

Qualification Handbook

BIIAB Level 3 NVQ Diploma in Drinks Dispense Systems (QCF)

601/7961/2

Version 1

Version and date	Change, alteration or addition	Section

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1. About the BIIAB Level 3 NVQ Diploma in Drinks Dispense Systems (QCF)

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. 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)
BIIAB Level 3 NVQ Diploma in Drinks Dispense Systems (QCF)	601/7961/2

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the skills required to work safely and effectively with drinks dispense systems.

Achievement of this qualification will demonstrate that an individual can undertake a specific role in the workplace, which may be relied upon by employers.

3. About this Pack

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

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

If this pack 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 (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and 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 NVQ Diploma in Drinks Dispense Systems (QCF) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 NVQ Diploma in Drinks Dispense Systems (QCF) learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory group A **minimum** credit: **10**
- Optional unit groups B and C **minimum** credit: **27**. This **must** consist of:
 - Optional group B **minimum** credit: **13**
 - The remaining **14** credits can be taken from Optional Group B or Optional Group C
- A **minimum of 29** credits **must** be achieved through the completion of units at **Level 3** and above.
- Minimum GLH: **236**
- Maximum GLH: **271**

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

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
LI2	L/601/4268	Provide guidance on drinks dispense systems, equipment and products	6	3	50	Portfolio
MSH3	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	4	3	27	Portfolio

Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
L13	R/601/4272	Plan and agree a drinks dispense system to meet customer requirements	5	3	34	Portfolio
L14	T/601/4278	Supervise the installation, removal, repair and maintenance of drinks dispense systems	8	3	55	Portfolio
L15	F/601/4283	Carry out complex installations, removals and repairs of drinks dispense systems	10	3	80	Portfolio
L16	R/601/4286	Audit and report on product quality	4	3	27	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
H31	H/502/4097	Contribute to the control of resources	4	3	30	Portfolio
MEIWA	M/600/9712	Manage the environmental impact of work activities	5	4	10	Portfolio
MSCSP	J/601/1515	Monitor and solve customer service problems	6	3	40	Portfolio
FS8	T/600/9601	Provide leadership and direction for own area of responsibility	5	4	30	Portfolio
L17	R/601/4210	Maintain drinks dispense systems	7	2	60	Portfolio
L18	F/601/4199	Install drinks dispense equipment and systems	8	2	65	Portfolio

Barred Units

This unit	Is barred against this/these unit(s)
Unit	Barred Against
L15 Carry out complex installations, removals and repairs of drinks dispense systems (F/601/4283)	L17 Maintain drinks dispense systems (R/601/4210) L18 Install drinks dispense equipment and systems (F/601/4199)

7. Age Restriction

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

- 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.

Learners will maximise their chances of achievement if they first undertake the BIIAB Level 2 Certificate in Cellar Service Installation and Maintenance (QCF), which provides and assesses learners on the knowledge required to work in this area at this level.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively with drinks dispense systems at this level. It also will allow for progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management (QCF) 601/4601/1

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. 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 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

While BIIAB has not itself designed the strategy for this qualification, it agrees with the principles and their suitability as an Assessment Strategy. BIIAB has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategy for this qualification.

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

Requirements of Assessors, External and Internal Verifiers

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

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

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

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

IQAs must:

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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

EQAs **must**:

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

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

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Simulation

- Simulation may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Units must not solely be assessed via simulation.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

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 learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

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

10. Initial Assessment and Induction

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

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

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

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

11. Resources

BIIAB provides the following additional resources for this qualification:

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

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

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

Access to the Units

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

Learner Summative Reflection

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

12. Design and Delivery

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

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the 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.

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 assessing learners' achievements and invigilated assessments. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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 their own unique unit numbers which will in most instances be the same number 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.biiab.org.

Unit Title	Provide guidance on drinks dispense systems, equipment and products	
BIIAB Reference	L12	
Level	3	
Credit Value	6	
GLH	50	
Unit Reference No.	L/601/4268	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to provide customers with information and guidance	1.1	Treat customers in a way that develops and maintains their goodwill
	1.2	Give customers information that is up-to date, accurate and meets their requirements, in line with organisational procedures
	1.3	Present information in a way that helps customers understand the product
	1.4	Give customers guidance in a style and level of detail suitable for their needs
	1.5	Ensure that the guidance covers all normal operating procedures and follows agreed guidelines
	1.6	Describe and demonstrate specific operating procedures accurately and fully
	1.7	Draw customers' attention to the position of notices and their importance
2 Be able to check customers' understanding and answer questions	2.1	Check that customers understand their responsibility for maintaining product quality
	2.2	Answer customers' questions and check they understand the guidance provided
	2.3	Accurately record the guidance provided to customers in line with organisational procedures

Unit Title	Provide guidance on drinks dispense systems, equipment and products	
BIIAB Reference	L12	
Level	3	
Credit Value	6	
GLH	50	
Unit Reference No.	L/601/4268	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand how to provide customers with information and guidance	3.1	Describe the facilities and resources that can be used to help provide guidance to customers
	3.2	Describe how to positively promote the organisation that they are representing when providing guidance to customers
	3.3	Describe organisations merchandising and marketing material and how to utilise them
	3.4	Describe different effective methods of presenting to customers
	3.5	State the importance of accurate product presentation
	3.6	List products which require special guidance
	3.7	State which care points must be covered
	3.8	Explain why it is necessary to make sure customers understand their responsibilities for maintaining product quality
	3.9	List the health, safety and hygiene legislation that must be explained to customers
	3.10	Describe the importance of safety notices and why these must be highlighted to customers
	3.11	Explain the critical points of each procedure that must be explained to customers
	3.12	Describe how to make sure that customers fully understands the care procedures for the drinks dispense system

Unit Title	Maintain the health, hygiene, safety and security of the working environment	
BIIAB Reference	MSH3	
Level	3	
Credit Value	4	
GLH	27	
Unit Reference No.	Y/502/9569	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Unit Title	Maintain the health, hygiene, safety and security of the working environment	
BIIAB Reference	MSH3	
Level	3	
Credit Value	4	
GLH	27	
Unit Reference No.	Y/502/9569	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Unit Title	Maintain the health, hygiene, safety and security of the working environment	
BIIAB Reference	MSH3	
Level	3	
Credit Value	4	
GLH	27	
Unit Reference No.	Y/502/9569	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

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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