



**Qualification Guidance Document**

# **BIIAB Level 2 Certificate in Licensed Hospitality Operations**

**England – 601/4851/2**  
**Wales – C00/0679/5**

## About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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## Specification Code

The specification code is C3373-02.

| Issue | Date      | Details of change                                                                          |
|-------|-----------|--------------------------------------------------------------------------------------------|
| 4.0   | July 2016 | Complete reformat into current BIIAB house style<br>Correction to level of unit A/502/5806 |

|     |               |                                                                                              |
|-----|---------------|----------------------------------------------------------------------------------------------|
| 5.0 | January 2018  | Updated handbook throughout to remove reference to 'QCF'<br><br>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                           |
| 6.3 | November 2024 | Unit BCQCK removed as it has expired for registrations 31/10/2024                            |
| 6.4 | December 2024 | Updated review date in Qualification Summary                                                 |
| 6.5 | May 2026      | Updated to new company branding                                                              |
| 6.6 | August 2026   | Revised review date                                                                          |
| 6.7 | August 2026   | AIM updated                                                                                  |

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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 |                                                                                                                                                                                            |  |       |   |     |  |     |   |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|---|-----|--|-----|---|
| <b>Qualification Purpose</b>                                 | To develop knowledge for working in licensed hospitality.                                                                                                                                  |  |       |   |     |  |     |   |
| <b>Age Range</b>                                             | Pre 16                                                                                                                                                                                     |  | 16-18 | ✓ | 18+ |  | 19+ | ✓ |
| <b>Regulation</b>                                            | The above qualification is regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; Qualifications Wales</li> <li>&gt; CCEA Regulation</li> </ul>                    |  |       |   |     |  |     |   |
| <b>Assessment</b>                                            | <ul style="list-style-type: none"> <li>&gt; External assessment</li> <li>&gt; Multiple Choice Examination</li> <li>&gt; Portfolio of Evidence</li> <li>&gt; Written Examination</li> </ul> |  |       |   |     |  |     |   |
| <b>Type of Funding Available</b>                             | See FaLA (Find a Learning Aim)                                                                                                                                                             |  |       |   |     |  |     |   |
| <b>Grading</b>                                               | Pass/Fail<br>To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed                                            |  |       |   |     |  |     |   |
| <b>Operational Start Date</b>                                | 01/11/2014                                                                                                                                                                                 |  |       |   |     |  |     |   |
| <b>Review Date</b>                                           | 31/12/2029                                                                                                                                                                                 |  |       |   |     |  |     |   |
| <b>Operational End Date</b>                                  |                                                                                                                                                                                            |  |       |   |     |  |     |   |
| <b>Certification End Date</b>                                |                                                                                                                                                                                            |  |       |   |     |  |     |   |
| <b>Guided Learning (GL)</b>                                  | 127 hours                                                                                                                                                                                  |  |       |   |     |  |     |   |
| <b>Total Qualification Time (TQT)</b>                        | 150 hours                                                                                                                                                                                  |  |       |   |     |  |     |   |
| <b>Credit Value</b>                                          | 15                                                                                                                                                                                         |  |       |   |     |  |     |   |
| <b>BIIAB Qualifications Limited Sector</b>                   | Hospitality and Catering                                                                                                                                                                   |  |       |   |     |  |     |   |
| <b>Regulator Sector</b>                                      | 07.4 Hospitality and Catering                                                                                                                                                              |  |       |   |     |  |     |   |
| <b>Support from Trade Associations</b>                       |                                                                                                                                                                                            |  |       |   |     |  |     |   |

## Introduction

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)                  |
|--------------------------------------------------------------|--------------------------------------------|
| BIIAB Level 2 Certificate in Licensed Hospitality Operations | 601/4851/2 (England)<br>C00/0679/5 (Wales) |

## Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

### Rules of Combination: BIIAB Level 2 Certificate in Licensed Hospitality Operations

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

- > Mandatory Group A credit: **10**
- > Optional Group B **minimum 2 units and 5 credits**

This 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.

| Unit Title                                                     | Unit Number          | Level | Credit Value | GL |
|----------------------------------------------------------------|----------------------|-------|--------------|----|
| <b>Mandatory Group A Minimum Credit Target – 10</b>            |                      |       |              |    |
| Legal and Social Responsibilities of a Personal Licence Holder | H/601/7631<br>LSRPLH | 2     | 1            | 8  |
| Food Safety in Catering                                        | H/502/0132<br>FSC    | 2     | 1            | 9  |
| Health and Safety in the Workplace                             | H/601/9699<br>HSW    | 2     | 1            | 10 |
| Alcohol Awareness                                              | H/502/1054<br>AA     | 1     | 1            | 10 |
| Principles of Conflict Management in Licensed Hospitality      | K/501/5420<br>PCMLH  | 2     | 1            | 10 |
| Drugs Awareness in Licensed Premises                           | M/601/7499<br>DALP   | 2     | 1            | 10 |
| Licensed Hospitality Operations                                | M/503/5152<br>LHO    | 2     | 3            | 30 |
| Customer and Drinks Service                                    | A/506/4265<br>CDS    | 1     | 1            | 10 |

| Unit Title                                           | Unit Number             | Level | Credit Value | GL |
|------------------------------------------------------|-------------------------|-------|--------------|----|
| <b>Optional Group B Minimum Credit Target – 5</b>    |                         |       |              |    |
| Beer and Cellar Quality (Cask and Keg)               | K/651/0216<br>BCQCK2024 | 2     | 1            | 10 |
| The Essentials of Catering                           | A/602/0650<br>EC        | 1     | 3            | 30 |
| Cooking Theory                                       | K/600/3763<br>CT        | 2     | 2            | 20 |
| Understanding the retail selling process             | A/502/5806<br>URSP      | 2     | 2            | 15 |
| Understanding and selling wine                       | K/503/2573<br>USW       | 1     | 1            | 8  |
| Customer Service Excellence in Licensed Hospitality  | H/505/3633<br>CSELH     | 2     | 1            | 10 |
| Principles of Providing a Buffet and Carvery Service | M/502/8296<br>PPBCS     | 2     | 1            | 6  |

|                                    |                   |   |   |    |
|------------------------------------|-------------------|---|---|----|
| Sales Promotions and Merchandising | K/503/7059<br>SPM | 3 | 2 | 10 |
| Understanding a Business Market    | F/503/7052<br>UBM | 3 | 2 | 10 |

## Aim

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 Essential Skills in Wales in English and Maths, the qualification is designed to make up the component parts of the Level 2 Apprenticeship in Licensed Hospitality in 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.

## Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

## Assessment

This qualification is assessed by external examination and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

### Overview of assessment strategy

The Assessment Strategy has been designed in conjunction with an expert panel, and a steering group. All Centres must adhere to the designed assessment strategy for this qualification.

This qualification contains a number of knowledge units, and they are externally set and marked by BIIAB Qualifications Limited. In order to assess formally the learners' knowledge, **multiple-choice knowledge tests for a number of units** have been developed.

If taken online, the tests are scheduled in our BIIAB Customer Management System and each learner in a cohort will sit a unique test. The online tests are marked automatically.

### Assessment materials allowed

#### Multiple Choice Questions Exam (Online)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use the online calculator if required.

#### Multiple Choice Questions Exam (Paper)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use a calculator if required.

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

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

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

## Assessment Strategy

All assessments must adhere to the current People 1<sup>st</sup> assessment strategy for this qualification.

### People 1<sup>st</sup> Assessment Strategy

#### Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

**Table 1 – Occupational Expertise of Assessors and Verifiers**

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

| Assessors, Internal Quality Assurers and External Quality Assurers must:                                                                                                                                                                                                        | A | IQA | EQA |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|-----|
| Have a good knowledge and understanding of the national occupational standard and competence-based units and qualifications that is being assessed or verified.                                                                                                                 | ✓ | ✓   | ✓   |
| Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence-based units and qualifications assessment. These should be achieved within | ✓ |     |     |

|                                                                                                                                                                                                                                                                                                                                                                        |   |               |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------|---------------|
| eighteen months of commencing their role. These are as follows:                                                                                                                                                                                                                                                                                                        |   |               |               |
| Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry                                                                                                                                                         | ✓ | ✓             | ✓             |
| Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles                                                                                                                                                                                                                                                          | ✓ | ✓             | ✓             |
| Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget                                                                                                                                                                                                                                                                          | ✓ | ✓             |               |
| Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential. |   | ✓             | ✓             |
| Hold qualifications, or have undertaken training, that has legislative relevance to the competence-based units and qualifications being assessed (See Table 2).                                                                                                                                                                                                        | ✓ | Good Practice | Good Practice |
| Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).                                                                                                                                                                                                 | ✓ | ✓             | ✓             |

**Table 2 – Qualifications and Training relevant to Assessors and Verifiers**

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

✓ = mandatory

| 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           | ✓<br>✓ | Good Practice | Good Practice |

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

### Continuous Professional Development

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

**Table 3 – Continuous Professional Development for Assessors and Verifiers**

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Updating occupational expertise</b>                                 | <ul style="list-style-type: none"> <li>&gt; Internal and external work placements</li> <li>&gt; Work experience and shadowing (e.g. within associated departments)</li> <li>&gt; External visits to other organisations</li> <li>&gt; Updated and new training and qualifications</li> <li>&gt; Training sessions to update skills</li> <li>&gt; Visits to educational establishments</li> <li>&gt; Trade fairs</li> </ul> |
| <b>Keeping up to date with sector developments and new legislation</b> | <ul style="list-style-type: none"> <li>&gt; Relevant sector websites</li> <li>&gt; Membership of professional bodies</li> <li>&gt; Papers and documents on legislative change</li> </ul>                                                                                                                                                                                                                                   |

|                                                      |                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>&gt; Networking events</li> <li>&gt; Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>&gt; Staff development days</li> </ul>                                                                                                              |
| <b>Standardising and best practice in assessment</b> | <ul style="list-style-type: none"> <li>&gt; Regular standardisation meetings with colleagues</li> <li>&gt; Sharing best practice through internal meetings, newsletters, email circulars</li> <li>&gt; Comparison of assessment and verification in other sectors</li> <li>&gt; Attending awarding organisation meetings / seminars</li> </ul> |

## Assessment

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

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

Within these parameters, People 1<sup>st</sup> expects that:

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

## Simulation

Simulation can only be used to assess candidates for the sector's competence-based units and qualifications where the opportunity to assess naturally

occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1<sup>st</sup> 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.

## **Resources**

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Multiple Choice Tests
- > Short Answer Question Papers
- > Assessment Knowledge Modules and Assessor Guidance
- > Purpose Statement
- > Learner Unit Achievement Checklist

## **Practice Assessment Material**

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

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)

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

## Mandatory Unit Details

| Legal and Social Responsibilities of a Personal Licence Holder                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                    |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                       | H/601/7631                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |
| <b>Level</b>                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                    |
| <b>Credit Value</b>                                                                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                    |
| <b>Guided Learning (GL)</b>                                                                 | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                    |
| <b>Unit Summary</b>                                                                         | <p>This unit introduces learners to the legal framework for the sale of alcohol and the role of the Personal Licence Holder. It covers the application, duties and validity of a Personal Licence, along with key aspects of licensing law, including premises licenses, Temporary Event Notices and the role of the Designated Premises Supervisor (DPS).</p> <p>Learners will gain an understanding of the Licensing Objectives, partnership working, and the responsibilities of those involved in licensed premises. The unit also includes the effects of alcohol, the protection of children, and the powers of authorities, as well as key legal duties, prohibitions and exemptions.</p> |                                                                                                                    |
| <b>Learning Outcomes (1 to 13)</b>                                                          | <b>Assessment Criteria (1.1 to 13.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    |
| <b>The learner will</b>                                                                     | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |
| 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 Licenses 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 |
|                                                             | 2.6 | State the penalty for failing to declare conviction of relevant or foreign offences during the application process                          |
| 3. Understand the legal duties of a Personal Licence Holder | 3.1 | State the duties of a Personal Licence Holder if charged with a relevant or foreign offence                                                 |
|                                                             | 3.2 | State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted                  |
|                                                             | 3.3 | State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked                                      |
|                                                             | 3.4 | State the duties of a Personal Licence Holder if a change of name and/or address occurs                                                     |
|                                                             | 3.5 | State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person                                       |
|                                                             | 3.6 | State the penalties for breaching any legal duties of a Personal Licence                                                                    |
|                                                             | 3.7 | State the consequences for a Personal Licence Holder is convicted of a drink driving offence                                                |

|                                                                                                         |                                               |                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Understand the roles, responsibilities and functions of licensing authorities                        | 4.1<br>4.2<br>4.3<br>4.4                      | State what licensing authorities are<br>Outline the roles and responsibilities of licensing authorities<br>Outline what a licensing policy is<br>Outline the purpose of a licensing hearing including appeals                                                                                                                                                             |
| 5. Understand the Licensing Objectives and the importance of partnerships in promoting these objectives | 5.1<br>5.2<br>5.3<br>5.4<br>5.5               | Identify the Licensing Objectives and their importance to the licensing system<br>State what an operating schedule is<br>State what an operating schedule should include in order to promote the Licensing Objectives<br>Identify the importance of partnerships in supporting the Licensing Objectives<br>Identify the role of Crime and Disorder Reduction Partnerships |
| 6. Understand the nature and strength of alcohol and the effect on the body                             | 6.1<br>6.2<br>6.3<br>6.4<br>6.5<br>6.6<br>6.7 | State the legal definition of alcohol in the Licensing Act 2003<br>State what 'supply of alcohol' means<br>State how the strength of an alcoholic drink is measured<br>Define the terms 'alcohol-free' and 'low alcohol'<br>State the UK Government's sensible drinking advice<br>State the intoxicating nature of alcohol<br>Identify the effects of alcohol on the body |
| 7. Understand the law in relation to premises licences                                                  | 7.1                                           | Explain what a premises licence is                                                                                                                                                                                                                                                                                                                                        |

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|                                                                                         | 7.2  | State the procedures for a premises licence application                                                        |
|                                                                                         | 7.3  | State the grounds for a hearing and an appeal in respect of a premises licence application                     |
|                                                                                         | 7.4  | Explain the purposes of a premises licence review                                                              |
|                                                                                         | 7.5  | State the mandatory conditions attached to all premises licenses that authorises the sale of alcohol           |
|                                                                                         | 7.6  | Identify the 4 licensable activities defines by the Licensing Act 2003                                         |
|                                                                                         | 7.7  | State the law in relation to variations to premises licenses                                                   |
|                                                                                         | 7.8  | State the law in relation to what constitutes unauthorised licensable activities                               |
|                                                                                         | 7.9  | Identify what a due diligence defence is and when it may be used                                               |
|                                                                                         | 7.10 | State penalties for breaching conditions on a premises licence                                                 |
|                                                                                         |      |                                                                                                                |
| 8. Understand the role and responsibilities of the Designated Premises Supervisor (DPS) | 8.1  | Outline the job role of the DPS                                                                                |
|                                                                                         | 8.2  | State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objective |
| 9. Understand the law in relation to Temporary Event Notices                            | 9.1  | State what is meant by the term 'permitted temporary activities'                                               |
|                                                                                         | 9.2  | State what a Temporary Event Notice (TEN) is                                                                   |
|                                                                                         | 9.3  | State the law in relation to the frequency of permitted temporary activities                                   |

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|                                                                                                                     | 9.4  | State the circumstances under which the police and environmental health officers can object to a TEN |
| 10. Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises | 10.1 | State the duty to refuse the sale of alcohol to a drunken person                                     |
|                                                                                                                     | 10.2 | State the law and industry guidelines on irresponsible drinks promotions                             |
|                                                                                                                     | 10.3 | Identify anti-violence strategies that can be adopted on licensed premises                           |
|                                                                                                                     | 10.4 | Identify the consequences of allowing illegal drug use and dealing on licensed premises              |
|                                                                                                                     | 10.5 | Identify who is legally responsible for preventing disorderly conduct on licensed premises           |
|                                                                                                                     | 10.6 | State penalties for allowing drunk and disorderly conduct on licensed premises                       |
| 11. Understand the law in relation to the protection of children on licensed premises                               | 11.1 | State the law in relation to the sale of alcohol to children                                         |
|                                                                                                                     | 11.2 | State the law in relation to the purchase or attempted purchase of alcohol by or for children        |
|                                                                                                                     | 11.3 | State the law in relation to the unsupervised sale of alcohol by a child                             |
|                                                                                                                     | 11.4 | Identify the types and features of acceptable proof of age documents                                 |
|                                                                                                                     | 11.5 | Outline the importance of other legislation related to the protection of children                    |
|                                                                                                                     | 11.6 | State the law in relation to the presence of children in licensed premises                           |
|                                                                                                                     | 11.7 | State the law in relation to the consumption of alcohol by children                                  |

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

| Food Safety in Catering                                                        |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                           |
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| <b>Unit Reference</b>                                                          | H/502/0132                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           |
| <b>Level</b>                                                                   | 2                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                           |
| <b>Credit Value</b>                                                            | 1                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                           |
| <b>Guided Learning (GL)</b>                                                    | 9                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                           |
| <b>Unit Summary</b>                                                            | This unit aims to provide learners with the knowledge and understanding needed to maintain high standards of food safety within a catering environment. It focuses on personal responsibility, hygiene, safe working practices, and effective food handling to prevent contamination and protect consumers. |                                                                                                                                                                                           |
| <b>Learning Outcomes (1 to 4)</b>                                              | <b>Assessment Criteria (1.1 to 4.5)</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |
| <b>The learner will</b>                                                        | <b>The learner can</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                           |
| 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 |

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|                                                   | 3.2 | State how workflow, work surfaces and equipment can reduce contamination risks and aid cleaning                                                      |
|                                                   | 3.3 | Outline the importance of pest control                                                                                                               |
| 4. Understand the importance of keeping food safe | 4.1 | State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical physical and allergenic hazards |
|                                                   | 4.2 | Explain how to deal with food spoilage including recognition, reporting and disposal                                                                 |
|                                                   | 4.3 | Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food    |
|                                                   | 4.4 | Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food         |
|                                                   | 4.5 | Describe stock control procedures including deliveries, storage, date marking and stock rotation                                                     |

## Health and Safety in the Workplace

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| <b>Unit Reference</b>                                                                    | H/601/9699                                                                                                                                                                                                                                                                                                                                        |
| <b>Level</b>                                                                             | 2                                                                                                                                                                                                                                                                                                                                                 |
| <b>Credit Value</b>                                                                      | 1                                                                                                                                                                                                                                                                                                                                                 |
| <b>Guided Learning (GL)</b>                                                              | 10                                                                                                                                                                                                                                                                                                                                                |
| <b>Unit Summary</b>                                                                      | The purpose of this unit is for the learner to understand the roles and responsibilities for health, safety and welfare in the workplace. They will know how risk assessments contribute to health and safety and they will be able to identify risks and be able to respond to accidents.                                                        |
| <b>Learning Outcomes (1 to 4)</b>                                                        | <b>Assessment Criteria (1.1 to 4.4)</b>                                                                                                                                                                                                                                                                                                           |
| <b>The learner will</b>                                                                  | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                            |
| 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<br>1.2 Outline the consequences for non-compliance with health and safety legislation<br>1.3 Outline the requirements for training and competence in the workplace<br>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'<br>2.2 Outline the process for carrying out a risk assessment<br>2.3 Describe how risk assessment can be used to reduce accidents and ill health at work                                                                                                                                                 |

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

| Alcohol Awareness                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                   |
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| <b>Unit Reference</b>                                      | H/502/1054                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                   |
| <b>Level</b>                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                   |
| <b>Credit Value</b>                                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                   |
| <b>Guided Learning (GL)</b>                                | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                   |
| <b>Unit Summary</b>                                        | This unit introduces learners to the licensed retail industry and the nature of alcohol, including strength and units. It develops understanding of the effects and risks of alcohol consumption, including alcohol misuse, drink spiking, sexual health risks and drink driving. Learners will gain awareness of basic licensing law, including the Licensing Act 2003 and related offences, as well as the links between licensed premises, drugs and offensive weapons. The unit also highlights how the industry promotes responsible drinking and safe environments. |                                                                                                   |
| <b>Learning Outcomes (1 to 12)</b>                         | <b>Assessment Criteria (1.1 to 12.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |
| <b>The learner will</b>                                    | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |
| 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 |

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|                                                                                 | 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 associated myths about sobering up          |
| 5. Have an awareness of the problems of alcohol                                 | 5.1 | State the definition of binge drinking and the size of the problem                          |
|                                                                                 | 5.2 | Describe the effects of binge drinking on the individual                                    |
|                                                                                 | 5.3 | State the definition of alcoholism/ alcohol dependence and the size of the problem          |
|                                                                                 | 5.4 | Describe the effects of alcoholism on the individual                                        |
|                                                                                 | 5.5 | Describe the social effects on binge drinking and the size of the problem                   |
| 6. Have an awareness of the dangers of alcohol, sexual health and drink spiking | 6.1 | State the link between alcohol and casual sex and associated risks                          |
|                                                                                 | 6.2 | Describe the dangers of drink spiking                                                       |
|                                                                                 | 6.3 | Describe how to deal with a friend who is drunk or who may be the victim of drink spiking   |
| 7. Understand the dangers of drink driving                                      | 7.1 | Describe the effects of driving under the influence of alcohol                              |
|                                                                                 | 7.2 | State the risks associated with getting into a car with a person who is drunk               |

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|                                                                                 | 7.3  | State facts and statistics on drink driving related accidents                                                           |
|                                                                                 | 7.4  | State the direct and indirect penalties of being convicted of drink driving                                             |
| 8. Understand basic licensing law                                               | 8.1  | State the reasons for licensing                                                                                         |
|                                                                                 | 8.2  | State when alcohol can be sold                                                                                          |
| 9. Have an awareness of licensing offences under the Licensing Act 2003         | 9.1  | State the law with regard to the sale of alcohol to young people                                                        |
|                                                                                 | 9.2  | State the law with regard to the admission of young people to licensed premises                                         |
|                                                                                 | 9.3  | State the law with regard to the sale of alcohol by young people                                                        |
|                                                                                 | 9.4  | State the offence of selling alcohol to drunken people                                                                  |
|                                                                                 | 9.5  | Describe how the law is enforced through the use of test purchasing                                                     |
| 10. Understand the relationship between drugs and licensed premises             | 10.1 | State the duty of the premises licence holder to enforce a zero-tolerance drug policy                                   |
|                                                                                 | 10.2 | State the law with regard to the enforcement of zero tolerance through search policies and the 3 types of search policy |
|                                                                                 | 10.3 | State the rights of the individual with regard to being searched and the consequences of refusing a search              |
|                                                                                 | 10.4 | Describe how mixing drugs and alcohol can alter the effects of both                                                     |
| 11. Understand the relationship between offensive weapons and licensed premises | 11.1 | State the definition of an offensive weapon and what may happen if a person is found with them on licensed premises     |

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| 12. Understand how the licensed retail industry encourages responsible drinking | 12.1 | Describe how the licensed retail industry discourages irresponsible promotions  |
|                                                                                 | 12.2 | Describe how the licensed retail industry discourages irresponsible advertising |
|                                                                                 | 12.3 | State what The Portman Group is and what they do                                |
|                                                                                 | 12.4 | State what proof of age cards are and where to obtain them                      |

## Principles of conflict management in licensed hospitality

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| <b>Unit Reference</b>                                                                                                                                              | K/501/5420                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                              |
| <b>Level</b>                                                                                                                                                       | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                              |
| <b>Credit Value</b>                                                                                                                                                | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                              |
| <b>Guided Learning (GL)</b>                                                                                                                                        | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                              |
| <b>Unit Summary</b>                                                                                                                                                | <p>This unit provides learners with an understanding of workplace violence, including its meaning, causes and impact, and outlines the responsibilities of employers and employees under the Health and Safety at Work Act 1974. Learners will develop knowledge of risk, including identifying violence-related hazards and applying the principles of risk assessment and risk management in conflict situations. The unit also explores the causes of aggression, its effects on behaviour, and how communication techniques and personal space can influence interactions.</p> <p>Learners will gain an understanding of strategies to manage conflict and violent situations, including the importance of support, as well as the legal framework relating to self-defence and the removal of individuals from premises. Finally, the unit highlights the impact of workplace violence on victims and the importance of reporting incidents and providing appropriate support.</p> |                                                                              |
| <b>Learning Outcomes (1 to 7)</b>                                                                                                                                  | <b>Assessment Criteria (1.1 to 7.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                              |
| <b>The learner will</b>                                                                                                                                            | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                              |
| 1. Understand the meaning and implications of workplace violence and the relevant responsibilities of employers and employees under the Health and Safety Act 1974 | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | State the Health and Safety Executive (HSE) definition of workplace violence |
|                                                                                                                                                                    | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Identify the forms of workplace violence recognised by the HSE               |
|                                                                                                                                                                    | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | State why it is important to have a workplace violence policy                |

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|                                                                                                                                                                | 1.4 | Identify the main consequences of workplace violence for licensed premises                                                                         |
|                                                                                                                                                                | 1.5 | State the responsibilities of employers and employees to exercise a duty of care under the Health and Safety Act 1974                              |
|                                                                                                                                                                | 1.6 | State the responsibilities of employers and employees in relation to risk assessment under the Health and Safety Act 1974                          |
|                                                                                                                                                                | 1.7 | Identify the possible consequences of employers or employees failing to fulfil their responsibilities under the Health and Safety at Work Act 1974 |
| 2. Be able to define risk and understand the main violence related hazards and risks faced by staff in the workplace and the main causes of workplace violence | 2.1 | State the definition of risk                                                                                                                       |
|                                                                                                                                                                | 2.2 | Identify the main risks to staff from workplace violence                                                                                           |
|                                                                                                                                                                | 2.3 | Identify the main forms of violence related hazards faced by staff in the workplace                                                                |
|                                                                                                                                                                | 2.4 | Identify the main factors that contribute to workplace violence                                                                                    |
| 3. Understand the principles of risk assessment and risk management and the relevant considerations and measures for dealing with conflict situations          | 3.1 | State the process that should be followed when dealing with risk                                                                                   |
|                                                                                                                                                                | 3.2 | Identify why risk assessment should be an on-going process                                                                                         |
|                                                                                                                                                                | 3.3 | Define how to assess the level of threat presented by persons, incidents or situations                                                             |
|                                                                                                                                                                | 3.4 | Identify the risk reduction measures available to improve staff safety                                                                             |
|                                                                                                                                                                | 3.5 | State the importance of anticipating and responding proactively to problems                                                                        |
| 4. Understand the impact of aggression on human behaviour and identify the                                                                                     | 4.1 | Identify the recognised human responses to a threatening situation                                                                                 |

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| triggers of and inhibitors to aggressive behaviour. Understand the relevant considerations and measures for dealing with conflict situations                                                                       | 4.2 | Identify the triggers of aggressive behaviour                                                                                     |
|                                                                                                                                                                                                                    | 4.3 | Identify the factors that inhibit aggressive behaviour                                                                            |
|                                                                                                                                                                                                                    | 4.4 | Identify how frustration can escalate into violence                                                                               |
|                                                                                                                                                                                                                    | 4.5 | State how attitude can affect behaviour and how this cycle can be broken                                                          |
|                                                                                                                                                                                                                    | 4.6 | State the importance of managing customer expectations                                                                            |
| 5. Understand the structure of basic communication, factors that can promote and block effective communication and the concept of space                                                                            | 5.1 | Identify the structure of the basic communication model                                                                           |
|                                                                                                                                                                                                                    | 5.2 | Identify factors that block communication                                                                                         |
|                                                                                                                                                                                                                    | 5.3 | Identify the different channels of communication and the relative importance of each channel in promoting effective communication |
|                                                                                                                                                                                                                    | 5.4 | Identify non-verbal behaviours that signal non-aggression                                                                         |
|                                                                                                                                                                                                                    | 5.5 | Identify different types of space and how environmental conditions and an individuals mood can alter their perception of space    |
| 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 | 6.1 | Identify interventions that can defuse a conflict situation                                                                       |
|                                                                                                                                                                                                                    | 6.2 | State the factors that influence the decision to confront unacceptable behaviour                                                  |
|                                                                                                                                                                                                                    | 6.3 | Identify appropriate strategies to manage unacceptable behaviour                                                                  |
|                                                                                                                                                                                                                    | 6.4 | State the key elements of an assertive intervention                                                                               |

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|                                                                                                                                              | 6.5  | Identify appropriate measures that could be adopted when refusing to serve customers                            |
|                                                                                                                                              | 6.6  | State the importance of having exit strategies and sources of support in high-risk situations                   |
|                                                                                                                                              | 6.7  | State under what circumstances the law allows the use of reasonable force in self defence                       |
|                                                                                                                                              | 6.8  | State the factors that would be considered by a court when deciding if force used was reasonable and necessary  |
|                                                                                                                                              | 6.9  | State the law regarding the eviction of customers from licensed premises                                        |
|                                                                                                                                              | 6.10 | State the factors to be considered before evicting customers from licensed premises                             |
| 7. Understand the effects of workplace violence on victims, the importance of victim support and the reasons for reporting violent incidents | 7.1  | Identify the possible short, medium and long-term effects on a victim of work-related violence                  |
|                                                                                                                                              | 7.2  | Identify the support that needs to be made available to victims of workplace violence                           |
|                                                                                                                                              | 7.3  | State the importance of reporting and recording an incidence of workplace violence                              |
|                                                                                                                                              | 7.4  | State the importance of learning from incidents of workplace violence and sharing best practice with colleagues |

## Drugs Awareness in Licensed Premises

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| <b>Unit Reference</b>                                                                                                                 | M/601/7499                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                    |
| <b>Level</b>                                                                                                                          | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                    |
| <b>Credit Value</b>                                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                    |
| <b>Guided Learning (GL)</b>                                                                                                           | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                    |
| <b>Unit Summary</b>                                                                                                                   | <p>This unit develops learners' understanding of drug misuse within licensed premises, including current trends and sources of information. It covers relevant legislation, drug classification, and common offences, enabling learners to recognise signs of drug-related activity. Learners will also understand the importance of a drugs strategy, including its key components, implementation, and monitoring, as part of a partnership approach. Practical measures to prevent and reduce drug-related activity are also addressed, supporting safe and compliant licensed environments.</p> |                                                                                                                                                                                    |
| <b>Learning Outcomes (1 to 6)</b>                                                                                                     | <b>Assessment Criteria (1.1 to 6.5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                    |
| <b>The learner will</b>                                                                                                               | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                    |
| 1. Be able to identify the most common trends in drugs misuse and where to obtain further information                                 | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | State general and UK drug trends                                                                                                                                                   |
|                                                                                                                                       | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Identify who to approach for local information on current drugs trends                                                                                                             |
|                                                                                                                                       | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | State the key elements of the Government's anti-drugs strategy                                                                                                                     |
| 2. Be able to identify drug-related legislation and offences relevant to licensed premises and state how and why drugs are classified | 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 |
|                                                                                                                                       | 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Identify the offence under the Misuse of Drugs Act that specifically applies to premises license holders, designated                                                               |

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|                                                                                                                                 |     | premises supervisors and managers of licenced premises                                                                                                                                |
|                                                                                                                                 | 2.3 | State how and why drugs are classified                                                                                                                                                |
|                                                                                                                                 | 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 |
|                                                                                                                                 | 2.5 | State the law in relation to powers to close premises in respect of class A drug activity                                                                                             |
|                                                                                                                                 | 2.6 | State the law regarding police rights of entry to licensed premises                                                                                                                   |
| 3. Be able to identify the most common drugs offences associated with licensed premises and recognise signs of their occurrence | 3.1 | Identify drug problems particular to licensed premises which cater for various customer groups in various types of location                                                           |
|                                                                                                                                 | 3.2 | Identify paraphernalia that might indicate that cannabis is being misused in licensed premises                                                                                        |
|                                                                                                                                 | 3.3 | Identify paraphernalia that might indicate that amphetamines or cocaine is being misused in licensed premises                                                                         |
|                                                                                                                                 | 3.4 | Identify customer behaviour that might indicate that drugs are being misused in licensed premises                                                                                     |
|                                                                                                                                 | 3.5 | Identify behaviour that might indicate that drug dealing is taking place                                                                                                              |
|                                                                                                                                 | 3.6 | State health risks associated with drug misuse and with mixing drugs with alcohol                                                                                                     |
|                                                                                                                                 | 3.7 | Identify symptoms and customer behaviour that might indicate that drinks spiking is occurring                                                                                         |

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| <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 and how it should be implemented and monitored</p> | <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> | <p>State the need for the importance of partnerships with the Licensing Authority, the police and other relevant authorities</p> <p>Identify how to initiate, implement and monitor a drugs strategy as part of the risk assessment and operating schedule for the premises</p> <p>State how the design and decoration of premises can discourage drugs misuse</p> <p>Identify the importance of staff training and staff monitoring within a drugs strategy</p> <p>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</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>            | <p>State the right and duty to refuse entry and the role of door supervisors</p> <p>State good practice guidelines for conducting pre-entry searches of customers</p> <p>State how to comply with requirements when finding or confiscating suspect substances and for the safe handover of found or confiscated drugs</p> <p>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</p>                                             | <p>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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|  | 6.2 | Identify good practice for recording drug related incidents in an incident record                                                          |
|  | 6.3 | State the importance of safe handling and how to prevent injury from handling sharps during searches and when suspect substances are found |
|  | 6.4 | Identify good practice guidelines for dealing with customers suspected of dealing drugs                                                    |
|  | 6.5 | Identify good practice guidelines for dealing with drug or alcohol related illness and emergencies                                         |

## Licensed Hospitality Operations

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| <b>Unit Reference</b>                                                                                                       | M/503/5152                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level</b>                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Credit Value</b>                                                                                                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Guided Learning (GL)</b>                                                                                                 | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Unit Summary</b>                                                                                                         | This unit provides learners with an understanding of the legal and operational requirements for running a compliant retail or licensed business. It covers key areas including health and safety, financial management, employment law, and crime prevention. Learners will develop knowledge of good practice in staff management, cash handling, stock control, marketing, merchandising, and customer service. The unit also addresses product knowledge, catering practices, and the legal requirements relating to gaming. |
| <b>Learning Outcomes (1 to 12)</b>                                                                                          | <b>Assessment Criteria (1.1 to 12.3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>The learner will</b>                                                                                                     | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Understand the legal requirements and statutory responsibility for compliance with health and safety at work legislation | <div>1.1 State the required health and safety documents, records and certification and the requirements to display such documentation</div> <div>1.2 State the requirement for relevant risk assessments to be conducted</div> <div>1.3 State the requirement for first aid provision</div> <div>1.4 State the legal requirements for the reporting of accidents and injuries in the workplace</div> <div>1.5 State the requirements for fire safety procedures including the provision of firefighting equipment</div>         |

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|                                                                                                               | 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 regard to financial management and cash control | 2.1 | Identify the tools necessary to manage business finances and control cash flow               |
|                                                                                                               | 2.2 | State what is meant by retail price and sale price                                           |
|                                                                                                               | 2.3 | State what is meant by gross and net profit                                                  |
|                                                                                                               | 2.4 | State what is meant by the break-even level                                                  |
|                                                                                                               | 2.5 | State what is meant by fixed and variable costs                                              |
|                                                                                                               | 2.6 | State statutory responsibilities in terms of national insurance, PAYE and VAT                |
|                                                                                                               | 2.7 | Calculate retail price (using formula supplied)                                              |
|                                                                                                               | 2.8 | Calculate the break-even point                                                               |
| 3. Understand good practice with regard to cash security, stock control and fraud awareness                   | 3.1 | State good practice guidance for till operation                                              |
|                                                                                                               | 3.2 | State how to ensure cash and stock is secure on the premises                                 |
|                                                                                                               | 3.3 | Identify indicators of fraudulent practices and how to prevent these                         |
|                                                                                                               | 3.4 | Identify planning and stock control systems                                                  |

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| <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> <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>                                                                                                |

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|                                                                                | 6.6  | State the law with regard to the issue of itemised pay statements                         |
|                                                                                | 6.7  | State the relevant law with regard to the Employment Rights (Dispute Resolution) Act 1995 |
|                                                                                | 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 people                      |
|                                                                                | 6.12 | State the law with regards to the Working Time Regulations                                |
| 7. Understand good practice for recruitment, induction and management of staff | 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                                          |

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|                                                                                | 7.9  | State the benefits of delegating to staff and how to do this successfully                       |
| 8. Understand the key components of marketing and merchandising                | 8.1  | State how to develop a marketing plan                                                           |
|                                                                                | 8.2  | Identify key marketing tools (SWOT analysis, market segmentation, marketing objectives)         |
|                                                                                | 8.3  | State how to identify the best retail offer for the customer profile                            |
|                                                                                | 8.4  | State the key principles of merchandising                                                       |
|                                                                                | 8.5  | State the key guidelines for influencing customer decisions through merchandising               |
|                                                                                | 8.6  | State key opportunities for maximising sales                                                    |
|                                                                                | 8.7  | State the purpose and key elements of promotions and how to evaluate them                       |
|                                                                                | 8.8  | Identify different business promotion methods and the advantages and disadvantages of these     |
| 9. Understand the basic principles of effective customer service               | 9.1  | Identify the essential elements of effective customer service                                   |
|                                                                                | 9.2  | State good practice guidelines for managing customer complaints                                 |
| 10. Understand the importance of product knowledge and preparation for service | 10.1 | Identify good practice guidelines for preparing the premises for service                        |
|                                                                                | 10.2 | Identify the key characteristics of core product lines                                          |
|                                                                                | 10.3 | Identify good practice guidelines for the service and presentation of the retail offer          |
| 11. Understand good practice with regard to offering catering                  | 11.1 | State the suitability of types of equipment and service delivery for various styles of catering |

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|                                                                                                     | 11.2 | State the basic principles of menu construction and design                                        |
|                                                                                                     | 11.3 | State the factors involved in costing a dish and the information required in a dish specification |
| 12. Understand the legal requirements with regard to gaming and the importance of maximising income | 12.1 | State the law with regards to gaming, betting, lotteries and gaming (AWP) machines                |
|                                                                                                     | 12.2 | Identify how to maximise machine income                                                           |
|                                                                                                     | 12.3 | State the legal age requirements with regard to gaming                                            |

## Customer and Drinks Service

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| <b>Unit Reference</b>                                                                 | A/506/4265                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                       |
| <b>Level</b>                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
| <b>Credit Value</b>                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
| <b>Guided Learning (GL)</b>                                                           | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                       |
| <b>Unit Summary</b>                                                                   | <p>This unit provides learners with the knowledge required to prepare a bar for service and maintain professional standards in a licensed environment. It develops understanding of basic selling and merchandising techniques, including delivering quality service to maximise customer satisfaction.</p> <p>Learners will gain an understanding of the legal requirements relating to age-restricted sales, the duty to refuse service and the importance of complying with trading standards. The unit also covers the principles of effective customer service, including handling complaints and refusing service appropriately.</p> <p>In addition, learners will understand how to keep information and premises secure, and how to safely and efficiently close the bar and customer areas at the end of service.</p> |                                                                                       |
| <b>Learning Outcomes (1 to 7)</b>                                                     | <b>Assessment Criteria (1.1 to 7.5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |
| <b>The learner will</b>                                                               | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| 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                             |

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|                                                                                                                                                          | 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                                                                                       |
|                                                                                                                                                          | 3.3 | State how to handle glassware both safely and hygienically                                                              |
|                                                                                                                                                          | 3.4 | Identify the correct style of glassware to use for major drinks categories                                              |
|                                                                                                                                                          | 3.5 | Identify dispense procedures used to achieve the 'perfect serve' for major drinks categories                            |
| 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 | 4.1 | State the law in relation to the sale of alcohol to people aged under 18                                                |
|                                                                                                                                                          | 4.2 | State the law in relation to the sale of tobacco products to people aged under 18                                       |
|                                                                                                                                                          | 4.3 | State the law in relation to gambling in alcohol licensed premises                                                      |
|                                                                                                                                                          | 4.4 | State the duty to refuse service to drunk people                                                                        |
|                                                                                                                                                          | 4.5 | State the law in relation to smoking in licensed premises                                                               |

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|                                                                                                                                              | 4.6 | State the law in relation to the description of food/drink for sale and to 'passing off'               |
| 5. Understand why customer service is important and how it can be delivered, ways of refusing service and methods of dealing with complaints | 5.1 | State why customer service is important                                                                |
|                                                                                                                                              | 5.2 | Identify what customers generally expect from a professional barperson                                 |
|                                                                                                                                              | 5.3 | Identify the key steps in serving a customer at the bar                                                |
|                                                                                                                                              | 5.4 | Identify the ways in which staff can build relationships with customers                                |
|                                                                                                                                              | 5.5 | Identify how to assist customers with special needs                                                    |
|                                                                                                                                              | 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                                           |
| 6. Understand how information and the premises can be kept secure                                                                            | 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                              |
| 7. Understand how to safely and efficiently close the bar and customer areas at the end of service                                           | 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                        |

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|  | 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 |

## Optional Group B Unit Details

| Beer and Cellar Quality (Cask and Keg)                                                                                  |                                                                                                                                                                  |                                                                 |
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| <b>Unit Reference</b>                                                                                                   | K/651/0216                                                                                                                                                       |                                                                 |
| <b>Level</b>                                                                                                            | 2                                                                                                                                                                |                                                                 |
| <b>Credit Value</b>                                                                                                     | 1                                                                                                                                                                |                                                                 |
| <b>Guided Learning (GL)</b>                                                                                             | 10                                                                                                                                                               |                                                                 |
| <b>Unit Summary</b>                                                                                                     | This unit provides learners with the knowledge and understanding to handle and care for cask and/or keg beers as well as maintaining a safe and hygienic cellar. |                                                                 |
| <b>Learning Outcomes (1 to 11)</b>                                                                                      | <b>Assessment Criteria (1.1 to 11.8)</b>                                                                                                                         |                                                                 |
| <b>The learner will</b>                                                                                                 | <b>The learner can</b>                                                                                                                                           |                                                                 |
| 1. Understand the ingredients used in beer production and describe what they contribute to appearance, aroma, and taste | 1.1                                                                                                                                                              | State the ingredients used in beer production                   |
|                                                                                                                         | 1.2                                                                                                                                                              | Identify the characteristics ingredients contribute to beer     |
|                                                                                                                         | 1.3                                                                                                                                                              | State what finings are and state their purpose                  |
| 2. Understand the business benefits of storing and serving beer correctly                                               | 2.1                                                                                                                                                              | State the business benefits of serving beer correctly           |
|                                                                                                                         | 2.2                                                                                                                                                              | Identify reasons for wastage                                    |
|                                                                                                                         | 2.3                                                                                                                                                              | State what yield is and identify the factors which affect yield |
|                                                                                                                         | 2.4                                                                                                                                                              | State the key requirements for a perfect pint                   |
| 3. Understand the characteristics of cask, keg, and bottled/canned beer                                                 | 3.1                                                                                                                                                              | State the characteristics of cask beer                          |
|                                                                                                                         | 3.2                                                                                                                                                              | State the characteristics of keg beer                           |

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|                                                                                    | 3.3 | State the characteristics of bottled and canned beer                      |
|                                                                                    | 3.4 | State the recommended shelf life on sale for cask and keg products        |
| 4. Understand how to maintain personal and food hygiene in the cellar and bar area | 4.1 | State how the Food Safety Act 1990 applies to beer                        |
|                                                                                    | 4.2 | State the key personal hygiene standards that apply to the cellar and bar |
|                                                                                    | 4.3 | State how cellar and bar hygiene affects beer quality                     |
|                                                                                    | 4.4 | State the process of cleaning equipment in the cellar                     |
|                                                                                    | 4.5 | State the process of cleaning spouts and nozzles on the bar               |
| 5. Understand how to maintain a safe and effective cellar                          | 5.1 | State how to maintain cellar hygiene                                      |
|                                                                                    | 5.2 | State the cellar temperature and how to maintain it                       |
|                                                                                    | 5.3 | State how temperature affects beer                                        |
|                                                                                    | 5.4 | State how to store beer in the cellar                                     |
|                                                                                    | 5.5 | State how to maintain cellar equipment                                    |
|                                                                                    | 5.6 | State the reasons and procedures for gas cylinder storage                 |
|                                                                                    | 5.7 | Identify signs of a gas cylinder leak                                     |
|                                                                                    | 5.8 | State what actions to take if a gas cylinder leaks                        |
|                                                                                    | 5.9 | State how to store empty cask and keg containers                          |
| 6. Understand how to accept deliveries and describe stock control principles in    | 6.1 | State the reasons and procedures for checking deliveries                  |

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| the cellar and bar how to maintain and dispense cask ale                                     | 6.2 | State the recommended best before dates for cask and keg on delivery                   |
|                                                                                              | 6.3 | State minimum and maximum stock levels for cask and keg products                       |
|                                                                                              | 6.4 | State the principles of stock control                                                  |
|                                                                                              | 6.5 | State how to move stock and identify safe manual handling procedures                   |
|                                                                                              | 6.6 | State the procedures for returning faulty beer                                         |
| 7. Understand how to clean cask and keg lines safely and effectively                         | 7.1 | Identify what personal protective equipment should be used when line cleaning          |
|                                                                                              | 7.2 | State why lines should be cleaned regularly                                            |
|                                                                                              | 7.3 | Identify the procedures for cleaning cask and keg lines                                |
|                                                                                              | 7.4 | Identify how to maintain empty beer lines                                              |
|                                                                                              | 7.5 | State how and why surplus chemical should be disposed of                               |
| 8. Understand the process of conditioning and describe the methods of conditioning cask beer | 8.1 | State the process of cask conditioning                                                 |
|                                                                                              | 8.2 | Identify the components on a cask container                                            |
|                                                                                              | 8.3 | State how to prepare a cask for conditioning                                           |
|                                                                                              | 8.4 | State the process of conditioning cask beer when container is in a horizontal position |
|                                                                                              | 8.5 | State the process of conditioning cask beer when container is in an upright position   |

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|                                                                                    | 8.6  | Identify the benefits and drawbacks of horizontal and vertical methods of conditioning |
|                                                                                    | 8.7  | State the process of changing a cask                                                   |
|                                                                                    | 8.8  | Identify and outline how to rectify conditioning problems                              |
|                                                                                    | 8.9  | State the types of cask cooling equipment available and how to maintain it             |
| 9. Understand how keg dispense systems work and describe how to maintain equipment | 9.1  | Identify the components of a keg dispense system                                       |
|                                                                                    | 9.2  | State what top pressure gas is                                                         |
|                                                                                    | 9.3  | State how to change a keg                                                              |
|                                                                                    | 9.4  | State the types of keg cooling equipment available                                     |
|                                                                                    | 9.5  | State how keg cooling equipment should be maintained                                   |
| 10. Understand how to dispense draught keg and cask beer                           | 10.1 | State how and why the glass should be held when dispensing beer                        |
|                                                                                    | 10.2 | State how to pour keg beer                                                             |
|                                                                                    | 10.3 | State how to pour cask beer                                                            |
|                                                                                    | 10.4 | State how to present beer                                                              |
|                                                                                    | 10.5 | Identify and outline how to rectify dispense problems                                  |
| 11. Understand how to maintain, clean, and store glassware                         | 11.1 | Identify symptoms of poor glass-washing practices                                      |
|                                                                                    | 11.2 | State key hygiene standards for glass washing                                          |
|                                                                                    | 11.3 | State how to clean the glasswasher effectively                                         |

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|  | 11.4 | State how to use glass washing equipment correctly    |
|  | 11.5 | State the reasons and methods of renovating glassware |
|  | 11.6 | State how to store glassware correctly                |
|  | 11.7 | State the purpose and reasons for a water softener    |
|  | 11.8 | Identify different glass washing methods              |

| The Essentials of Catering                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Unit Reference</b>                                         | A/602/0650                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level</b>                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Credit Value</b>                                           | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Guided Learning (GL)</b>                                   | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Unit Summary</b>                                           | <p>This unit introduces learners to essential food preparation skills in a catering environment. It covers personal hygiene, work clothing, basic knife skills, food preparation and safe storage, including temperature control.</p> <p>Learners will gain understanding of sandwich preparation, food presentation and methods for reducing waste through correct disposal and recycling. The unit also includes the safe use and cleaning of equipment, and how to maintain clean and hygienic work areas.</p> |
| <b>Learning Outcomes (1 to 9)</b>                             | <b>Assessment Criteria (1.1 to 9.2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>The learner will</b>                                       | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1. Understand personal hygiene and work clothing requirements | 1.1 Identify safe and hygienic practices required in the kitchen<br><br>1.2 Identify illness and accident reporting procedures and state how they should be used<br><br>1.3 Identify hygienic behaviours and habits and state how to follow a 'clean as you go' policy                                                                                                                                                                                                                                            |
| 2. Understand basic knife skills                              | 2.1 Identify which knife to use for a variety of tasks<br><br>2.2 Identify the care and maintenance requirements for handling and sharpening knives<br><br>2.3 Identify the uses of different colour coded boards and knives used in kitchens                                                                                                                                                                                                                                                                     |

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| 3. Understand storage methods and temperature recording of foods | <p>3.1 Identify correct storage procedures and requirements for a variety of different foods according to operational needs and hygiene and safety standards</p> <p>3.2 Identify the procedure for logging temperatures of a variety of foods and equipment and why monitoring is important</p> <p>3.3 Identify the appropriate measures to take in the event of food storage or temperature changes</p>                                                                                                        |
| 4. Understand food preparation processes                         | <p>4.1 Identify a range of vegetables and processes for preparing them in a safe and hygienic manner</p> <p>4.2 Identify a range of salad items and processes for preparing them in a safe and hygienic manner</p> <p>4.3 Identify processes for preparing cooked cold meats and fish in a safe and hygienic manner</p> <p>4.4 Identify a range of dairy products and processes for preparing them in a safe and hygienic manner</p> <p>4.5 State how to apply control procedures and minimise food wastage</p> |
| 5. Understand sandwich making and storage procedures             | <p>5.1 State how to produce a variety of sandwiches according to operational standards</p> <p>5.2 Identify how to store a variety of sandwiches according to operational standards</p> <p>5.3 Identify what constitutes a 'high risk food' in relation to sandwiches</p>                                                                                                                                                                                                                                        |

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| 6. Understand food presentation                                                  | <p>6.1 Identify the correct position for food on the plate/serving dish to meet operational standards</p> <p>6.2 State what a garnish is and how it should be presented</p> <p>6.3 Identify appropriate garnishes used for sweet and savoury foods</p> <p>6.4 Identify the requirements for garnishing a variety of sandwiches according to operational standards</p> |
| 7. Understand wastage disposal and recycling methods                             | <p>7.1 Identify the appropriate method for the disposal of food and non-food items and the controls to be applied</p> <p>7.2 Identify the appropriate method of recycling of food and non-food items and the controls to be applied</p>                                                                                                                               |
| 8. Understand how to use and clean machinery and equipment                       | <p>8.1 State how to effectively operate and clean kitchen equipment</p> <p>8.2 Identify the appropriate chemicals and equipment to be used when cleaning kitchen equipment</p>                                                                                                                                                                                        |
| 9. Understand how to safely and effectively clean workstations, walls and floors | <p>9.1 Identify appropriate equipment and chemicals to be used to safely and effectively clean a range of surfaces</p> <p>9.2 Identify appropriate cleaning methods that should be used when cleaning floors, walls and workstations</p>                                                                                                                              |

| Cooking Theory                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                               |
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| <b>Unit Reference</b>                                                                                   | K/600/3763                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                               |
| <b>Level</b>                                                                                            | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |
| <b>Credit Value</b>                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |
| <b>Guided Learning (GL)</b>                                                                             | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                               |
| <b>Unit Summary</b>                                                                                     | <p>This unit introduces learners to key cookery principles in a catering environment. It covers the main cooking methods and their effects on food, alongside the identification, preparation and cooking of meat, poultry, game, fish and shellfish.</p> <p>Learners will gain an understanding of sauce and soup making, as well as the preparation and cooking of vegetables, beans and pulses. The unit also includes the presentation of hot food and the principles of menu planning.</p> |                                                                               |
| <b>Learning Outcomes (1 to 8)</b>                                                                       | <b>Assessment Criteria (1.1 to 8.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                               |
| <b>The learner will</b>                                                                                 | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                               |
| 1. Understand the principal cooking methods and their effects on foods                                  | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify the core methods of cooking                                          |
|                                                                                                         | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | State the effect of each method of cooking on a variety of foods              |
| 2. Understand how to identify, prepare and cook a variety of cuts of meat and types of game and poultry | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify the origins of different cuts of meat                                |
|                                                                                                         | 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify the primary cooking methods for a variety of cuts of meat            |
|                                                                                                         | 2.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify the primary cooking methods for different types of poultry           |
|                                                                                                         | 2.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify game animals and state the characteristics of game meat              |
| 3. Understand how to identify, buy, prepare and cook the main types of seawater and                     | 3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identify the main types of seawater, freshwater and shellfish used in cooking |

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| freshwater fish and shellfish used in catering                                                   | 3.2 | State the main quality points to look for when identifying fresh fish to buy          |
|                                                                                                  | 3.3 | Identify the key steps in preparing, gutting and filleting a fish                     |
|                                                                                                  | 3.4 | Identify the key steps in preparing shellfish for cooking                             |
|                                                                                                  | 3.5 | State the basic principles of cooking fish and shellfish                              |
| 4. Understand the principles of sauce and soup making                                            | 4.1 | Identify 3 primary types of base sauce                                                |
|                                                                                                  | 4.2 | Identify the key steps in making each of the primary base sauce types                 |
|                                                                                                  | 4.3 | Identify the different sauces that are derived from each of the 3 primary base sauces |
|                                                                                                  | 4.4 | Identify the different types of soup and state the characteristics of each            |
| 5. Be able to identify a variety of vegetables, beans and pulses, and principles of cooking them | 5.1 | State the different categories of vegetables                                          |
|                                                                                                  | 5.2 | State the effects that the different cooking methods have on a variety of vegetables  |
|                                                                                                  | 5.3 | Describe the main pulses and their characteristics                                    |
| 6. Understand how to present a variety of hot foods                                              | 6.1 | State the principles of presentation of hot food                                      |
| 7. Understand how to plan a menu                                                                 | 7.1 | Identify the key points to consider when planning a menu                              |
|                                                                                                  | 7.2 | State the importance of nutritional value of dishes when planning a menu              |
|                                                                                                  | 7.3 | Identify the key factors to consider when designing a children's menu                 |

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|                                                                           | 7.4 | State the definitions of vegetarianism and identify suitable vegetarian menu alternatives           |
|                                                                           | 7.5 | Identify the menu alternatives suitable for a gluten or wheat free diet                             |
| 8. Understand how to create and maintain an effective working environment | 8.1 | State what is meant by effective communication and how this can be achieved in a commercial kitchen |
|                                                                           | 8.2 | State the benefits of effective team working and identify how this can be achieved                  |
|                                                                           | 8.3 | State what is meant by mise-en-place and why this is important                                      |
|                                                                           | 8.4 | State the importance of coordination of cooking and serving times in the kitchen                    |

## Understanding the Retail Selling Process

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| <b>Unit Reference</b>                                             | A/502/5806                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                           |
| <b>Level</b>                                                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                           |
| <b>Credit Value</b>                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                           |
| <b>Guided Learning (GL)</b>                                       | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |
| <b>Unit Summary</b>                                               | This unit introduces learners to the key principles of effective selling in a customer-facing environment. It covers the five steps of the selling model and how questioning techniques are used to identify customer needs. Learners will develop an understanding of the importance of product knowledge and how it supports the sales process. The unit also explores techniques used to successfully close sales and enhance customer satisfaction. |                                                                                           |
| <b>Learning Outcomes (1 to 4)</b>                                 | <b>Assessment Criteria (1.1 to 4.2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |
| <b>The learner will</b>                                           | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |
| 1. Understand the five steps of the selling model                 | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Outline the five steps of the selling model                                               |
|                                                                   | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explain why an effective rapport needs to be created with customers                       |
|                                                                   | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explain the importance of effective questioning to the sales process                      |
|                                                                   | 1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explain how linking benefits to product features helps to promote sales                   |
|                                                                   | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explain why products must be matched to customers' needs                                  |
|                                                                   | 1.6                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explain the importance of closing the sale                                                |
| 2. Understand how questions are used to identify customers' needs | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Define 'open' and 'closed' questions and state the purpose of each in the selling process |

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|                                                          | 2.2 | Define what is meant by 'probing' questions and state the purpose of these in the selling process               |
|                                                          | 2.3 | Identify questions which can be used to establish sales opportunities                                           |
| 3. Understand the benefits and uses of product knowledge | 3.1 | Explain how comprehensive and up-to-date product knowledge can be used to promote sales                         |
|                                                          | 3.2 | Describe how the features and benefits of products can be identified and matched to customers' needs            |
|                                                          | 3.3 | Describe a range of methods for keeping product knowledge up to date                                            |
| 4. Understand how sales are closed                       | 4.1 | State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for |
|                                                          | 4.2 | Describe the main ways of closing sales                                                                         |

## Understanding and Selling Wine

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |
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| <b>Unit Reference</b>                                                 | K/503/2573                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        |
| <b>Level</b>                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| <b>Credit Value</b>                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| <b>Guided Learning (GL)</b>                                           | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| <b>Unit Summary</b>                                                   | <p>This unit introduces learners to the key principles of wine knowledge and service in a licensed or catering environment. It covers the main types and styles of wine, how wine is produced and the factors that influence its characteristics.</p> <p>Learners will develop an understanding of how to taste wine in a methodical way, as well as how to store and serve wine correctly, including the use of appropriate equipment and proper handling of glassware. The unit also explores the principles of selling wine, including food and wine matching, and highlights the legal and social responsibilities associated with its sale.</p> |                                                                        |
| <b>Learning Outcomes (1 to 10)</b>                                    | <b>Assessment Criteria (1.1 to 10.6)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                        |
| <b>The learner will</b>                                               | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                        |
| 1. Understand the main types and styles of wine                       | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify the main types of wine                                        |
|                                                                       | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify the main styles of wine                                       |
| 2. Understand how wine is produced                                    | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify the different stages in the wine production process           |
|                                                                       | 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | State the differences in the production process for red and white wine |
| 3. Understand the factors that can affect the characteristics of wine | 3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify the characteristics of the main grape varieties               |
|                                                                       | 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify the key wine producing regions                                |
|                                                                       | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Identify wines that commonly come from the key wine producing regions  |

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|                                                                  | 3.4 | State the factors that influence the style of wine                                                                            |
| 4. Understand how to taste wine a methodical way                 | 4.1 | State which senses are used when tasting wine                                                                                 |
|                                                                  | 4.2 | State the factors which should be considered when tasting wine                                                                |
| 5. Understand how to store and serve wine                        | 5.1 | State the correct way to store wine                                                                                           |
|                                                                  | 5.2 | State the main considerations when taking a wine order                                                                        |
|                                                                  | 5.3 | State how to open still wine                                                                                                  |
|                                                                  | 5.4 | State how to open Champagne and sparkling wine                                                                                |
|                                                                  | 5.5 | State acceptable temperatures for serving wine and the factors that should be considered when determining service temperature |
|                                                                  | 5.6 | State how to pour still wine                                                                                                  |
|                                                                  | 5.7 | State how to pour Champagne or sparkling wine                                                                                 |
|                                                                  | 5.8 | State the reasons for decanting wine                                                                                          |
| 6. Understand what equipment is required to serve wine correctly | 5.9 | Identify key steps in decanting wine                                                                                          |
|                                                                  | 6.1 | Identify what equipment is required for the correct service of wine                                                           |
|                                                                  | 6.2 | State why using the correct glassware is important when selling wine                                                          |
|                                                                  | 6.3 | State the characteristics of a good wine glass                                                                                |
|                                                                  | 6.4 | State the features of the main types of wine glass                                                                            |

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|                                                                                                          | 6.5  | State the types of wine glass that should be used for the different styles of wine                                     |
| 7. Understand how to handle and care for glassware correctly                                             | 7.1  | State the correct way to handle glassware                                                                              |
|                                                                                                          | 7.2  | State the key considerations in glass care and maintenance                                                             |
| 8. Understand the basic principles and importance of selling wine successfully                           | 8.1  | State the importance of product knowledge and customer service skills when selling wine                                |
|                                                                                                          | 8.2  | State the benefits of being able to offer advice to customers regarding the wine list and menu                         |
|                                                                                                          | 8.3  | Identify ways in which increased sales and profits can be achieved                                                     |
|                                                                                                          | 8.4  | State the benefits of selling wine by the glass                                                                        |
|                                                                                                          | 8.5  | Identify the main problems associated with selling wine by the glass                                                   |
| 9. Understand the basic principles of food and wine matching and how these can be used when selling wine | 9.1  | State the purpose of food matching                                                                                     |
|                                                                                                          | 9.2  | State the basic principles of food and wine matching                                                                   |
|                                                                                                          | 9.3  | State the main considerations when matching food and wine                                                              |
|                                                                                                          | 9.4  | State how cooking methods can affect food and wine matching                                                            |
|                                                                                                          | 9.5  | State secondary factors (service temperature, seasonings, accompaniments) that should be considered when food matching |
| 10. Understand the legal and social responsibilities associated with selling wine                        | 10.1 | State the legal measures for selling wine by the glass                                                                 |
|                                                                                                          | 10.2 | State the law with regard to describing wine                                                                           |

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|  | 10.3 | State the law with regard to sale of alcohol to underage people                         |
|  | 10.4 | State the law with regard to the consumption of alcohol by underage people              |
|  | 10.5 | State the law regarding age verification policies and the enforcement of these policies |
|  | 10.6 | State the law with regard to the sale of alcohol to persons who are drunk               |

## Customer Service Excellence in Licensed Hospitality

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| <b>Unit Reference</b>                                                                                            | H/505/3633                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                  |
| <b>Level</b>                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                  |
| <b>Credit Value</b>                                                                                              | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                  |
| <b>Guided Learning (GL)</b>                                                                                      | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                  |
| <b>Unit Summary</b>                                                                                              | <p>This unit introduces learners to the principles of preparing for and delivering effective bar service in a licensed environment. It covers the importance of pre-service checks of premises, equipment and stock, alongside knowledge of key drink categories, popular cocktails and calorie content.</p> <p>Learners will develop an understanding of how to deliver excellent customer service and its impact on business success, as well as the use of basic sales and merchandising techniques. The unit also highlights the importance of maintaining positive working relationships and ensuring customer safety when providing service.</p> |                                                                                                                                  |
| <b>Learning Outcomes (1 to 6)</b>                                                                                | <b>Assessment Criteria (1.1 to 6.6)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                  |
| <b>The learner will</b>                                                                                          | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                  |
| 1. Understand the importance of pre-service checks of premises, equipment and stock                              | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Identify the hygiene and safety checks for products and equipment that should take place prior to service                        |
|                                                                                                                  | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | State the law in relation to the sale of out-of-date products and identify procedures that could be put in place to avoid breach |
|                                                                                                                  | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Identify fire safety checks that must be completed before service                                                                |
| 2. Recognise the characteristics and service procedures of the major drinks categories, be familiar with popular | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | State the characteristics and dispense standards of draught products                                                             |
|                                                                                                                  | 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | State the characteristics and dispense standards of wine                                                                         |

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| cocktails and have knowledge of the calorie content of popular drinks                                                                              | 2.3 | State the characteristics and dispense of spirits, liqueurs and fortified wine                                  |
|                                                                                                                                                    | 2.4 | State the service standards of bottled products and pose-mix soft drinks                                        |
|                                                                                                                                                    | 2.5 | State the key ingredients of some popular cocktails and how these are served                                    |
|                                                                                                                                                    | 2.6 | State the different styles and service standards for hot drinks                                                 |
|                                                                                                                                                    | 2.7 | State the calorie content of popular drinks                                                                     |
| 3. Understand the importance of delivering excellent customer service, how this can be achieved and the effect of customer service on the business | 3.1 | Identify ways in which customer service levels can impact on a business                                         |
|                                                                                                                                                    | 3.2 | Identify key ways to meet customers' service expectations                                                       |
|                                                                                                                                                    | 3.3 | Identify the key steps in the customer service journey                                                          |
|                                                                                                                                                    | 3.4 | State what is meant by a Moment of Truth (MOT) in relation to customer service                                  |
|                                                                                                                                                    | 3.5 | State what is meant by 'service failure' and identify when service failure may occur                            |
|                                                                                                                                                    | 3.6 | State the importance of identifying Moments of Truth and how prioritising these can help avoid service failures |
|                                                                                                                                                    | 3.7 | State how to build and maintain relationships with customers and why this is important                          |
|                                                                                                                                                    | 3.8 | State what is meant by rapport and identify why rapport is important in delivering customer service             |
|                                                                                                                                                    | 3.9 | Identify Neuro Linguistic Programming (NLP) techniques                                                          |

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|                                                                                                            | 3.10 | State how Neuro Linguistic Programming (NLP) techniques can be used to improve customer service                       |
|                                                                                                            | 3.11 | Identify ways in which addressing customers' specific needs can improve customer service                              |
|                                                                                                            | 3.12 | Identify the stages in dealing with a customer complaint                                                              |
|                                                                                                            | 3.13 | State the importance of customer feedback, comments and suggestions and how these can be used to improve the business |
| 4. Understand the importance of selling and how key sales and merchandising techniques can be used         | 4.1  | Identify the characteristics of an effective salesperson                                                              |
|                                                                                                            | 4.2  | Identify how and when to use key selling techniques                                                                   |
|                                                                                                            | 4.3  | State the law in relation to drawing customers' attention to events and promotions                                    |
|                                                                                                            | 4.4  | State the key benefits of selling                                                                                     |
|                                                                                                            | 4.5  | Identify the key principles of food matching                                                                          |
|                                                                                                            | 4.6  | Identify which wines and beers best accompany different types and styles of food                                      |
|                                                                                                            | 4.7  | Identify how to effectively use merchandising techniques to maximise selling opportunities                            |
| 5. Understand the importance of good working relationships between colleagues in alcohol licensed premises | 5.1  | Identify key ways in which staff in a bar can work effectively together                                               |
|                                                                                                            | 5.2  | State the importance of clear and efficient communication                                                             |

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|                                                                                                 | 5.3 | State the importance of acting promptly in response to requests from colleagues        |
|                                                                                                 | 5.4 | Identify the effect that good working relationships have on levels of customer service |
| 6. Understand the importance of customer safety in relation to delivering good customer service | 6.1 | State what is meant by a 'duty of care' and how this relates to customer service       |
|                                                                                                 | 6.2 | Identify actions that can be taken to reduce the risk of fire                          |
|                                                                                                 | 6.3 | State the law in relation to administering first aid                                   |
|                                                                                                 | 6.4 | Identify steps that can be taken to minimise the risk of terrorist activity            |
|                                                                                                 | 6.5 | Identify the key areas in dealing with conflict in licensed premises                   |
|                                                                                                 | 6.6 | Identify what actions should be taken in the event of an emergency                     |

## Principles of Providing a Buffet and Carvery Service

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Unit Reference</b>                                                     | M/502/8296                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Level</b>                                                              | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Credit Value</b>                                                       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Guided Learning (GL)</b>                                               | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Unit Summary</b>                                                       | <p>This unit introduces learners to the principles of preparing and maintaining buffet and carvery displays in a catering environment. It covers the requirements for presenting food to a high standard and ensuring displays remain stocked, organised and hygienic.</p> <p>Learners will develop an understanding of how to serve and assist customers effectively at buffet and carvery stations, ensuring a positive customer experience and maintaining food safety standards.</p> |
| <b>Learning Outcomes (1 to 2)</b>                                         | <b>Assessment Criteria (1.1 to 2.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>The learner will</b>                                                   | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1. Know how to prepare and maintain a buffet and carvery display          | <p>1.1 Describe safe and hygienic working practices when preparing and maintaining a buffet or carvery display</p> <p>1.2 Describe procedures for maintaining dining service area and service equipment</p> <p>1.3 State the importance of checking table items for damage and cleanliness before service</p> <p>1.4 Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery</p>                                                 |
| 2. Know how to serve and assist customers at a buffet and carvery display | 2.1 Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display                                                                                                                                                                                                                                                                                                                                                       |

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|  | 2.2 | State the importance of giving accurate information to customers when serving food items                             |
|  | 2.3 | State the importance of controlling portions when serving customers                                                  |
|  | 2.4 | Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display |

## Sales Promotions and Merchandising

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    |
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| <b>Unit Reference</b>                                           | K/503/7059                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    |
| <b>Level</b>                                                    | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                    |
| <b>Credit Value</b>                                             | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                    |
| <b>Guided Learning (GL)</b>                                     | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                    |
| <b>Unit Summary</b>                                             | <p>This unit introduces learners to the key principles of promoting a business in a retail or service environment. It covers the role of communication in supporting business promotion, alongside the characteristics of sales promotions and merchandising. Learners will develop an understanding of how advertising materials are produced to support promotional activity and how the effectiveness of sales promotions can be evaluated.</p> |                                                                                                                    |
| <b>Learning Outcomes (1 to 5)</b>                               | <b>Assessment Criteria (1.1 to 5.6)</b>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                    |
| <b>The learner will</b>                                         | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                    |
| 1. Understand the role of communication in promoting a business | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain the scope and definition of marketing                                                                      |
|                                                                 | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                | Describe the benefits of effective marketing communications within a business                                      |
|                                                                 | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                | Describe the strengths and weaknesses of communication tools                                                       |
|                                                                 | 1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain the role and stages of promotion within marketing                                                          |
|                                                                 | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain the importance off the Attention, Interest, Desire, Action (AIDA) model to develop a marketing message     |
|                                                                 | 1.6                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explain the importance and use of Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives to |

|                                                       |     |                                                                                                                                    |
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|                                                       |     | determine the success criteria for a sales promotion                                                                               |
|                                                       | 1.7 | Describe the importance of adapting marketing communications to a target audience                                                  |
| 2. Understand the characteristics of sales promotions | 2.1 | Describe the purpose, strengths and weaknesses of sales promotions                                                                 |
|                                                       | 2.2 | Explain the use, benefits and risks of different promotional tools                                                                 |
|                                                       | 2.3 | Describe the techniques and benefits of personal selling (selling up, alternative selling, related selling and suggestive selling) |
|                                                       | 2.4 | Explain the considerations to be taken into account in calculating a product selling price                                         |
|                                                       | 2.5 | Identify the impact of internal and external factors on the success of a sales promotion                                           |
|                                                       | 2.6 | Explain the financial implications of a sales promotion for a business                                                             |
| 3. Understand the characteristics of merchandising    | 3.1 | Explain the characteristics and use of merchandising                                                                               |
|                                                       | 3.2 | Define the requirements of the '4 As' (ie Accessibility, Attention, Arousal and Action)                                            |
|                                                       | 3.3 | Explain the required conditions for different types of merchandising tools                                                         |
|                                                       | 3.4 | Explain the classification of products for a business                                                                              |
|                                                       | 3.5 | Identify product categories for a business (demand products and impulse products)                                                  |

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|                                                                             | 3.6 | Identify the design elements to consider when merchandising a product                                                                                                      |
|                                                                             | 3.7 | Explain the principles of merchandising display design                                                                                                                     |
| 4. Understand the production of advertising materials for a sales promotion | 4.1 | Describe the benefits and weaknesses of different methods of advertising promotions                                                                                        |
|                                                                             | 4.2 | Describe the factors to be considered when producing different kinds of advertising materials                                                                              |
|                                                                             | 4.3 | Explain the benefits and disadvantages of different promotional media and schemes                                                                                          |
| 5. Understand the evaluation of a sales promotion                           | 5.1 | Explain the importance of evaluating a sales promotion                                                                                                                     |
|                                                                             | 5.2 | Describe the features and requirements of different methods of evaluation a sales promotion (ie sales figures and informal and formal discussion with customers and staff) |
|                                                                             | 5.3 | Describe the benefits and weaknesses of customer feedback on a sales promotion                                                                                             |
|                                                                             | 5.4 | Describe how questionnaires can be used as an evaluation tool for a sales promotion                                                                                        |
|                                                                             | 5.5 | Explain the principles of questionnaire design, analysis and interpretation                                                                                                |
|                                                                             | 5.6 | Explain the strengths and limitations of questionnaires as evaluative tools                                                                                                |

## Understanding a Business Market

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| <b>Unit Reference</b>                                                        | F/503/7052                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                   |
| <b>Level</b>                                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |
| <b>Credit Value</b>                                                          | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |
| <b>Guided Learning (GL)</b>                                                  | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |
| <b>Unit Summary</b>                                                          | <p>This unit introduces learners to the principles of marketing within a business context. It covers the relationship between the marketing mix and business vision, and how clear marketing objectives are established.</p> <p>Learners will develop an understanding of how to identify and analyse target customer groups, and how marketing objectives can be applied through appropriate promotional techniques.</p> <p>The unit also explores how to evaluate the success of a marketing plan.</p> |                                                                                   |
| <b>Learning Outcomes (1 to 5)</b>                                            | <b>Assessment Criteria (1.1 to 5.4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                   |
| <b>The learner will</b>                                                      | <b>The learner can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                   |
| 1. Understand the relationship between the marketing mix and business vision | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explain a vision that is appropriate for different types of business              |
|                                                                              | 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explain the importance of a clear business vision                                 |
|                                                                              | 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Define the use and advantages of marketing                                        |
|                                                                              | 1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explain the relationship between marketing and achieving the vision of a business |
|                                                                              | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explain the importance of customer focus in establishing marketing objectives     |
|                                                                              | 1.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Define the meaning and application of the marketing mix                           |

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|                                                                           | 1.7 | Explain how the marketing mix shapes a business structure                                                                                             |
|                                                                           | 1.8 | Explain how the elements of the marketing mix apply to internal strengths and weaknesses of a business                                                |
| 2. Understand how to establish marketing objectives                       | 2.1 | Identify the elements of a business' external environment using the PEST model and outline the relationship of each to a business' marketing strategy |
|                                                                           | 2.2 | Identify business opportunities and threats using the SWOT model                                                                                      |
|                                                                           | 2.3 | Identify internal factors that may have an impact on a business' ability to optimise its opportunities                                                |
|                                                                           | 2.4 | Identify the characteristics of different types of competition (indirect and direct)                                                                  |
|                                                                           | 2.5 | Analyse indirect and direct competitor information                                                                                                    |
|                                                                           | 2.6 | Propose marketing objectives that take into account competitor information and activity                                                               |
| 3. Understand methods of identifying and analysing target customer groups | 3.1 | Explain the purpose of understanding the difference between customers' needs, wants and expectations                                                  |
|                                                                           | 3.2 | Identify different methods of identifying and segmenting customer groups within a marketplace (socio-economic; lifestyle; demographic)                |
|                                                                           | 3.3 | Explain how customers' needs, wants and expectations may change according to their experiences                                                        |
|                                                                           | 3.4 | Identify marketing offers that reflect the needs, wants and expectations of a target customer group during different customer occasions               |

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| <p>4. Understand how to apply marketing objectives and promotional techniques</p> | <p>4.1 Define the scope and purpose of the promotional mix</p> <p>4.2 Explain the relationship of the promotional mix to achieving marketing objectives</p> <p>4.3 Outline the framework for a marketing action plan</p> <p>4.4 Set SMART marketing objectives that align to business marketing strategy</p> <p>4.5 Explain the factors to be considered when costing a marketing plan (budget, timing of payments due, materials; labour costs and other resources)</p> |
| <p>5. Understand how to evaluate the success of a marketing plan</p>              | <p>5.1 Describe the ways in which the success of a marketing plan can be monitored and evaluated</p> <p>5.2 Describe methods of collecting information about customers, outlining the strengths and weaknesses of each</p> <p>5.3 Identify opportunities for business through an analysis of customer feedback</p> <p>5.4 Amend marketing objectives in line with the analysis of customer feedback</p>                                                                  |

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from [biiab.co.uk/for-centres/](http://biiab.co.uk/for-centres/)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.