



Qualification Guidance Document



BIIAB Level 2 Certificate in Licensed Hospitality Operations

Level 2 Certificate – 601/4851/2
Wales – C00/0679/5



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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
		Correction to level of unit A/502/5806
5.0	January 2018	Updated handbook throughout to remove reference to 'QCF'
	January 2018	Updated RoC with TQT figures
6.0	June 2023	Updated to new branding
6.1	July 2023	Updated review date in Qualification Summary
6.2	April 2024	New unit added - Beer and Cellar Quality (Cask and Keg) K/651/0216

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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 2 Certificate in Licensed Hospitality Operations								
Qualification Purpose	To develop knowledge for working in licensed hospitality.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> Ofqual 							
Assessment	<ul style="list-style-type: none"> External assessment Multiple Choice Examination Portfolio of Evidence Written Examination 							
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	31/12/2024							
Certification End Date								
Guided Learning (GL)	127 hours							
Total Qualification Time (TQT)	150 hours							
Credit Value	15							
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							

About the BIIAB Level 2 Certificate in Licensed Hospitality Operations

BIIAB is regulated to deliver this qualification by Ofqual, Qualification Wales 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 Operations	601/4851/2	C00/0679/5

Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Licensed Hospitality Operations has been designed to allow learners to develop the underpinning knowledge 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

Alongside the BIIAB Level 2 Certificate in Licensed Hospitality Skills and Functional Skills (Essential Skills in Wales) in English and Maths, the qualification is designed to make up the component parts of the Intermediate Apprenticeship in Licensed Hospitality in England and Wales.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area.

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

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)

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- 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 Operations Rules of Combination (RoC) and Structure

To achieve the BIIAB Level 2 Certificate in Licensed Hospitality Operations learners **must** gain a **total of 15** credit. This **must** consist of:

- **Minimum total** credit: **15**
 - Mandatory Group A credit: **10**
 - Optional Group B **minimum 2 units and 5 credits**
- A **minimum of 9** credit **must** be achieved through the completion of units at **Level 2** and above
- GLH: **127**
- TQT: **150**

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.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LSRPLH	H/601/7631	Legal and Social Responsibilities of a Personal Licence Holder	2	1	8	Multiple-choice exam
FSC	H/502/0132	Food safety in catering	2	1	9	Multiple-choice exam
HSW	H/601/9699	Health and Safety in the Workplace	2	1	10	Multiple-choice exam
AA	H/502/1054	Alcohol Awareness	1	1	10	Multiple-choice exam
PCMLH	K/501/5420	Principles of Conflict Management in Licensed Hospitality	2	1	10	Multiple-choice exam
DALP	M/601/7499	Drugs Awareness in Licensed Premises	2	1	10	Multiple-choice exam
LHO	M/503/5152	Licensed Hospitality Operations	2	3	30	Multiple-choice exam
CDS	A/506/4265	Customer and Drinks Service	1	1	10	Multiple-choice exam

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BCQCK	A/600/9258	Beer and Cellar Quality (Cask and Keg)	2	1	10	Multiple-choice exam
BCQCK2024	K/651/0216	Beer and Cellar Quality (Cask and Keg)	2	1	10	Multiple-choice exam
EC	A/602/0650	The Essentials of Catering	1	3	30	Multiple-choice exam
CT	K/600/3763	Cooking Theory	2	2	20	Multiple-choice exam
URSP	A/502/5806	Understanding the retail selling process	2	2	15	Assessment Knowledge Module
USW	K/503/2573	Understanding and selling wine	1	1	8	Multiple-choice exam
CSELH	H/505/3633	Customer Service Excellence in Licensed Hospitality	2	1	10	Multiple-choice exam
PPBCS	M/502/8296	Principles of Providing a Buffet and Carvery Service	2	1	6	Assessment Knowledge Module
SPM	K/503/7059	Sales Promotions and Merchandising	3	2	10	Short Answer Questions
UBM	F/503/7052	Understanding a Business Market	3	2	10	Short Answer Questions

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 knowledge 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 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.

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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.

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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	✓	✓	✓

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Continuous Professional Development (see Table 3).			
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Table 2 - Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

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

Continuous Professional Development

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

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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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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

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- 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:

- Multiple Choice Tests
- Short Answer Question Papers
- Assessment Knowledge Modules and Assessor Guidance
- 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

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

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>).

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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

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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/>



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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.

Mandatory Units

The following units are mandatory for this qualification.

Legal and Social Responsibilities of a Personal Licence Holder

Unit Title	Legal and Social Responsibilities of a Personal Licence Holder
Unit Reference	H/601/7631
BIIAB Reference	LSRPLH
Level	2
Credit Value	1
GLH	8
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Understand the nature, purpose and period of validity of a Personal Licence	1.1. State what a Personal Licence is 1.2. State what a Personal Licence entitles the holder to do 1.3. State the period of validity of a Personal Licence
2. Understand the application process and legal duties when applying for a Personal Licence	2.1. State the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence 2.2. Outline the licensing authorities' process for the grant or rejection of new Personal Licences and renewals 2.3. Identify who may object to the grant or renewal of a Personal Licence 2.4. Define what is meant by the terms 'relevant offences' and 'foreign offences' 2.5. State the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process

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	<p>2.6. State the penalty for failing to declare conviction of relevant or foreign offences during the application process</p>
<p>3. Understand the legal duties of a Personal Licence Holder</p>	<p>3.1. State the duties of a Personal Licence Holder if charged with a relevant or foreign offence</p> <p>3.2. State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted</p> <p>3.3. State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked</p> <p>3.4. State the duties of a Personal Licence Holder if a change of name and/or address occurs</p> <p>3.5. State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person</p> <p>3.6. State the penalties for breaching any legal duties of a Personal Licence</p> <p>3.7. State the consequences for a Personal Licence Holder is convicted of a drink driving offence</p>
<p>4. Understand the roles, responsibilities and functions of licensing authorities</p>	<p>4.1. State what licensing authorities are</p> <p>4.2. Outline the roles and responsibilities of licensing authorities</p> <p>4.3. Outline what a licensing policy is</p> <p>4.4. Outline the purpose of a licensing hearing including appeals</p>

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<p>5. Understand the Licensing Objectives and the importance of partnerships in promoting these objectives</p>	<p>5.1. Identify the Licensing Objectives and their importance to the licensing system</p> <p>5.2. State what an operating schedule is</p> <p>5.3. State what an operating schedule should include in order to promote the Licensing Objectives</p> <p>5.4. Identify the importance of partnerships in supporting the Licensing Objectives</p> <p>5.5. Identify the role of Crime and Disorder Reduction Partnerships</p>
<p>6. Understand the nature and strength of alcohol and the effect on the body</p>	<p>6.1. State the legal definition of alcohol in the Licensing Act 2003</p> <p>6.2. State what 'supply of alcohol' means</p> <p>6.3. State how the strength of an alcoholic drink is measured</p> <p>6.4. Define the terms 'alcohol-free' and 'low alcohol'</p> <p>6.5. State the UK Government's sensible drinking advice</p> <p>6.6. State the intoxicating nature of alcohol</p> <p>6.7. Identify the effects of alcohol on the body</p>
<p>7. Understand the law in relation to premises licences</p>	<p>7.1. Explain what a premises licence is</p> <p>7.2. State the procedures for a premises licence application</p>

	<p>7.3. State the grounds for a hearing and an appeal in respect of a premises licence application</p> <p>7.4. Explain the purposes of a premises licence review</p> <p>7.5. State the mandatory conditions attached to all premises licences that authorises the sale of alcohol</p> <p>7.6. Identify the 4 licensable activities defines by the Licensing Act 2003</p> <p>7.7. State the law in relation to variations to premises licences</p> <p>7.8. State the law in relation to what constitutes unauthorised licensable activities</p> <p>7.9. Identify what a due diligence defence is and when it may be used</p> <p>7.10. State penalties for breaching conditions on a premises licence</p>
<p>8. Understand the role and responsibilities of the Designated Premises Supervisor (DPS)</p>	<p>8.1. Outline the job role of the DPS</p> <p>8.2. State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objective</p>
<p>9. Understand the law in relation to Temporary Event Notices</p>	<p>9.1. State what is meant by the term 'permitted temporary activities'</p> <p>9.2. State what a Temporary Event Notice (TEN) is</p> <p>9.3. State the law in relation to the frequency of permitted temporary activities</p>

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	<p>9.4. State the circumstances under which the police and environmental health officers can object to a TEN</p>
<p>10. Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises</p>	<p>10.1. State the duty to refuse the sale of alcohol to a drunken person</p> <p>10.2. State the law and industry guidelines on irresponsible drinks promotions</p> <p>10.3. Identify anti-violence strategies that can be adopted on licensed premises</p> <p>10.4. Identify the consequences of allowing illegal drug use and dealing on licensed premises</p> <p>10.5. Identify who is legally responsible for preventing disorderly conduct on licensed premises</p> <p>10.6. State penalties for allowing drunk and disorderly conduct on licensed premises</p>
<p>11. Understand the law in relation to the protection of children on licensed premises</p>	<p>11.1. State the law in relation to the sale of alcohol to children</p> <p>11.2. State the law in relation to the purchase or attempted purchase of alcohol by or for children</p> <p>11.3. State the law in relation to the unsupervised sale of alcohol by a child</p> <p>11.4. Identify the types and features of acceptable proof of age documents</p> <p>11.5. Outline the importance of other legislation related to the protection of children</p>

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	<p>11.6. State the law in relation to the presence of children in licensed premises</p> <p>11.7. State the law in relation to the consumption of alcohol by children</p> <p>11.8. State penalties for breaching the law in relation to the protection of children on licensed premises</p>
<p>12. Understand the powers of the police and other authorities in relation to licensed premises</p>	<p>12.1. State the powers of the police to close identified licensed premises in respect of disorder or nuisance</p> <p>12.2. State the powers of police to apply for a closure order covering a particular geographical area</p> <p>12.3. State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance</p> <p>12.4. Identify which authorities have a right of entry to licensed premises and when they can exercise these rights</p>
<p>13. Understand prohibitions and exemptions in relation to licensable activities</p>	<p>13.1. Identify the difference between retail sale and wholesale of alcohol</p> <p>13.2. Identify which forms of entertainment are regulated and which are exempt</p> <p>13.3. Identify which types of premises are prohibited from selling alcohol</p> <p>13.4. State the law in relation to the sale of alcohol on moving vehicles</p>

Unit Title	Food Safety in Catering
Unit Reference	H/502/0132
BIIAB Reference	FSC
Level	2
Credit Value	1
GLH	9
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Understand how individuals can take personal responsibility for food safety	1.1. Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2. Describe how to report food safety hazards 1.3. Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1. Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2. Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3. Understand the importance of keeping work areas clean and hygienic	3.1. Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2. State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3. Outline the importance of pest control

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<p>4. Understand the importance of keeping food safe</p>	<p>4.1. State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical physical and allergenic hazards</p> <p>4.2. Explain how to deal with food spoilage including recognition, reporting and disposal</p> <p>4.3. Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4. Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5. Describe stock control procedures including deliveries, storage, date marking and stock rotation</p>
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Health and Safety in the Workplace

Unit Title	Health and Safety in the Workplace
Unit Reference	H/601/9699
BIIAB Reference	HSW
Level	2
Credit Value	1
GLH	10
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Understand roles and responsibilities for health, safety and welfare in the workplace	1.1. Outline employers' and employees' duties relating to health, safety and welfare at work 1.2. Outline the consequences for non-compliance with health and safety legislation 1.3. Outline the requirements for training and competence in the workplace 1.4. Outline the ways in which health and safety information can be communicated
2. Understand how risk assessments contribute to health and safety	2.1. Define the terms 'hazard' and 'risk' 2.2. Outline the process for carrying out a risk assessment 2.3. Describe how risk assessment can be used to reduce accidents and ill health at work
3. Understand how to identify and control the risk from common workplace hazards	3.1. Describe the hazards that may be found in a range of workplaces 3.2. Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment 3.3. Describe the principle of the risk control hierarchy

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	<p>3.4. List examples of risk controls for common workplace hazards</p>
<p>4. Know the procedures for responding to accidents and incidents in the workplace</p>	<p>4.1. State the common causes of workplace accidents and ill health</p> <p>4.2. Identify the actions that might need to be taken following an incident in the workplace</p> <p>4.3. List the arrangements that should be in place in a workplace for emergencies and first aid</p> <p>4.4. Outline why it is important to record all incidents, accidents and ill health</p>

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Alcohol Awareness

Unit Title	Alcohol Awareness
Unit Reference	H/502/1054
BIIAB Reference	AA
Level	1
Credit Value	1
GLH	10
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Have an awareness of the licensed retail industry	1.1. State what licensed retail is 1.2. State how the licensed retail industry contributes to the UK economy
2. Understand the nature of alcohol	2.1. State what alcohol is 2.2. State the definition of alcohol under licensing law 2.3. Describe features of the most common alcoholic drinks
3. Be aware of the strengths of alcohol by volume and unit	3.1. State what abv means 3.2. State the definition of low alcohol and alcohol free drinks and the law with regards to labelling 3.3. State the abv of beers, ciders and wines 3.4. State the abv of spirits and alcopops 3.5. State what a unit of alcohol is 3.6. State the recommended maximum consumption of alcohol by unit per day/week for men and women
4. Understand the effects of drinking alcohol	4.1. Describe how alcohol affects the body and the stages of drunkenness 4.2. Outline how the body eliminated alcohol and the

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	associated myths about sobering up
5. Have an awareness of the problems of alcohol	<p>5.1. State the definition of binge drinking and the size of the problem</p> <p>5.2. Describe the effects of binge drinking on the individual</p> <p>5.3. State the definition of alcoholism/ alcohol dependence and the size of the problem</p> <p>5.4. Describe the effects of alcoholism on the individual</p> <p>5.5. Describe the social effects on binge drinking and the size of the problem</p>
6. Have an awareness of the dangers of alcohol, sexual health and drink spiking	<p>6.1. State the link between alcohol and casual sex and associated risks</p> <p>6.2. Describe the dangers of drink spiking</p> <p>6.3. Describe how to deal with a friend who is drunk or who may be the victim of drink spiking</p>
7. Understand the dangers of drink driving	<p>7.1. Describe the effects of driving under the influence of alcohol</p> <p>7.2. State the risks associated with getting into a car with a person who is drunk</p> <p>7.3. State facts and statistics on drink driving related accidents</p> <p>7.4. State the direct and indirect penalties of being convicted of drink driving</p>
8. Understand basic licensing law	<p>8.1. State the reasons for licensing</p> <p>8.2. State when alcohol can be sold</p>

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<p>9. Have an awareness of licensing offences under the Licensing Act 2003</p>	<p>9.1. State the law with regard to the sale of alcohol to young persons</p> <p>9.2. State the law with regard to the admission of young persons to licensed premises</p> <p>9.3. State the law with regard to the sale of alcohol by young persons</p> <p>9.4. State the offence of selling alcohol to drunken persons</p> <p>9.5. Describe how the law is enforced through the use of test purchasing</p>
<p>10. Understand the relationship between drugs and licensed premises</p>	<p>10.1. State the duty of the premises licence holder to enforce a zero tolerance drug policy</p> <p>10.2. State the law with regard to the enforcement of zero tolerance through search policies and the 3 types of search policy</p> <p>10.3. State the rights of the individual with regard to being searched and the consequences of refusing a search</p> <p>10.4. Describe how mixing drugs and alcohol can alter the effects of both</p>
<p>11. Understand the relationship between offensive weapons and licensed premises</p>	<p>11.1. State the definition of an offensive weapon and what may happen if a person is found with them on licensed premises</p>
<p>12. Understand how the licensed retail industry encourages responsible drinking</p>	<p>12.1. Describe how the licensed retail industry discourages irresponsible promotions</p>



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	<p>12.2. Describe how the licensed retail industry discourages irresponsible advertising</p> <p>12.3. State what The Portman Group is and what they do</p> <p>12.4. State what proof of age cards are and where to obtain them</p>
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Principles of Conflict Management in Licensed Hospitality

Unit Title	Principles of conflict management in licensed hospitality
Unit Reference	K/501/5420
BIIAB Reference	PCMLH
Level	2
Credit Value	1
GLH	10
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
<p>1. Understand the meaning and implications of workplace violence and the relevant responsibilities of employers and employees under the Health and Safety Act 1974</p>	<p>1.1. State the Health and Safety Executive (HSE) definition of workplace violence</p> <p>1.2. Identify the forms of workplace violence recognised by the HSE</p> <p>1.3. State why it is important to have a workplace violence policy</p> <p>1.4. Identify the main consequences of workplace violence for licensed premises</p> <p>1.5. State the responsibilities of employers and employees to exercise a duty of care under the Health and Safety Act 1974</p> <p>1.6. State the responsibilities of employers and employees in relation to risk assessment under the Health and Safety Act 1974</p> <p>1.7. Identify the possible consequences of employers or employees failing to fulfil their responsibilities under the Health and Safety at Work Act 1974</p>
<p>2. Be able to define risk and understand the main violence related hazards and risks faced by staff in the workplace</p>	<p>2.1. State the definition of risk</p> <p>2.2. Identify the main risks to staff from workplace violence</p>

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<p>and the main causes of workplace violence</p>	<p>2.3. Identify the main forms of violence related hazards faced by staff in the workplace</p> <p>2.4. Identify the main factors that contribute to workplace violence</p>
<p>3. Understand the principles of risk assessment and risk management and the relevant considerations and measures for dealing with conflict situations</p>	<p>3.1. State the process that should be followed when dealing with risk</p> <p>3.2. Identify why risk assessment should be an on-going process</p> <p>3.3. Define how to assess the level of threat presented by persons, incidents or situations</p> <p>3.4. Identify the risk reduction measures available to improve staff safety</p> <p>3.5. State the importance of anticipating and responding proactively to problems</p>
<p>4. Understand the impact of aggression on human behaviour and identify the triggers of and inhibitors to aggressive behaviour. Understand the relevant considerations and measures for dealing with conflict situations</p>	<p>4.1. Identify the recognised human responses to a threatening situation</p> <p>4.2. Identify the triggers of aggressive behaviour</p> <p>4.3. Identify the factors that inhibit aggressive behaviour</p> <p>4.4. Identify how frustration can escalate into violence</p> <p>4.5. State how attitude can affect behaviour and how this cycle can be broken</p> <p>4.6. State the importance of managing customer expectations</p>
<p>5. Understand the structure of basic communication, factors that can promote and block</p>	<p>5.1. Identify the structure of the basic communication model</p>

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<p>effective communication and the concept of space</p>	<p>5.2. Identify factors that block communication</p> <p>5.3. Identify the different channels of communication and the relative importance of each channel in promoting effective communication</p> <p>5.4. Identify non-verbal behaviours that signal non-aggression</p> <p>5.5. Identify different types of space and how environmental conditions and an individuals mood can alter their perception of space</p>
<p>6. Understand the strategies that might be adopted to manage violent situations, the importance of support when managing conflict and understand the law in relation to self-defence and the eviction of customers</p>	<p>6.1. Identify interventions that can defuse a conflict situation</p> <p>6.2. State the factors that influence the decision to confront unacceptable behaviour</p> <p>6.3. Identify appropriate strategies to manage unacceptable behaviour</p> <p>6.4. State the key elements of an assertive intervention</p> <p>6.5. Identify appropriate measures that could be adopted when refusing to serve customers</p> <p>6.6. State the importance of having exit strategies and sources of support in high-risk situations</p> <p>6.7. State under what circumstances the law allows the use of reasonable force in self defence</p> <p>6.8. State the factors that would be considered by a court when deciding if force used was reasonable and necessary</p>

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	<p>6.9. State the law regarding the eviction of customers from licensed premises</p> <p>6.10. State the factors to be considered before evicting customers from licensed premises</p>
<p>7. Understand the effects of workplace violence on victims, the importance of victim support and the reasons for reporting violent incidents</p>	<p>7.1. Identify the possible short, medium and long-term effects on a victim of work-related violence</p> <p>7.2. Identify the support that needs to be made available to victims of workplace violence</p> <p>7.3. State the importance of reporting and recording an incidence of workplace violence</p> <p>7.4. State the importance of learning from incidents of workplace violence and sharing best practice with colleagues</p>

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Drugs Awareness in Licensed Premises

Unit Title	Drugs Awareness in Licensed Premises
Unit Reference	M/601/7499
BIIAB Reference	DALP
Level	2
Credit Value	1
GLH	10
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
<p>1. Be able to identify the most common trends in drugs misuse and where to obtain further information</p>	<p>1.1. State general and UK drug trends</p> <p>1.2. Identify who to approach for local information on current drugs trends</p> <p>1.3. State the key elements of the Government's anti-drugs strategy</p>
<p>2. Be able to identify drug-related legislation and offences relevant to licensed premises and state how and why drugs are classified</p>	<p>2.1. Identify relevant legislation and offences under the provisions of The Misuse of Drugs Act 1971, The Licensing Act 2003, The Drugs Act 2005 and the Anti-Social Behaviour Act 2003</p> <p>2.2. Identify the offence under the Misuse of Drugs Act that specifically applies to premises license holders, designated premises supervisors and managers of licenced premises</p> <p>2.3. State how and why drugs are classified</p> <p>2.4. State the law and processes concerning a review of the premises licence and suspension or forfeiture of a personal licence in relation to controlled drug misuse on licensed premises</p>

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	<p>2.5. State the law in relation to powers to close premises in respect of class A drug activity</p> <p>2.6. State the law regarding police rights of entry to licensed premises</p>
<p>3. Be able to identify the most common drugs offences associated with licensed premises and recognise signs of their occurrence</p>	<p>3.1. Identify drug problems particular to licensed premises which cater for various customer groups in various types of location</p> <p>3.2. Identify paraphernalia that might indicate that cannabis is being misused in licensed premises</p> <p>3.3. Identify paraphernalia that might indicate that amphetamines or cocaine is being misused in licensed premises</p> <p>3.4. Identify customer behaviour that might indicate that drugs are being misused in licensed premises</p> <p>3.5. Identify behaviour that might indicate that drug dealing is taking place</p> <p>3.6. State health risks associated with drug misuse and with mixing drugs with alcohol</p> <p>3.7. Identify symptoms and customer behaviour that might indicate that drinks spiking is occurring</p>
<p>4. Understand the need for a drug strategy for licensed premises as part of a partnership approach and be able to identify what should be included in a drugs strategy</p>	<p>4.1. State the need for the importance of partnerships with the Licensing Authority, the police and other relevant authorities</p>

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<p>and how it should be implemented and monitored</p>	<p>4.2. Identify how to initiate, implement and monitor a drugs strategy as part of the risk assessment and operating schedule for the premises</p> <p>4.3. State how the design and decoration of premises can discourage drugs misuse</p> <p>4.4. Identify the importance of staff training and staff monitoring within a drugs strategy</p> <p>4.5. State the benefits of using surveillance and closed circuit television (CCTV) and how to record CCTV correctly to provide admissible evidence</p>
<p>5. Understand the practical steps that can be taken to prevent drug related activity on licensed premises</p>	<p>5.1. State the right and duty to refuse entry and the role of door supervisors</p> <p>5.2. State good practice guidelines for conducting pre-entry searches of customers</p> <p>5.3. State how to comply with requirements when finding or confiscating suspect substances and for the safe handover of found or confiscated drugs</p> <p>5.4. State the importance of making customers aware of the premises' zero tolerance drugs policy and of providing other appropriate drugs awareness materials for customers</p>
<p>6. Understand how to deal with public safety issues where drugs enter or are used on licensed premises</p>	<p>6.1. State how to comply with the requirements of public safety in terms of the prevention of over-crowding, overheating, spiking of drinks and the provision of first aid</p>

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	<ul style="list-style-type: none">6.2. Identify good practice for recording drug related incidents in an incident record6.3. State the importance of safe handling and how to prevent injury from handling sharps during searches and when suspect substances are found6.4. Identify good practice guidelines for dealing with customers suspected of dealing drugs6.5. Identify good practice guidelines for dealing with drug or alcohol related illness and emergencies
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Licensed Hospitality Operations

Unit Title	Licensed Hospitality Operations
Unit Reference	M/503/5152
BIIAB Reference	LHO
Level	2
Credit Value	3
GLH	30
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Understand the legal requirements and statutory responsibility for compliance with health and safety at work legislation	1.1. State the required health and safety documents, records and certification and he requirements to display such documentation 1.2. State the requirement for relevant risk assessments to be conducted 1.3. State the requirement for first aid provision 1.4. State the legal requirements for the reporting of accidents and injuries in the workplace 1.5. State the requirements for fire safety procedures including the provision of fire fighting equipment 1.6. State the requirements with regard to manual handling 1.7. State the requirements with regard to COSHH 1.8. State the requirements and good practice with regard to the safe use of electrical equipment 1.9. State the principles of HACCP
2. Understand good practice and statutory responsibility with	2.1. Identify the tools necessary to manage business finances and control cash flow

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<p>regard to financial management and cash control</p>	<p>2.2. State what is meant by retail price and sale price</p> <p>2.3. State what is meant by gross and net profit</p> <p>2.4. State what is meant by the break even level</p> <p>2.5. State what is meant by fixed and variable costs</p> <p>2.6. State statutory responsibilities in terms of national insurance, PAYE and VAT</p> <p>2.7. Calculate retail price (using formula supplied)</p> <p>2.8. Calculate the break even point</p>
<p>3. Understand good practice with regard to cash security, stock control and fraud awareness</p>	<p>3.1. State good practice guidance for till operation</p> <p>3.2. State how to ensure cash and stock is secure on the premises</p> <p>3.3. Identify indicators of fraudulent practices and how to prevent these</p> <p>3.4. Identify planning and stock control systems</p>
<p>4. Understand key areas of legislation with regard to retailing responsibly and trading within the law</p>	<p>4.1. State the legal measurements for selling beer, cider, wine and spirits</p> <p>4.2. State which notices need to be displayed (in England and Wales or in Scotland, as appropriate)</p> <p>4.3. State the law in regard to information that must be given in price lists</p> <p>4.4. State the law with regard to licensing for music</p>

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	<p>4.5. State the law on smoking in licensed premises including the law on the sales on tobacco products</p>
<p>5. Understand the key areas of legislation with regard to crime prevention</p>	<p>5.1. State the law with regard to smuggled goods, tipping, substitution and passing off</p> <p>5.2. State good practice with regard to the control of disorderly conduct and anti-social behaviour</p> <p>5.3. Identify good practice guidelines for dealing with drug related problems</p> <p>5.4. Identify strategies for the prevention and reporting of suspected terrorist activity and the use of CCTV</p>
<p>6. Understand relevant employment law</p>	<p>6.1. State the law with regard to national minimum wage</p> <p>6.2. State the law with regard to the issue of a statement of terms and conditions of employment</p> <p>6.3. State the rights of staff to paid holiday</p> <p>6.4. State the rights of staff to sickness benefit</p> <p>6.5. State the rights of staff to maternity and paternity leave</p> <p>6.6. State the law with regard to the issue of itemised pay statements</p> <p>6.7. State the relevant law with regard to the Employment Rights (Dispute Resolution) Act 1995</p>

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	<ul style="list-style-type: none"> 6.8. State the relevant law relating to discrimination under the Equality Act 2010 6.9. State the law with regard to termination off employment and redundancy 6.10. State the law with regard to transfer of undertakings (TUPE) 6.11. State the law with regard to employment of children and young persons 6.12. State the law with regards to the Working Time Regulations
<p>7. Understand good practice for recruitment, induction and management of staff</p>	<ul style="list-style-type: none"> 7.1. Identify the key elements of a job description 7.2. State good practice guidelines for advertising for and interviewing prospective staff 7.3. State good practice guidelines on the relevance, production of and use of references 7.4. State the importance of checking a person’s eligibility to work 7.5. State good practice guidelines for induction of staff 7.6. State the importance of staff training 7.7. Identify how and when to deliver staff training 7.8. State how to communicate with and motivate staff 7.9. State the benefits of delegating to staff and how to do this successfully

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<p>8. Understand the key components of marketing and merchandising</p>	<p>8.1. State how to develop a marketing plan</p> <p>8.2. Identify key marketing tools (SWOT analysis, market segmentation, marketing objectives)</p> <p>8.3. State how to identify the best retail offer for the customer profile</p> <p>8.4. State the key principles of merchandising</p> <p>8.5. State the key guidelines for influencing customer decisions through merchandising</p> <p>8.6. State key opportunities for maximising sales</p> <p>8.7. State the purpose and key elements of promotions and how to evaluate them</p> <p>8.8. Identify different business promotion methods and the advantages and disadvantages of these</p>
<p>9. Understand the basic principles of effective customer service</p>	<p>9.1. Identify the essential elements of effective customer service</p> <p>9.2. State good practice guidelines for managing customer complaints</p>
<p>10. Understand the importance of product knowledge and preparation for service</p>	<p>10.1. Identify good practice guidelines for preparing the premises for service</p> <p>10.2. Identify the key characteristics of core product lines</p> <p>10.3. Identify good practice guidelines for the service and presentation of the retail offer</p>

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<p>11. Understand good practice with regard to offering catering</p>	<p>11.1. State the suitability of types of equipment and service delivery for various styles of catering</p> <p>11.2. State the basic principles of menu construction and design</p> <p>11.3. State the factors involved in costing a dish and the information required in a dish specification</p>
<p>12. Understand the legal requirements with regard to gaming and the importance of maximising income</p>	<p>12.1. State the law with regards to gaming, betting, lotteries and gaming (AWP) machines</p> <p>12.2. Identify how to maximise machine income</p> <p>12.3. State the legal age requirements with regard to gaming</p>

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Customer and Drinks Service

Unit Title	Customer and Drinks Service
Unit Reference	A/506/4265
BIIAB Reference	CDS
Level	1
Credit Value	1
GLH	10
Learning Outcome- The learner will:	Assessment Criteria- The learner can:
1. Understand how to complete the activities necessary to prepare the bar for service	1.1. State why is it important to prepare the bar for service 1.2. Identify the correct way to store and present products in the bar area 1.3. Identify the sundry items that should be placed on the bar and how these are prepared 1.4. State safe systems of work for lifting and handling stock 1.5. Identify activities required when preparing the bar and customer areas for service and how to complete these activities 1.6. Identify signage that is legally required in the customer areas
2. Understand the standards required of a professional bar person	2.1. State the importance of personal hygiene and grooming for a member of bar staff 2.2. State what action should be taken in relation to illness, infection, cuts and grazes 2.3. State why it is important to be dressed appropriately
3. Understand basic selling and merchandising techniques and how to achieve the perfect serve to maximise customer satisfaction	3.1. State the basic principles of effective merchandising 3.2. Identify basic selling techniques

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	<p>3.3. State how to handle glassware both safely and hygienically</p> <p>3.4. Identify the correct style of glassware to use for major drinks categories</p> <p>3.5. Identify dispense procedures used to achieve the 'perfect serve' for major drinks categories</p>
<p>4. Understand the law in relation to age restricted sales and activities, the duty to refuse service and the importance of adhering to trading standards</p>	<p>4.1. State the law in relation to the sale of alcohol to persons aged under 18</p> <p>4.2. State the law in relation to the sale of tobacco products to persons aged under 18</p> <p>4.3. State the law in relation to gambling in alcohol licensed premises</p> <p>4.4. State the duty to refuse service to drunk persons</p> <p>4.5. State the law in relation to smoking in licensed premises</p> <p>4.6. State the law in relation to the description of food/drink for sale and to 'passing off'</p>
<p>5. Understand why customer service is important and how it can be delivered, ways of refusing service and methods of dealing with complaints</p>	<p>5.1. State why customer service is important</p> <p>5.2. Identify what customers generally expect from a professional barperson</p> <p>5.3. Identify the key steps in serving a customer at the bar</p> <p>5.4. Identify the ways in which staff can build relationships with customers</p> <p>5.5. Identify how to assist customers with special needs</p>

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	<ul style="list-style-type: none"> 5.6. State the law in relation to disabled customers 5.7. Identify effective ways of refusing service to a customer 5.8. State the correct procedure for handling customer complaints
<p>6. Understand how information and the premises can be kept secure</p>	<ul style="list-style-type: none"> 6.1. Identify the correct procedure for using a till system 6.2. State the procedures for processing different types of payment 6.3. State the types of information that should be kept secure on licensed premises and how to achieve this 6.4. Identify reasonable steps that might be taken to keep the premises secure
<p>7. Understand how to safely and efficiently close the bar and customer areas at the end of service</p>	<ul style="list-style-type: none"> 7.1. State how to clear the customer area during service and at closing time 7.2. Identify the safety precautions that should be taken when handling broken glass 7.3. Identify how to use cleaning products safely 7.4. Identify the different ways of cleaning glassware effectively 7.5. Identify the closedown activities for a premises at the end of service