

# Qualification Handbook

## BIIAB Level 3 Diploma in Licensed Hospitality Skills

600/5183/8

C00/0448/3

Version 5

<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 total credit	Rules of Combination
	Correction to level for unit H/601/1568	Unit
	Change of assessment method for unit T/601/7214	Rules of Combination
Version 5, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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## **1. About the BIIAB Level 3 Diploma in Licensed Hospitality Skills**

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 3 Diploma in Licensed Hospitality Skills	600/5183/8	C00/0448/3

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

The BIIAB Level 3 Diploma in Licensed Hospitality Skills 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

Achievement of this qualification indicates competence. Alongside the BIIAB Level 3 Certificate in Licensed Hospitality Operations 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 confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and 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 3 Diploma in Licensed Hospitality Skills Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Diploma in Licensed Hospitality Skills learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total credit: 37**
  - Mandatory Group A credit: **22**
  - Optional Group B **minimum** credit: **2**
  - Optional Groups B and/or C **minimum** credit: **13**
- A **minimum of 34** credits **must** be achieved through the completion of units at **Level 3**
- GLH: **204**
- TQT: **370**

The qualification has been developed based upon industry feedback as to the fundamental skills 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>
CFAQ43	H/600/9660	Develop working relationships with colleagues	3	2	15	Portfolio
CFAQ73	H/601/1568	Lead a team to improve customer service	7	3	47	Portfolio
MSH3	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	4	3	27	Portfolio
CFAQ86	Y/600/9686	Lead and manage meetings	4	3	20	Portfolio
LHS24	R/503/9873	Managing Marketing and Sales Promotions	4	3	30	Portfolio

**Optional Group B**

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
LHS25	Y/503/9874	Supervising Drinks Service in Licensed Hospitality Premises	2	3	15	Portfolio
LHS26	D/503/9875	Supervising Food Production Operations in Licensed Hospitality	2	3	15	Portfolio
LHS27	H/503/9876	Supervising Food Service in Licensed Hospitality Premises	2	3	15	Portfolio

**Optional Group C**

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
LHS28	A/503/9883	Recruiting and Managing Staff in Licensed Hospitality	6	3	40	Portfolio
LHS29	F/503/9884	Managing Stock Control and Product Storage in Licensed Hospitality	7	3	50	Portfolio
LHS30	J/503/9885	Managing Payments and Cash Handling in Licensed Premises	5	3	20	Portfolio
WEPHT1	L/503/9886	Developing a Food and Drinks Offering in Licensed Hospitality	7	3	50	Portfolio
LHS32	R/503/9887	Training and Developing Staff in Licensed Hospitality	5	3	30	Portfolio
LHS33	Y/503/9888	Managing Customer Service in Licensed Hospitality	7	3	50	Portfolio
MEIWA	M/600/9712	Manage the environmental impact of work activities	5	4	10	Portfolio
ERRHLTS	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16	Assessment Knowledge Module*



## **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 skills 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 qualification:

- BIIAB Level 4 NVQ Diploma in Management

## 9. Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessors **must** refer to the People 1<sup>st</sup> set Evidence Requirements which have been included within the units in the handbook and unit pack.

The qualification also contains units that focus on knowledge or units that combine knowledge and skills. For these units, BIIAB has developed Assessment Knowledge Modules or Assessment Activity Modules. These 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:

- Evidence matrices for the competence / NVQ units
- Assessment Knowledge Module 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) to download the Unit Pack.

<b>Unit Title</b>	<b>Develop working relationships with colleagues</b>	
<b>BIIAB Reference</b>	<b>CFAQ43</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>H/600/9660</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships
2 Be able to establish working relationships with colleagues	2.1	Identify colleagues within own and other organisations
	2.2	Agree the roles and responsibilities for colleagues
3 Be able to act in a professional and respectful manner when working with colleagues	3.1	Explain how to display behaviour that shows professionalism
4 Be able to communicate with colleagues	4.1	Identify information to others clearly and concisely
	4.2	Explain how to receive and clarify own understanding of information
5 Be able to identify potential work-related difficulties and explore solutions	5.1	Identify potential work-related difficulties and conflicts of interest
	5.2	Explain how to resolve identified potential difficulties

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Lead a team to improve customer service</b> <b>CFAQ73</b> <b>3</b> <b>7</b> <b>47</b> <b>H/601/1568</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Plan and organise the work of a team	1.1 1.2 1.3 1.4 1.5	Treat team members with respect at all times Agree with team members their role in delivering effective customer service Involve team members in planning and organising their customer service work Allocate work which takes full account of team members' customer service skills and the objectives of the organisation Motivate team members to work together to raise their customer service performance
2 Provide support for team members	2.1 2.2 2.3 2.4	Check that team members understand what they have to do to improve their work with customers and why that is important Check with team members what support they feel they may need throughout this process Provide team members with support and direction when they need help Encourage team members to work together to improve customer service
3 Review performance of team members	3.1 3.2 3.3	Provide sensitive feedback to team members about their customer service performance Encourage team members to discuss their customer service performance Discuss sensitively with team members action they need to take to continue to improve their customer service performance
4 Understand how to lead a team to improve customer service	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation Explain how team and individual performance can affect the achievement of organisational objectives Explain the implications of failure to improve customer service for their team members and their organisation Describe how to plan work activities Explain how to present plans to others to gain understanding and commitment Explain how to facilitate meetings to encourage frank and open discussion Explain how to involve and motivate staff to encourage teamwork Describe how to recognise and deal sensitively with issues of underperformance

<b>Unit Title</b>	<b>Lead a team to improve customer service</b>
<b>BIIAB Reference</b>	<b>CFAQ73</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>GLH</b>	<b>47</b>
<b>Unit Reference No.</b>	<b>H/601/1568</b>

**Evidence Requirements**

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence you have line management or supervisory responsibility for the team members used in your evidence.
5. You must show that you have taken into account the organisational constraints of:
  - a. time
  - b. human resources
  - c. physical resources
  - d. financial resources
6. You must also show that you have taken into account the team or individual constraints of:
  - a. existing workloads
  - b. individual capabilities and sensitivities
  - c. initiatives and objectives currently being undertaken by the organisation
  - d. influences operating on the team from outside
7. Your evidence must provide evidence that you have taken time with each team member to:
  - a. plan and organise their work
  - b. provide support and guidance
  - c. give and seek feedback on performance
8. The feedback you provide to team members may be
  - a. formal or informal
  - b. verbal or in writing



<b>Unit Title</b>	<b>Maintain the health, hygiene, safety and security of the working environment</b>	
<b>BIIAB Reference</b>	<b>MSH3</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>27</b>	
<b>Unit Reference No.</b>	<b>Y/502/9569</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to maintain the health, hygiene, safety and security of the working environment	1.1	Obtain information on the health, hygiene, safety and security procedures in own area of responsibility
	1.2	Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
	1.3	Inform colleagues about the importance of following health, hygiene, safety and security procedures
	1.4	Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
	1.5	Monitor own area of responsibility for risks to health, hygiene, safety and security
	1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
	1.7	Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken
	1.8	Pass on information about how health, hygiene, safety or security procedures are working
	1.9	Recommend improvements for health, hygiene, safety or security procedures

<b>Unit Title</b>	<b>Maintain the health, hygiene, safety and security of the working environment</b>	
<b>BIIAB Reference</b>	<b>MSH3</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>27</b>	
<b>Unit Reference No.</b>	<b>Y/502/9569</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Understand the importance of maintaining the health, hygiene, safety and security of the working environment	2.1	Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
	2.2	Explain the implications of breaking the law on health, hygiene and safety for - individuals - organisation
	2.3	Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
	2.4	Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility
	2.5	Describe own responsibilities for health, hygiene, safety, and security
	2.6	Explain the importance of making sure permanent and temporary staff are aware of relevant procedures
	2.7	Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
	2.8	Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
	2.9	Explain the organisation's emergency procedures
	2.10	Describe the evacuation procedures that relate to own area of responsibility
	2.11	Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
	2.12	Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
	2.13	Identify who to make recommendations to regarding health, hygiene, safety and security

<b>Unit Title</b>	<b>Maintain the health, hygiene, safety and security of the working environment</b>	
<b>BIIAB Reference</b>	<b>MSH3</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>27</b>	
<b>Unit Reference No.</b>	<b>Y/502/9569</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
3 Understand how to maintain the health, hygiene, safety and security of the working environment	3.1	Identify information about health, hygiene, safety and security that should be recorded and stored
	3.2	Identify other people and organisations who need to have access to information about health, hygiene, safety and security
	3.3	Identify the information on health, hygiene, safety and security that external authorities may need to access
	3.4	Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
	3.5	Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public
	3.6	Identify how frequently health, hygiene, safety and security inspections should be carried out
	3.7	Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility
	3.8	Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
	3.9	Explain the limits of own authority when dealing with risks and hazards
	3.10	Explain the procedures to deal with faults of equipment in own area of responsibility
	3.11	Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur
	3.12	Explain the procedure to follow in the event of an emergency, including - bomb alert - fire

<b>Unit Title</b>	<b>Lead and manage meetings</b>	
<b>BIIAB Reference</b>	<b>CFAQ86</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>Y/600/9686</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to prepare to lead a meeting	1.1	Perform activities needed to be carried out in preparation for leading a meeting
	1.2	Produce documentation in support of activities
2 Be able to manage meeting procedures	2.1	Identify any formal procedures that apply in own organisation
3 Be able to chair a meeting	3.1	Manage the agenda in co-operation with participants to ensure meeting objectives are met
	3.2	Produce minutes of the meeting and allocate action points after discussions
4 Be able to undertake post-meeting tasks	4.1	Explain that the minutes of the meeting provide an accurate record of proceedings
	4.2	Communicate and follow up meeting outcomes to relevant individuals
	4.3	Evaluate whether the meeting's objectives were met and identify potential improvements

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Managing Marketing and Sales Promotions</b> <b>LHS24</b> <b>3</b> <b>4</b> <b>30</b> <b>R/503/9873</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to establish marketing objectives	1.1	Use a PEST model to identify the elements of a business's external environment and relate these to the business's marketing strategy
	1.2	Use a SWOT model to identify business opportunities and threats
	1.3	Discuss which internal factors of a business may impact on its ability to maximise opportunities
	1.4	Produce an analysis of direct and indirect competitor information
	1.5	Produce realistic marketing objectives which take account of competitor activity and information
2 Be able to identify and analyse target customer groups	2.1	Carry out segmentation of customer groups within a market place
	2.2	Use an understanding of customers' changing needs, wants and expectations to suggest marketing offers for different customer occasions
3 Be able to apply marketing objectives and promotional techniques	3.1	Use the promotional mix to produce a marketing action plan
	3.2	Set SMART marketing objectives in accordance with a marketing plan and marketing strategy
	3.3	Produce an estimated costing of the marketing plan
4 Be able to evaluate the success of a marketing plan	4.1	Monitor and evaluate a marketing plan
	4.2	Collect customer information using different methods
	4.3	Use customer feedback analysis to identify business opportunities and amend marketing objectives
5 Be able to use communication tools and techniques to promote a business	5.1	Use a variety of different communication tools in an appropriate way to promote a business
	5.2	Develop a marketing message using the Attention, Interest, Desire, Action (AIDA) model
	5.3	Use Specific, Measureable, Achievable, Realistic and Time-bound (SMART) objectives to decide the success criteria of a sales promotion
	5.4	Adapt marketing communications to suit different target audiences

<b>Unit Title</b>	<b>Managing Marketing and Sales Promotions</b>	
<b>BIIAB Reference</b>	<b>LHS24</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>R/503/9873</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
6 Be able to design, implement and evaluate sales promotions	6.1	Design a sales promotion utilising appropriate promotional tools
	6.2	Calculate a product selling price
	6.3	Analyse the financial implications of the promotion on the business
	6.4	Use personal selling techniques (selling up, alternative selling, related selling, suggestive selling)
	6.5	Produce appropriate advertising materials for the promotion
	6.6	Use a variety of methods to evaluate the sales promotion (sales figures, formal and informal discussions with customers and staff)
	6.7	Design and use a questionnaire to evaluate the promotion
	6.8	Analyse and interpret the results from the questionnaire
7 Be able to demonstrate merchandising techniques	7.1	Categorise different products by type in the business (demand products and impulse products)
	7.2	Use the 4 As (Accessibility, Attention, Arousal and Action) model and design and merchandising principles to design a merchandising display

## 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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