BIIAB

Qualification Guidance Document

BIIAB Level 2 Certificate in Licensed Hospitality Skills

Level 2 Certificate – 601/4850/0
Wales – C00/0679/8

About Us

BIIAB Qualifications Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualification Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
4.0	July 2016	Complete reformat into current BIIAB house style
		Change of assessment method for units T/601/7214. D/600/0617, T/600/1059
		Correction to credit for unit/600/1059
		Correction to minimum guided learning hours
		Correction to credit and GLH for units M/601/4909 and H/601/4907
		Correction to level of unit T/601/4927
		Correction to level, GLH and credit for unit A/601/4945
5.0	December 2016	Replacement of unit WEPHT1 with WEPHT
6.0		Removal of asterisk beside assessment method for ERRHLTS
		Updated handbook throughout to remove 'QCF'
		Updated RoC with TQT figures
6.1	June 2023	Updated document to new branding

Qualification Guidance Document

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

BIIAB

Qualification Guidance Document

Qualification Summary

BIIAB Level 2 Certificate in Licensed Hospitality Skills						
Qualification Purpose	To develop skills for working in licensed hospitality.					
Age Range	**Pre 16**		**16-18**	✓	**18+**		**19+**	✓
Regulation	The above qualification is regulated by: • Ofqual					
Assessment	• Aural Examination • Coursework • E-assessment • Oral Examination • Portfolio of Evidence • Practical Demonstration/ Assignment • Practical Examination • Task-based Controlled Assessment					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited website for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	01/11/2014					
Review Date	30/06/2025					
Certification End Date						
Guided Learning (GL)	221 hours					
Total Qualification Time (TQT)	290 hours					
BIIAB Qualification Limited Sector	Hospitality and Catering					
Ofqual SSA Sector	07.4 Hospitality and Catering					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited website					

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About the BIIAB Level 2 Certificate in Licensed Hospitality Skills

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulation in England 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	Qualification Number (QN)	Wales
BIIAB Level 2 Certificate in Licensed Hospitality Skills	601/4850/0	C00/0679/8

Objective and Purpose of this Qualification

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

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

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 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 Intermediate 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

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About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

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What are Rules of Combination (RoC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

BIIAB Level 2 Certificate Licensed Hospitality Skills Rules of Combination (RoC)

To achieve the BIIAB Level 2 Certificate in Licensed Hospitality Skills learners **must** gain a **total of 29** credit. This **must** consist of:

- **Minimum total** credit: **29**
    - Mandatory Group A credit: **15**
    - Optional Group B **minimum 2 units and 8 credits**
    - Optional Group C **minimum 2 units and 6 credits**
- A **minimum of 20** credit **must** be achieved through the completion of units at **Level 2** and above
- GLH: **221**
- TQT: **290**

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

Listed below are the qualification units.

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Qualification Guidance Document

Mandatory Unit Group A.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MSH2	F/601/4218	Maintenance of a safe, hygienic and secure working environment	1	3	25	Portfolio
WEPHT	T/601/4216	Working effectively as part of a hospitality team	1	3	22	Portfolio
SASD	J/601/4978	Serve alcoholic and soft drinks	2	5	46	Portfolio
PC3	Y/60/4922	Prepare and clear the bar area	2	4	29	Portfolio

Optional Group B.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
OS	M/601/5042	Order Stock	2	4	33	Portfolio
ERRHLTS	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	6	40	Assessment Knowledge Module
LHS8	D/601/0936	Promote additional services or products to customers	2	6	40	Portfolio
MDP	M/601/5039	Maintain and deal with payments	2	4	30	Portfolio
LHS16	A/505/6585	Delivering food service	2	4	35	Portfolio
CRD	M/601/4697	Convert a Room for Dining	2	3	23	Portfolio

Commented [SR1]: This is the correct unit code as apposed to 'CFAQ48'

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Qualification Guidance Document

LHS18	R/505/2493	Running an event	2	4	32	Portfolio
LHS15	D/504/6101	First aid essentials	2	1	10	Portfolio
GCPI	D/600/0617	Giving customers a positive impression	2	2	18	Assessment Knowledge Module
PCS	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	2	1	10	Assessment Knowledge Module

Optional Group C.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MCK	M/601/4909	Maintain cellars and kegs	2	3	23	Portfolio
CDDL	H/601/4907	Clean drink dispense lines	2	3	26	Portfolio
PS2	K/601/4939	Prepare and serve wines	2	5	41	Portfolio
PS1	L/601/4982	Prepare and serve cocktails	2	5	40	Portfolio
CP	T/600/3622	Cooking Practice	2	4	40	Portfolio
LHS14	J/600/8243	Barista Skills	2	2	20	Assessment Activity Module
LHS20	R/502/9540	Supervise cellar and drink storage operations	3	5	28	Portfolio
PS3	T/601/4927	Prepare and serve dispensed and instant hot drinks	2	3	30	Portfolio
P3	A/601/4945	Provie a buffet and carvery service	2	4	32	Portfolio

Age Restrictions

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

- 16-18
- 19+

Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification shows the learner has gained Level 2 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 qualifications:

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

Assessment

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualification Limited, in conjunction with an expert panel, and a steering group. All BIIAB Qualifications Limited approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains one knowledge unit, and this unit is externally set and marked by BIIAB Qualifications Limited. The examination comprises of 30 Multiple Choice questions. Assessments provided by BIIAB Qualifications Limited 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

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of

Qualification Guidance Document

each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

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 quality assure the assessment and internal quality assurance 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

Qualification Guidance Document

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 Multi-Skilled Hospitality Services Professional Cookery Food and Drink Service Hospitality Supervision and Leadership (with food and drink units)	✓ ✓ ✓ ✓ ✓	Good Practice	Good Practice
Licensing	Food and Drink Service Hospitality Supervision (with food and drink units)	✓	Good Practice	

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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

BIIAB

Qualification Guidance Document

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.

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 having sufficient knowledge

- learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- Assessment Knowledge Modules, Assessment Activity Modules and Assessor Guidance
- a Learner Summative Reflection
- Access to the units

All of these resources are available to download for BIIAB approved training providers.

www.biiab.org has secure sections within the website where BIIAB approved centres can access materials, and all other documentation relevant to the qualification. Centres can access this information by logging into www.biiab.org and searching for the qualification underneath the Qualifications tab.

Qualification Guidance Document

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 Qualifications Limited includes the mandatory units within this pack, and makes all units available at www.biiab.co.uk.

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/classroom based sessions, tutorials, supervised learning, study or assessment for an average learner.

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.

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).

Qualification Guidance Document

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 Qualifications Limited also assign unique unit numbers which 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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. There are usually multiple assessment criteria for each Learning Outcome.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Guidance Document

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited will give due 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 periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Qualification Guidance Document

Mandatory Units

The following units are mandatory for this qualification.

Maintenance of a Safe, Hygienic and Secure Working Environment

Unit Title	Maintenance of a safe, hygienic and secure working environment
Unit Reference	F/601/4218
BIIAB Reference	MSH2
Level	1
Credit Value	2
GLH	25
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Be able to maintain personal health and hygiene	1.1. Wear clean, smart and appropriate clothing, footwear and headgear 1.2. Keep hair neat and tidy and wear it in line with organisational standards 1.3. Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4. Get any cuts, grazes and wounds treated by the appropriate person 1.5. Report illness and infections promptly to the appropriate person
2. Know how to maintain personal health and hygiene	2.1. State own responsibilities under the Health and Safety at Work Act 2.2. State general rules on hygiene that must be followed 2.3. State correct clothing, footwear and headgear that should be worn at all times

		2.4.	State the importance of maintaining good personal hygiene
		2.5.	Describe how to deal with cuts, grazes and wounds and why it is important to do so
3. Be able to help maintain a hygienic, safe and secure workplace		3.1.	Identify any hazards or potential hazards and deal with these correctly
		3.2.	Report any accidents or near accidents quickly and accurately to the proper person
		3.3.	Follow health, hygiene and safety procedures during work
		3.4.	Practise emergency procedures correctly
		3.5.	Follow organisational security procedures
4. Know how to maintain a hygienic, safe and secure workplace		4.1.	State the importance of working in a healthy, safe and hygienic way
		4.2.	State where information about Health and Safety in your workplace can be obtained
		4.3.	Describe the types of hazard in the workplace that may occur and how to deal with these
		4.4.	State hazards that can be dealt with personally and hazards that must be reported to someone else
		4.5.	State how to warn other people about hazards and why this is important
		4.6.	State why accidents and near accidents should be reported and who these should be reported to

	4.7.	Describe the type of emergencies ta may happen in workplace and how to deal with these
	4.8.	State where to find first aid equipment and who the registered first-aider is in the workplace
	4.9.	State safe lifting and handling techniques that should be followed
	4.10.	State other ways of working safely that are relevant to own position and why these are important
	4.11.	Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12.	State the possible causes for fire in the workplace
	4.13.	Describe how to minimise the risk of fire
	4.14.	State where to find fire alarms and how to set them off
	4.15.	State why a fire should never be approached unless it is safe to do so
	4.16.	State the importance of following fire safety laws
	4.17.	Describe organisational security procedures and why these are important
	4.18.	State the correct procedures for dealing with customer property

	4.19. State the importance of reporting all usual/ non-routine incidents to the appropriate person

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to maintain personal health and hygiene	The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

3. Be able to help maintain a hygienic, safe and secure workplace	The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	• At least **one** from **hazards**
	  a) Relating to equipment
	  b) Relating to areas where you work
	  c) Relating to personal clothing
	
	• **None** from **ways of dealing with hazards**
	  a) Putting them right yourself
	  b) Reporting them to appropriate colleagues
	  c) Warning other people
	
	• At least **one** from **emergency procedures**
	  a) Fire
	  b) Threat
	  c) Security

	Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Working Effectively as Part of a Hospitality Team

Unit Title	Working effectively as part of a hospitality team
Unit Reference	T/601/4216
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22

Learning Outcome- The learner will:	Assessment Criteria- The learner can:	
1. Be able to plan and organise own work	1.1.	Make sure the requirements of the work are understood
	1.2.	Ask questions if the requirements of the work are not clear
	1.3.	Accurately follow instructions
	1.4.	Plan work and prioritise tasks in order of importance
	1.5.	Keep everything needed for the work organised and available
	1.6.	Keep work areas clean and tidy
	1.7.	Keep waste to a minimum
	1.8.	Ask for help from the relevant person if it is needed
	1.9.	Provide work on time and as agreed
2. Be able to work effectively with team members	2.1.	Give team members help when they ask for it
	2.2.	Ensure the help given to team members is within the limits of own job role
	2.3.	Ensure the help given to team members does not prevent own work being completed on time

	2.4.	Pass on important information to team members as soon as possible
	2.5.	Maintain good working relationships with team members
	2.6.	Report any problems with working relationships to the relevant person
	2.7.	Communicate clearly and effectively with team members
3. Be able to develop own skills	3.1.	Seek feedback on own work and deal with this feedback positively
	3.2.	Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3.	Agree what has to be done to improve their work
	3.4.	Agree a learning plan with the relevant person
	3.5.	Seek opportunities to review and develop learning plan
4. Know how to plan and organise own work	4.1.	State why it is essential to understand the requirements of the work
	4.2.	List the benefits of planning and organising work
	4.3.	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4.	List the benefits of keeping everything needed for own work organised and available

	4.5.	State why it is important to keep work areas clean and tidy
	4.6.	State why it is important to keep waste a minimum
	4.7.	State when to ask for help and who can be asked
5. Know how to work effectively with team members	5.1.	State the importance of effective teamwork
	5.2.	State the people in own team and explain how they fit into the organisation
	5.3.	List the responsibilities of the team and why it is important to the organisation as a whole
	5.4.	Describe how to maintain good working relationships with team members
	5.5.	State how to determine if helping a team member will prevent own work from being completed on time
	5.6.	State the limits of own job role and what can and cannot be done when helping team members
	5.7.	State why essential information needs to be passed on to a team member as soon as possible
	5.8.	List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9.	State why problems with working relationships should be reported to the relevant person

	5.10. Describe how to communicate clearly and why it is important to do so
6. Know how to develop own skills	6.1. State the importance of improving own knowledge and skills
	6.2. Describe how to get feedback from team members and how this is helpful
	6.3. Describe how a learning plan can improve own work
	6.4. State why it is important to regularly review own learning plan

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to plan and organise own work	**Example Assessment Methods**	**Examples of Evidence**
	Observation	Observation sheets
	Witness testimony	Notes of meetings with line manager
	Questioning	Witness assessment criteria
	Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used.	
	Example Assessment Methods	**Examples of Evidence**
	Simulation	Observation sheet
	Oral questions	Question / answer sheets
	Written questions Professional discussion	Records of professional discussion

2. Be able to work effectively with team members	**Example Assessment Methods**	**Examples of Evidence**
	Observation	Records of oral questioning
	Witness testimony	Question / answer sheets
	Questioning	Records of professional discussion
		Cross reference to Learning Outcome 1
3. Be able to develop own skills	**Example Assessment Methods**	**Examples of Evidence**
	Observation	Observation sheets
	Witness testimony	Notes of meetings with line manager
	Questioning	Witness assessment criteria

BIIAB

Qualification Guidance Document

Serve Alcoholic and Soft Drinks

Unit Title	Serve alcoholic and soft drinks
Unit Reference	J/601/49878
BIIAB Reference	SASD
Level	2
Credit Value	5
GLH	46
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Be able to take customers' orders	1.1. Deal with customers in order of arrival where possible
	1.2. Maintain focus on the customer and their needs
	1.3. Offer customers accurate information on available drinks
	1.4. Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation
	1.5. Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink
	1.6. Provide alcoholic drinks to permitted people only
	1.7. Deal with customer incidents effectively and inform the proper person where necessary
2. Understand how to take customers' orders	2.1. State the Licensing Objectives relevant to the country working within
	2.2. State current relevant legislation to licensing and weights and measures
	2.3. State why it is important to check glassware for damage

	2.4.	Explain why drinks should be stored at the correct temperature
	2.5.	Describe how to deal with violent/disorderly customers
	2.6.	Explain why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics
	2.7.	State why it is important to offer customer accurate information about special offers and promotions
	2.8.	State what legal measures must be used to serve alcohol and why they must be used
	2.9.	State what law is in relation to serving underage drinkers and how this affects the bar staff
	2.10.	State what law is in relation to the times of day/night that alcohol may be served
	2.11.	Describe symptoms that indicate when a customer has drunk excessive amounts and what the legal responsibilities are in relation to this
	2.12.	State under what circumstances customers must not be served with alcohol
	2.13.	Describe how to respond to signs that someone might be under the influence of drugs or buy/ selling drugs
	2.14.	Describe what procedures to follow in response to people smoking in a no smoking area

		2.15.	Describe the type of non-routine needs that customers may have and how to deal with them
		2.16.	Describe organisations' standards for customer service
		2.17.	Describe different service styles within organisation
		2.18.	Describe why customers should be dealt with in order of arrival where possible
3.	Be able to serve alcohol and non-alcohol drinks	3.1.	Select a glass in which to serve the drink according to organisations' procedures and customer requirements
		3.2.	Check that the glass is clean and undamaged
		3.3.	Pour drink according to the product that is being served
		3.4.	Ensure that the drink is at the correct temperature before serving
		3.5.	Promote additional products to the customer as appropriate
4.	Understand how to serve alcoholic and non-alcoholic drinks	4.1.	Describe the correct way to open capped, screw top and corked bottled and how to use the appropriate equipment
		4.2.	State why the bottles should be left facing the customer
		4.3.	Describe the correct way to pour and serve different draught drinks
		4.4.	Describe the correct way to pour and serve different drinks for free or optic pouring

	4.5. Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements
	4.6. State correct temperature for different types of drinks

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to take customers' orders	The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work. The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **information** a) price b) alcoholic content c) name and type of drink d) style characteristics • at least **two** from **drinks** a) bottled drinks b) draught drinks c) drinks in cans or cartons d) drinks served by free pouring or optics • at least **two** from **drink accompaniments** a) ice/water b) food garnishes for drinks c) decorative items/stirrers Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

3. Be able to serve alcoholic and non-alcoholic drinks	The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the learner's work. The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **drinks** a) bottled b) draught c) drinks in cans d) drinks in cartons e) free pouring/optics • at least **one** from **customer** a) with routine needs b) with non-routine needs • at least **one** from **service style** a) at the bar b) at the table Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

BIIAB

Qualification Guidance Document

Prepare and Clear the Bar Area

Unit Title	Prepare and clear the bar area
Unit Reference	Y/601/4922
BIIAB Reference	PC3
Level	2
Credit Value	4
GLH	29
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Be able to prepare customer and service area	1.1. Check stocks for drinks service, restock and rotate them in line with workplace procedures 1.2. Prepare and store the drink accompaniments, ready for service 1.3. Make sure that service and electrical equipment is clean, free from damage and displayed as required 1.4. Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required 1.5. Make sure service areas are clean, tidy and ready for service
2. Understand how to prepare customer and service area	2.1. Describe safe and hygienic practices when preparing customer and service areas 2.2. State why and to whom breakages should be reported 2.3. Explain why it is essential to check the expiry dates on stock items 2.4. State why refrigeration units should be maintained at the correct temperature

	2.5.	State why correct storage and rotation procedures should be followed
	2.6.	State why service areas must be secure from unauthorised access at all times
	2.7.	State why maintenance should not be attempted on electronic items
	2.8.	State why a constant stock of drinks and accompaniments must be maintained
	2.9.	State why stocks of drinks must be rotated
	2.10.	Outline the types of unexpected situations that may occur when preparing the bar area and how to deal with these
3. Be able to clear customer and service area	3.1.	Stock, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures
	3.2.	Ensure that service equipment is clean and stores as required
	3.3.	Make sure electrical equipment and machines are left in the correct condition
	3.4.	Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning
4. Understand how to clear customer and service area	4.1.	Describe safe and hygienic working practices when clearing customer and service areas
	4.2.	Explain why service areas should be left tidy and free from rubbish after service

	4.3.	State why waste must be handled and store correctly
	4.4.	State why certain electrical equipment must be turned off after service
	4.5.	State why maintenance must not be attempted on electrical equipment
	4.6.	State why customer service areas must be secure from unauthorised access after service
	4.7.	State why spillages and breakages must be reported to the appropriate person
	4.8.	State why correct storage procedures must be followed for food and drink stocks
	4.9.	Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them
5. Be able to clean and store glassware	5.1.	Empty glassware and position it ready for cleaning
	5.2.	Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use
	5.3.	Clean glassware at the recommended temperature using appropriate cleaning method
	5.4.	Check that finished glassware is clean, dry and free from damage

	5.5.	Dispose of damaged or broken glassware following recommended procedures
	5.6.	Dispose of waste or dirty water following recommended procedures
	5.7.	Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use
	5.8.	Keep storage areas clean, tidy and free from rubbish
6. Understand how to clean and store glassware	6.1.	Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
	6.2.	Explain why glassware should be handled carefully
	6.3.	State why glassware should be cleaned at the correct temperature
	6.4.	Describe the proper procedure for disposing of broken glass
	6.5.	Describe how to maintain glass washing equipment
	6.6.	Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare customer and service area	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **stocks for drinks service** a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer e) hot drinks • at least **two** from **drink accompaniments** a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least **four** from **service equipment** a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • **at least one from electrical equipment** a) refrigerated units b) ice machine • **at least three from service areas** a) counters and shelves b) waste bins/bottle containers

	c) floors d) tables and chairs Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to clear customer and service area	The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **drink stocks** a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer e) hot drinks • at least **two** from **drink accompaniments** a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least **four** from **service equipment** a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • at least **one** from **electrical equipment** a) refrigerated units b) ice machine • at least **three** from **service areas** a) counters and shelves b) waste bins/bottle containers

	c) floors d) tables and chairs Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

5. Be able to clean and store glassware	The assessor **must** assess assessment criteria 5.1-5.4, 5.6 and 5.7 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	• at least **one** from **glassware**
	   a) glasses
	   b) water jugs
	
	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.