![BIIAB logo]

Qualification Guidance Document

BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership

Level 3 NVQ Diploma – 601/5693/4

Qualification Guidance Document

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.

Copyright

Version	Date	Details of Change
2.0	March 2016	Unit ERRHLTS change to assessment methodology
		Unit CFAQ73 addition of Evidence Requirements
		Unit MSCSP addition of Evidence Requirements
		Unit ICR addition of Evidence Requirements
3.0	January 2018	Updated handbook throughout to remove reference to 'QCF'
		Updated RoC with TQT figures
4.0	July 2023	Updated to new branding
		Updated review date in Qualification Summary

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.

Qualification Summary

BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership – 601/5693/4							
Qualification Purpose	To obtain and demonstrate the skills to work at a supervisory level within the Hospitality industry.						
Age Range	**Pre 16**		**16-18**	✓	**18+**		**19+** ✓
Regulation	The above qualification is regulated by: • Ofqual						
Assessment	• Portfolio of Evidence						
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	01/03/2015						
Review Date	31/12/2024						
Certification End Date							
Guided Learning (GL)	206 hours						
Total Qualification Time (TQT)	370 hours						
Credit Value	37						
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						

Qualification Guidance Document

About the BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership

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)
BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership	601/5693/4

Objective and Purpose of this Qualification

The BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership has been designed to allow learners to obtain and then demonstrate the skills to work at a supervisory level within the Hospitality industry, for example as Head Housekeeper, Head of Reception, Front of House Manager, Duty Supervisor/Manager, Hotel Supervisor/Manager or Regional Supervisor/Manager in a restaurant or pub chain with multiple outlets.

This qualification meets the competence-based requirements of the following apprenticeships:

- Level 3 Apprenticeship Framework in Hospitality in Northern Ireland
- Level 3 Apprenticeship in Hospitality and Catering in 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 / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

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

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 3 NVQ Diploma in Hospitality Supervision and Leadership Rules of Combination (RoC) and Structure

To achieve the BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership learners **must** gain a **total of 37** credit. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory Group A **minimum** credit: **23**
- Optional Group B and C **minimum** credit: **14**
    - Optional Group B **minimum** credit: **4**
    - Remaining credits from Optional Group B or C: **10**

- A **minimum of 32** credits **must** be achieved through the completion of units at **Level 3** and above
- GLH: **206**
- TQT: **370**

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.

Qualification Guidance Document

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ79	M/600/9600	Set objectives and provide support for team members	3	5	35	Portfolio
CFAQ43	H/600/9660	Develop working relationships with colleagues	2	3	15	Portfolio
CFAQ73	H/601/1568	Lead a team to improve customer service	3	7	47	Portfolio
CCR	T/502/9532	Contribute to the control of resources	3	4	30	Portfolio
MSH3	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	3	4	27	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SUP1	F/502/9565	Supervise drink services	3	4	30	Portfolio
SUP2	J/502/9566	Supervise food production operations	3	4	20	Portfolio
SUP3	M/502/9562	Supervise food service	3	4	35	Portfolio
SUP4	T/502/9563	Supervise functions	3	5	35	Portfolio
SUP5	K/502/9561	Supervise housekeeping operations	3	4	30	Portfolio
SUP6	H/502/9560	Supervise portering and concierge operations	3	4	32	Portfolio

SUP7	A/502/9533	Supervise reception services	3	5	30	Portfolio
SUP8	Y/502/9538	Supervise reservations and booking services	3	5	30	Portfolio

Optional Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MSCSP	J/601/1515	Monitor and solve customer service problems	3	6	40	Portfolio
SLDWR	M/600/9676	Support learning and development within own area of responsibility	4	5	25	Portfolio
ICR	H/601/1232	Improve the customer relationship	3	7	47	Portfolio
MEIWA	M/600/9712	Manage the environmental impact of work activities	4	5	10	Portfolio
CFAQ86	Y/600/9686	Lead and manage	3	4	20	Portfolio
CSSA	T/502/9529	Contribute to the selection of staff for activities	3	5	22	Portfolio
MRSDG	A/502/9564	Manage the receipt, storage or dispatch of goods	3	3	21	Portfolio
SUP9	R/502/9540	Supervise Cellar and Drink Storage	3	5	28	Portfolio
SUP10	M/502/9559	Supervise Linen Service	3	4	29	Portfolio
SUP11	D/502/9539	Supervise practices for handling payments	3	4	18	Portfolio
SUP12	F/502/9534	Supervise the use of technological equipment in	3	4	33	Portfolio

		hospitality services				
SUP13	R/502/9537	Supervise the wine store/cellar and dispense counter	3	5	24	Portfolio
SUP14	L/502/9536	Supervise vending service	3	5	34	Portfolio
FSPPSF	H/502/9591	Ensure food safety practices are followed in the preparation and serving of food and drink	3	5	35	Portfolio
CPHPS	J/502/9535	Contribute to promoting hospitality products and services	4	5	28	Portfolio
CDWL	K/502/9530	Contribute to the development of a wine list	4	5	24	Portfolio
SUP15	K/502/9558	Supervise off-site food delivery service	4	4	34	Portfolio
CDRM	M/502/9531	Contribute to the development of recipes and menus	4	4	22	Portfolio
ERRHLTS	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16	Assessment Knowledge Module

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 3 skills in hospitality supervision. It may help the learner to improve performance at work or get promoted into roles working with more autonomy. Upon completion, the learner may be ready to progress to a higher level.

Assessment

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualifications 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 will ensure that the result of 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

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

Qualification Guidance Document

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	

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.

Qualification Guidance Document

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

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

Assessment

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

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

Within these parameters, People 1st expects that:

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

Simulation

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

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

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
- a Learner Summative Reflection
- Access to the units

All of these resources are available on request.

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.

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.

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 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).

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 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.

Set Objectives and Provide Support for Team Members

Unit Title	Set objectives and provide support for team members
Unit Reference	M/600/9600
BIIAB Reference	CFAQ79
Level	3
Credit Value	5
GLH	35
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Be able to communicate a team's purpose and objectives to the team members	1.1. Describe the purpose of a team 1.2. Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 1.3. Communicate the team's purpose and objectives to its members
2. Be able to develop a plan with team members showing how team objectives will be met	2.1. Discuss with team members how team objectives will be met 2.2. Ensure team members participate in the planning process ad think creatively 2.3. Develop plans to meet team objectives 2.4. Set SMART personal work objectives with team members
3. Be able to support team members identifying opportunities and providing support	3.1. Identify opportunities and difficulties faced by team members 3.2. Discuss identified opportunities and difficulties with team members

		3.3.	Provide advice and support to team members to overcome identified difficulties and challenges
		3.4.	Provide advice and support to team members to make the most of identified opportunities
4.	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1.	Monitor and evaluate individual and team activities and progress
		4.2.	Provide recognition when individual and team objectives have been achieved

Develop Working Relationships with Colleagues

Unit Title	Develop working relationships with colleagues
Unit Reference	H/600/9660
BIIAB Reference	CFAQ43
Level	2
Credit Value	3
GLH	15
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
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

Qualification Guidance Document

Lead a Team to Improve Customer Service

Unit Title	Lead a team to improve customer service
Unit Reference	H/601/1568
BIIAB Reference	CFAQ73
Level	3
Credit Value	7
GLH	47

Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Plan and organise the work of a team	1.1. Treat team members with respect at all times 1.2. Agree with team members their role in delivering effective customer service 1.3. Involve team members in planning and organising their customer service work 1.4. Allocate work which takes full account of team members' customer service skills and the objectives of the organisation 1.5. Motivate team members to work together to raise their customer service performance
2. Provide support for team members	2.1. Check that team members understand what they have to do to improve their work with customers and why that is important 2.2. Check with team members what support they feel they may need throughout this process 2.3. Provide team members with support and direction when they need help 2.4. Encourage team members to work together to improve customer service

3. Review performance of team members	3.1.	Provide sensitive feedback to team members about their customer service performance
	3.2.	Encourage team members to discuss their customer service performance
	3.3.	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.	Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation
	4.2.	Explain how team and individual performance can affect the achievement of organisational objectives
	4.3.	Explain the implications of failure to improve customer service for their team member and their organisation
	4.4.	Describe how to plan work activities
	4.5.	Explain how to present plans to others to gain understanding and commitment
	4.6.	Explain how to facilitate meetings to encourage frank and open discussion
	4.7.	Explain how to involve and motivate staff to encourage teamwork
	4.8.	Describe how to recognise and deal sensitively with issues of underperformance

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

BIIAB

Qualification Guidance Document

Contribute to the Control of Resources

Unit Title	Contribute to the control of resources
Unit Reference	T/502/9532
BIIAB Reference	CCR
Level	3
Credit Value	4
GLH	30
Learning Outcome- The learner will:	**Assessment Criteria- The learner can:**
1. Be able to contribute to the control of resources	1.1. Identify the resources needed from those available
	1.2. Follow organisational procedures for obtaining additional resources
	1.3. Follow organisational procedures when dealing with any problems in obtaining resources
	1.4. Update relevant people within the organisation when dealing with any problems in obtaining resources
	1.5. Determine the quality, quantity and suitability of resources needing to be used
	1.6. Ensure that equipment and materials are correctly stored and maintained
	1.7. Encourage colleagues to make efficient use of resources
	1.8. Monitor the use of resources in own area of responsibility
	1.9. Contribute to the effective and efficient use of resources in line with organisational and legal requirements

	1.10. Maintain accurate records about resources in line with organisational requirements
	1.11. Propose ways of making better use of resources following organisational requirements
2. Understand factors affecting the use of resources	2.1. Identify the resources that are used in own area of responsibility
	2.2. Explain how to check the resources that are required for the work needing to be carried out
	2.3. Explain how to ensure resources are suitable for the work that needs to be carried out
	2.4. Describe normal consumption levels for resources in own area of responsibility
	2.5. Identify the approximate costs of the resources used in own area of responsibility
	2.6. Explain how resource costs affect the organisation's financial targets
	2.7. Explain the importance of working within agreed spending limits
	2.8. Describe the procedures that need to be followed when it is necessary to go beyond agreed spending limits
	2.9. Explain the importance of getting management approval when needing to go beyond agreed spending limits

	2.10. Identify the organisation's regular suppliers
	2.11. Identify who within the organisation is responsible for ordering supplies
3. Understand how to contribute to control of resources	3.1. Describe the appropriate lifting and handling methods and techniques for moving resources in own area of responsibility
	3.2. Describe the health and safety requirements for the resources used in own area of responsibility
	3.3. Explain the environmental impact some resources can have on the environment
	3.4. Describe the organisation's policies and procedures for: - Obtaining resources - Using resources - Controlling waste - Recycling
	3.5. Explain how to monitor the use of resources
	3.6. Outline how resources should be stored
	3.7. Explain the importance of keeping waste to a minimum
	3.8. Explain how to keep waste to a minimum
	3.9. Explain how to encourage efficient use of resources to benefit the organisation and the environment
	3.10. Explain how to ensure resources are handled and

	stored in line with organisational requirements
	3.11. Explain how to present recommendations to improve the use of resources
	3.12. Explain the advantages of using computerised stock control systems

Qualification Guidance Document

Maintain the Health, Hygiene, Safety and Security of the Working Environment

Unit Title	Maintain the health, hygiene, safety and security of the working environment
Unit Reference	Y/502/9569
BIIAB Reference	MSH3
Level	3
Credit Value	4
GLH	27
Learning Outcome- The learner will:	**Assessment Criteria- 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.	Recommended improvements for health, hygiene, safety or security procedures
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
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 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