	3
Credit Value	6
GLH	41
Unit Reference No.	H/503/0630

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand leadership and management theories, styles and models	1.1	Explain the differences between leadership and management
	1.2	Summarise different theories, models and styles of leadership
	1.3	Summarise different theories, models and styles of management
	1.4	Discuss how different theories, models and styles of leadership and management can be applied to different situations
2 Understand the skill sets required to be an effective leader and/or manager	2.1	Discuss the attributes that contribute to success as a leader or manager
	2.2	Discuss the importance of encouraging others to take the lead and the ways that this can be achieved
	2.3	Discuss how to encourage, motivate and support individuals to achieve
3 Understand how to create a sense of common purpose for team working	3.1	Explain how to communicate a common goal within the work environment
	3.2	Explain how to identify individual needs and how to motivate others towards common goals according to their needs
	3.3	Explain how to encourage and support others to make the best use of their ability to achieve common goals
	3.4	Discuss how to encourage reflection on achievement of common goals by the team and individuals

Indicative Content

Learning Outcome:		Indicative Content (additional information)
1 Understand leadership and Management theories, styles and models	1.1	Explain the differences between leadership and management - characteristics of leadership - characteristics of management - management functions - the different roles of leaders and managers
	1.2	Summarise different theories, models and styles of leadership - An introduction to different leadership theories, models and styles: behavioural, contingency, trait, power and influence - Kurt Lewin's leadership framework: autocratic, democratic, laissez-faire, French and Raven's Five Forms of Power
	1.3	Summarise different theories, models and styles of management - Mintzberg's Management Roles - Mayo - Fayol's Principles of Management
	1.4	Discuss how different theories, models and styles of leadership and management can be applied to different situations - leadership and management in the public and not for profit sectors compared to the private sector - organisational structure: hierarchical structures, flat structures, cultural differences
2 Understand the skill sets required to be an effective leader and/or manager	2.1	Discuss the attributes that contribute to success as a leader or manager - characteristics of successful leaders including charisma, gravitas, self-confidence, courage, trustworthiness, decisiveness, adaptability, eagerness to accept/seek responsibility, technical competence, inspiring and motivating people, listening skills, vision, resourcefulness, determination
	2.2	Discuss the importance of encouraging others to take the lead and the ways that this can be achieved - principles of giving feedback - importance of giving feedback: staff motivation, satisfaction, retention, loyalty - coaching - co-coaching - mentoring - reward and recognition
	2.3	Discuss how to encourage, motivate and support individuals to achieve - environmental conditions necessary for motivation - motivation/incentive theory: Herzberg's Two Factor

Learning Outcome:		Indicative Content (additional information)
		theory, Maslow's Hierarchy of Needs, Locke's Goal-setting theory
3 Understand how to create a sense of common purpose for team working	3.1	Explain how to communicate a common goal within the work environment - organisational communication structures and channels - team communication - employee/team involvement - shared vision - identifying stakeholders and their needs - identifying and resolving conflicts of interest
	3.2	Explain how to identify individual needs and how to motivate others towards common goals according to their needs - formal and informal sources of information on individual needs - public recognition of individuals' contributions
	3.3	Explain how to encourage and support others to make the best use of their ability to achieve common goals - Honey and Mumford's Learning Styles - Belbin's Team Roles - giving and receiving feedback - mentoring - coaching - team building - communication
	3.4	Discuss how to encourage reflection on achievement of common goals by the team and individuals - purpose and characteristics of reflective learning - Kolb's Learning Cycle - reflection in action - reflection on action - use of reflective learning journal

Suggested Reading

- Personal attributes associated with successful management in the hospitality industry – A pilot study in Licensed Retail Operations (E M Ineson, G J Stone - Tourism and Hospitality Management, 2010)

- Introduction to the hospitality industry – 7th Edition (Clayton W. Barrows and Tom Powers)

Guidance for Tutors

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

17. BIIAB Level 3 Certificate in Licensed Hospitality Operations Sign-off Sheet

To achieve the BIIAB Level 3 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 20** credits. This **must** consist of:

- **Minimum total** credit: **20**

  - Mandatory Group A credit: **12**

  - Optional Group B **minimum 3 units and 8 credits**

- A **minimum of 20** credits **must** be achieved through the completion of units at **Level 3** and above.

- GLH: **111**

- TQT: **200**

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.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
MTB	J/503/7053	Motivating a Team in Business						
UBM	F/503/7052	Understanding a Business Market						
PLBC	A/503/7051	Profit Loss and Budget Control						
ILM	H/503/0630	An introduction to leadership and management						

Optional Group B

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
PFSSC	K/502/0388	The Principles of Food Safety Supervision for Catering						
HSW3	K/602/1647	Health and Safety in the Workplace						
REP	F/503/7066	Recruitment and Employment Practice						
CSP3	D/503/7057	Customer Service Procedures						
TDD	H/503/7058	Training Design and Delivery						
SPM	K/503/7059	Sales Promotions and Merchandising						
PFM	K/503/7062	Profitable Food Management						
SC	A/503/7065	Stock Control						
PFSS	J/503/9868	Principles of Food Service Supervision						
PFPS	L/503/9869	Principles of Food Production Supervision						
KM	T/600/9176	Kitchen Management						
PDSS	H/503/9957	Principles of Drinks Service Supervision						

BIIAB

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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