



Qualification Guidance Document

BIIAB Level 3 Diploma in Hospitality Supervision and Leadership

England – 601/5693/4



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 D3346-03.

Issue	Date	Details of change
2.0	March 2016	Unit ERRHLTS change to assessment methodology Unit CFAQ73 addition of Evidence Requirements Unit MSCSP addition of Evidence Requirements Unit ICR addition of Evidence Requirements
3.0	January 2018	Updated handbook throughout to remove reference to 'QCF' Updated RoC with TQT figures
4.0	July 2023	Updated to new branding Updated review date in Qualification Summary
4.1	March 2025	Updated review date in Qualification Summary
4.2	August 2026	Updated to new company branding Removed all reference to NVQ throughout document

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 3 Diploma in Hospitality Supervision and Leadership								
Qualification Purpose	To obtain and demonstrate the skills to work at a supervisory level within the Hospitality industry.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/03/2015							
Review Date	31/12/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	206 hours							
Total Qualification Time (TQT)	370 hours							
Credit Value	37							
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	07.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulation in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN)

The QN code will be displayed on the final certificate for the qualification.

Qualification	Qualification Number (QN)
BIIAB Level 3 Diploma in Hospitality Supervision and Leadership	601/5693/4

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 3 Diploma in Hospitality Supervision and Leadership

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

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

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
Mandatory Group A Minimum Credit Target – 23				
Set objectives and provide support for team members	M/600/9600 CFAQ79	3	5	35
Develop working relationships with colleagues	H/600/9660 CFAQ43	2	3	15
Lead a team to improve customer service	H/601/1568 CFAQ73	3	7	47
Contribute to the control of resources	T/502/9532 CCR	3	4	30
Maintain the health, hygiene, safety and security of the working environment	Y/502/9569 MSH3	3	4	27

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 4				
Supervise drink services	F/502/9565 SUP1	3	4	30
Supervise food production operations	J/502/9566 SUP2	3	4	20
Supervise food service	M/502/9562 SUP3	3	4	35
Supervise functions	T/502/9563 SUP4	3	5	35
Supervise housekeeping operations	K/502/9561 SUP5	3	4	30
Supervise portering and concierge operations	H/502/9560 SUP6	3	4	32
Supervise reception services	A/502/9533 SUP7	3	5	30
Supervise reservations and booking services	Y/502/9538 SUP8	3	5	30

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Minimum Credit Target – 10				
Monitor and solve customer service problems	J/601/1515 MSCSP	3	6	40
Support learning and development within own area of responsibility	M/600/9676 SLDWR	4	5	25
Improve the customer relationship	H/601/1232 ICR	3	7	47
Manage the environmental impact of work activities	M/600/9712 MEIWA	4	5	10
Lead and manage	Y/600/9686 CFAQ86	3	4	20
Contribute to the selection of staff for activities	T/502/9529 CSSA	3	5	22
Manage the receipt, storage or dispatch of goods	A/502/9564 MRSDG	3	3	21
Supervise Cellar and Drink Storage	R/502/9540 SUP9	3	5	28
Supervise Linen Service	M/502/9559 SUP10	3	4	29
Supervise practices for handling payments	D/502/9539 SUP11	3	4	18
Supervise the use of technological equipment in hospitality services	F/502/9534 SUP12	3	4	33
Supervise the wine store/cellar and dispense counter	R/502/9537 SUP13	3	5	24
Supervise vending service	L/502/9536 SUP14	3	5	34
Ensure food safety practices are followed in the preparation and serving of food and drink	H/502/9591 FSPPSF	3	5	35
Contribute to promoting hospitality products and services	J/502/9535 CPHPS	4	5	28
Contribute to the development of a wine list	K/502/9530 CDWL	4	5	24

Supervise off-site food delivery service	K/502/9558 SUP15	4	4	34
Contribute to the development of recipes and menus	M/502/9531 CDRM	4	4	22
Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	T/601/7214 ERRHLTS	2	2	16

Aim

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

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

- > Level 3 Apprenticeship Framework in Hospitality in Northern Ireland
- > Level 3 Apprenticeship in Hospitality and Catering in Wales

The primary purpose of the qualification is to confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

Target Group

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

- > 16-18
- > 19+

Assessment

This qualification is internally assessed 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.

Assessment Strategy

All assessment must adhere to the current People 1st assessment strategy for this qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 – Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

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

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

Table 2 – Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice

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

Continuous Professional Development

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

Table 3 – Continuous Professional Development for Assessors and Verifiers

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

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

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

Assessment

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

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

Within these parameters, People 1st expects that:

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

Simulation

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

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

See Annex A of the Assessment Strategy for competence-based units which permit the use of simulation.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- > learners do **not** understand why they are **not** yet regarded as having sufficient knowledge
- > learners believe they are competent and that they have been misjudged

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

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

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 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.

Resources

BIIAB provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Assessment Knowledge Module (AKM) document for one unit
- > Assessment Guidance (AG) for the AKM
- > Evidence matrices for the competence units

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

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 Group A Unit Details

Set Objectives and Provide Support for Team Members		
Unit Reference	M/600/9600	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to support team members in setting objectives, developing a plan to achieve these and monitoring their progress.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Be able to communicate a team's purpose and objectives to the team members	1.1	Describe the purpose of a team
	1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
	1.3	Communicate the team's purpose and objectives to its members
2. Be able to develop a plan with team members showing how team objectives will be met	2.1	Discuss with team members how team objectives will be met
	2.2	Ensure team members participate in the planning process and think creatively
	2.3	Develop plans to meet team objectives
	2.4	Set SMART personal work objectives with team members
3. Be able to support team members, identifying opportunities and providing support	3.1	Identify opportunities and difficulties faced by team members
	3.2	Discuss identified opportunities and difficulties with team members

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

Develop Working Relationships with Colleagues

Unit Reference	H/600/9660	
Level	2	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge and skills to develop working relationships with colleagues.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships
2. Be able to establish working relationships with colleagues	2.1	Identify colleagues within own and other organisations
	2.2	Agree the roles and responsibilities for colleagues
3. Be able to act in a professional and respectful manner when working with colleagues	3.1	Explain how to display behaviour that shows professionalism
4. Be able to communicate with colleagues	4.1	Identify information to others clearly and concisely
	4.2	Explain how to receive and clarify own understanding of information
5. Be able to identify potential work-related difficulties and explore solutions	5.1	Identify potential work-related difficulties and conflicts of interest
	5.2	Explain how to resolve identified potential difficulties

Lead a Team to Improve Customer Service

Unit Reference	H/601/1568	
Level	3	
Credit Value	7	
Guided Learning (GL)	47	
Unit Summary	This unit provides the learner with the knowledge and skills to lead a team by supporting them, organizing them and reviewing their progress. The learner will also be able to lead a team to improve their customer service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.8)	
The learner will	The learner can	
1. Plan and organise the work of a team	1.1	Treat team members with respect at all times
	1.2	Agree with team members their role in delivering effective customer service
	1.3	Involve team members in planning and organising their customer service work
	1.4	Allocate work which takes full account of team members' customer service skills and the objectives of the organisation
	1.5	Motivate team members to work together to raise their customer service performance
2. Provide support for team members	2.1	Check that team members understand what they have to do to improve their work with customers and why that is important
	2.2	Check with team members what support they feel they may need throughout this process

	2.3	Provide team members with support and direction when they need help
	2.4	Encourage team members to work together to improve customer service
3. Review performance of team members	3.1	Provide sensitive feedback to team members about their customer service performance
	3.2	Encourage team members to discuss their customer service performance
	3.3	Discuss sensitively with team members action they need to take to continue to improve their customer service performance
4. Understand how to lead a team to improve customer service	4.1	Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation
	4.2	Explain how team and individual performance can affect the achievement of organisational objectives
	4.3	Explain the implications of failure to improve customer service for their team member and their organisation
	4.4	Describe how to plan work activities
	4.5	Explain how to present plans to others to gain understanding and commitment
	4.6	Explain how to facilitate meetings to encourage frank and open discussion
	4.7	Explain how to involve and motivate staff to encourage teamwork
	4.8	Describe how to recognise and deal sensitively with issues of underperformance

Evidence Requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence you have line management or supervisory responsibility for the team members used in your evidence.
5. You must show that you have taken into account the organisational constraints of:
 - > time
 - > human resources
 - > physical resources
 - > financial resources
6. You must also show that you have taken into account the team or individual constraints of:
 - > existing workloads
 - > individual capabilities and sensitivities
 - > initiatives and objectives currently being undertaken by the organisation
 - > influences operating on the team from outside
7. Your evidence must provide evidence that you have taken time with each team member to:
 - > plan and organise their work
 - > provide support and guidance
 - > give and seek feedback on performance
8. The feedback you provide to team members may be
 - > formal or informal
 - > verbal or in writing

Contribute to the Control of Resources

Unit Reference	T/502/9532	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to the control of resources and understand factors affecting the use of these resources.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.12)	
The learner will	The learner can	
1. Be able to contribute to the control of resources	1.1	Identify the resources needed from those available
	1.2	Follow organisational procedures for obtaining additional resources
	1.3	Follow organisational procedures when dealing with any problems in obtaining resources
	1.4	Update relevant people within the organisation when dealing with any problems in obtaining resources
	1.5	Determine the quality, quantity and suitability of resources needing to be used
	1.6	Ensure that equipment and materials are correctly stored and maintained
	1.7	Encourage colleagues to make efficient use of resources
	1.8	Monitor the use of resources in own area of responsibility

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

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

Maintain the Health, Hygiene, Safety and Security of the Working Environment		
Unit Reference	Y/502/9569	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit provides the learner with the knowledge and skills to maintain the health, hygiene, safety and security of the working environment.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.12)	
The learner will	The learner can	
1. Be able to maintain the health, hygiene, safety and security of the working environment	1.1	Obtain information on the health, hygiene, safety and security procedures in own area of responsibility
	1.2	Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
	1.3	Inform colleagues about the importance of following health, hygiene, safety and security procedures
	1.4	Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
	1.5	Monitor own area of responsibility for risks to health, hygiene, safety and security
	1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
	1.7	Follow organisational procedures when recording or reporting risks and any

		health, hygiene, safety or security action taken
	1.8	Pass on information about how health, hygiene, safety or security procedures are working
	1.9	Recommended improvements for health, hygiene, safety or security procedures
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment	2.1	Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
	2.2	Explain the implications of breaking the law on health, hygiene and safety for - individuals – organisation
	2.3	Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
	2.4	Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility
	2.5	Describe own responsibilities for health, hygiene, safety, and security
	2.6	Explain the importance of making sure permanent and temporary staff are aware of relevant procedures
	2.7	Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
	2.8	Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
	2.9	Explain the organisation's emergency procedures

	2.10	Describe the evacuation procedures that relate to own area of responsibility
	2.11	Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
	2.12	Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
	2.13	Identify who to make recommendations to regarding health, hygiene, safety and security
3. Understand how to maintain the health, hygiene, safety and security of the working environment	3.1	Identify information about health, hygiene, safety and security that should be recorded and stored
	3.2	Identify other people and organisations who need to have access to information about health, hygiene, safety and security
	3.3	Identify the information on health, hygiene, safety and security that external authorities may need to access
	3.4	Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
	3.5	Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security and security of employees, customers and other members of the public
	3.6	Identify how frequently health, hygiene, safety and security inspections should be carried out
	3.7	Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility

	3.8	Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
	3.9	Explain the limits of own authority when dealing with risks and hazards
	3.10	Explain the procedures to deal with faults of equipment in own area of responsibility
	3.11	Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur
	3.12	Explain the procedure to follow in the event of an emergency, including – bomb alert- fire

Optional Group B Unit Details

Supervise Drink Services		
Unit Reference	F/502/9565	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise drink services and how requirements are met.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.17)	
The learner will	The learner can	
1. Be able to supervise drinks services	1.1	Ensure staff have the skills, knowledge and resources to carry out their responsibilities
	1.2	Agree procedures for staff to follow when preparing and restocking the drink service area
	1.3	Ensure that the attractiveness and comfort of drinking areas meet customer needs and expectations
	1.4	Liaise with other relevant people and departments to ensure the delivery of an effective drinks service
	1.5	Carry out preparations in good time to allow the scheduled drink service to be provided
	1.6	Ensure specified standards and procedures for the service of products are maintained

	2.4 2.5 2.6	Explain how to identify and correct deviations from legislation and industry specific regulations Describe the organisation's policies and procedures that are relevant to the drink service Describe the various procedures that need to be followed for the preparation of the drink service area, including those relating to: > Clearing > Stocking products > Equipment
3. Understand how to supervise drinks services	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Explain how to supervise the preparation of the drink service area so that the service meets organisational requirements and is done in time Describe the range of products in own area of responsibility Explain how to prepare and serve the range of products in own area of responsibility Explain the roles and responsibilities of people in own area of responsibility and in other parts of the organisation as relevant to the drink service Describe the skills and knowledge staff need to carry out their responsibilities effectively Compare different methods of monitoring the drinks service area effectively Explain how to monitor and supervise staff practice in order to maintain standards

	3.8	Explain what action needs to be taken when preparation and delivery standards are not met
	3.9	Explain how to identify and address the problems that can affect the drink service and the preparation of areas
	3.10	Explain how to develop contingency plans to reduce the impact of drinks service problems
	3.11	Explain how to reallocate work to different members of staff to reduce the impact of service problems
	3.12	Describe how to vary practice according to: > Quiet periods > Busy periods > Delivery of service to customers with special requirements
	3.13	Explain how an effective drinks service affects profitability and customer satisfaction
	3.14	Describe the possible consequences of alcohol misuse
	3.15	Describe best practice in the refusal of service
	3.16	Explain how to communicate and deal effectively with the range of customer groups (including those who are experiencing the effects of alcohol)
	3.17	Explain the importance of effective communication

Supervise Food Production Operations

Unit Reference	J/502/9566
Level	3
Credit Value	4
Guided Learning (GL)	20
Unit Summary	This unit provides the learner with the knowledge and skills to supervise food production operations.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.15)
The learner will	The learner can
1. Be able to supervise food production operations	1.1 Ensure that all stages of food production comply with relevant legislation and organisational policies 1.2 Implement procedures to meet control points following relevant legislation and organisational policy 1.3 Ensure that procedures are being followed correctly 1.4 Ensure staff have the skills, knowledge and resources needed 1.5 Encourage staff to ask questions when needed 1.6 Encourage staff to report any problems with the control points 1.7 Collect feedback that may help to identify any problems with procedures 1.8 Manage problems that may affect food production or the standard of food service 1.9 Complete the required records according to organisations procedures

	1.10	Ensure staff's agreed targets are achieved
2. Understand how to plan food production operations	2.1	Explain how to organise a team to ensure that food production operations are efficient
	2.2	Describe the skills required to implement the organisation's procedures for food production
	2.3	Compare the skills required for food production with those available
	2.4	Explain how to estimate the resources needed for food production operations
	2.5	Explain how to make best use of resources available
	2.6	Identify who to approach to get approval for additional resources
3. Understand how to supervise food production operations	3.1	Identify legislation and other industry specific regulations and codes of practice that need to be followed
	3.2	Describe the roles and responsibilities of individuals in the organisation and own area of responsibility that are relevant to food production
	3.3	Identify the food production timescales
	3.4	Explain the importance of portion control
	3.5	Explain how to minimise wastage
	3.6	Explain the importance of quality of the food production operation
	3.7	Explain how to assess the quality of own and others work
	3.8	Explain how to motivate staff to achieve the required standards of quality

	3.9	Explain how to monitor activities and performance against organisational standards and targets
	3.10	Explain what to do when performance does not meet standards and targets
	3.11	Explain importance of confidentiality
	3.12	Explain how confidential information can be kept secure
	3.13	Describe the acceptable format for presenting and storing information in their area of responsibility
	3.14	Explain when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams
	3.15	Identify when and how to provide information to management

Supervise Food Service		
Unit Reference	M/502/9562	
Level	3	
Credit Value	4	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to plan and supervise food service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.16)	
The learner will	The learner can	
1. Be able to supervise food service	1.1	Obtain up-to-date information about food safety procedures
	1.2	Check that staff have the skills, knowledge and resources to carry out their responsibilities
	1.3	Check that service equipment is ready for use and located correctly
	1.4	Ensure service areas are stocked in preparation for service
	1.5	Ensure that procedures for clearing, cleaning and stocking service areas are followed correctly
	1.6	Ensure the environment meets customer requirements
	1.7	Ensure any special customer areas are arranged as agreed
	1.8	Carry out preparations in sufficient time to allow an effective service to be provided

	1.9	Liaise with relevant people and departments to ensure effective delivery of the service
	1.10	Monitor staff conduct and communications with customers
	1.11	Confirm that communication with customers by all staff takes place in a manner that is likely to promote goodwill and understanding
	1.12	Deal with problems that may affect the standard of food service
	1.13	Feedback on the effectiveness of procedures in own area of responsibility to the appropriate person in the organisation
2. Understand how to plan food service	2.1	Identify the appropriate person to liaise with when organising the food service
	2.2	Explain how to identify trends in levels of demand which influence staffing requirements
	2.3	Explain how to identify and obtain the resources needed for food service
	2.4	Explain how to organise staff depending on service requirements
	2.5	Explain how to communicate operational procedures to staff
	2.6	Explain how to develop contingency plans
	2.7	Explain how to ensure staff receive the correct training to support their responsibilities
	2.8	Explain how to check that equipment is ready for use
3. Understand how to supervise food service	3.1	Identify industry specific regulations and codes of practice that need to be followed

	3.2	Explain how to obtain information on regulations and codes of practice to ensure procedures are kept up to date
	3.3	Explain how to identify, deal with and report breaches of legislation, regulations and codes of practice
	3.4	Describe the organisation's procedures and standards for food service and customer service
	3.5	Explain how food service operations integrate with other activities and departments in the organisation
	3.6	Explain how the roles and responsibilities of individuals within own department affect the food service
	3.7	Describe how staff should communicate with customers and conduct themselves in the food service area
	3.8	Describe what to do in the event of equipment failure
	3.9	Identify how the information about food service that customers may need
	3.10	Identify how the information should be presented
	3.11	Explain how to prioritise tasks to regulate the time available
	3.12	Explain how to ensure that staff follow procedures and standards
	3.13	Describe how to correct and report failures according to organisational standards and procedures
	3.14	Identify the appropriate person to consult in the event of food service problems

	3.15	Evaluate potential solutions to problems that may occur in food service
	3.16	Explain how to minimise disruptions to the food service

Supervise Functions		
Unit Reference	T/502/9563	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to plan and supervise functions.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.16)	
The learner will	The learner can	
1. Be able to supervise functions	1.1	Obtain all the necessary information relating to the function including: > Customer requirements > Own responsibilities
	1.2	Plan procedures to ensure that requirements are met and contingencies are developed
	1.3	Ensure staff have the skills, knowledge and resources needed to carry out their responsibilities
	1.4	Inspect the function venue to ensure that it has been prepared as agreed
	1.5	Ensure that the equipment and materials needed for the function are available to the staff that will use them
	1.6	Communicate relevant health, safety and legal requirements to customers
	1.7	Liaise with relevant people throughout the function to ensure that the arrangements meet customer requirements

	1.8 1.9 1.10 1.11 1.12	Monitor the function to ensure that it is running to plan Deal with any problems that threaten to disrupt operations Ensure the function and all associated activities comply with relevant legislation and the organisation's standards Record all relevant information in a suitable format Make records available to the relevant people
2. Understand how to plan functions	2.1 2.2 2.3 2.4 2.5 2.6	Describe the health and safety and other legal requirements that > Affect the function > Need to be communicated to the customer Describe the food safety measures that need to be employed Explain the importance of assessing the impact that the function is likely to have on others Explain how to assess and minimise the impact the function is going to have on others Identify the variety of information required to plan different types of functions including: > Customers' specific requirements > Staffing > Equipment > Budget > Venue capacity > Other specifications Identify the types of specific requirements customers may have

	2.7	Identify the factors that need to be considered in arranging food and beverages for the function
	2.8	Explain how to deal with special requirements for different client groups including: > Children > Older people > People with disabilities
	2.9	Explain the importance of anticipating problems that may occur at functions
	2.10	Explain how to inspect a venue to ensure preparations are in order
	2.11	Explain how to carry out a risk assessment of the venue
	2.12	Describe what to do with information relating to risk assessment of the venue
	2.13	Explain how to ensure that staff have the required skills, knowledge and resources to carry out their responsibilities
	2.14	Identify how to ensure appropriate appointment of contractors in own area of responsibility
3. Understand how to supervise functions	3.1	Describe the organisation's customer care policy
	3.2	Explain how to ensure the organisation of products and services support a variety of functions
	3.3	Explain how to ensure effective management of staff for the function, including: > Allocating of responsibilities > Briefing > Supervision

	3.4	Explain how to manage resources available for a function
	3.5	Explain how to monitor a function and ensure it goes as planned
	3.6	Describe how to deal with problems that may occur
	3.7	Describe how to adjust the atmosphere of functions
	3.8	Describe how to inspect equipment used during functions
	3.9	Describe how to evacuate premises safely in the event of an emergency
	3.10	Identify who is responsible for storing equipment and reporting loss or damage
	3.11	Explain how to respond to requests and complaints
	3.12	Describe how information about the function should be communicated to customers
	3.13	Explain the importance of communicating with the organiser of the function
	3.14	Describe the legal requirements that cover the clearing of a venue
	3.15	Describe the types of records that should be maintained for functions
	3.16	Describe the organisation's procedures in relation to record keeping for functions

Supervise Housekeeping Operations

Unit Reference	K/502/9561	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to understand the requirements of housekeeping and how to supervise housekeeping operations.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.10)	
The learner will	The learner can	
1. Be able to supervise housekeeping operations	1.1	Schedule housekeeping procedures at suitable intervals to ensure the standards of the housekeeping service are maintained
	1.2	Allocate housekeeping duties of staff
	1.3	Brief staff on housekeeping duties including: > Procedures > Work routines > Standard of behaviour > How to communicate with customers and other members of staff
	1.4	Ensure staff have the skills, knowledge and resources needed
	1.5	Ensure staff follow the housekeeping procedures
	1.6	Inform staff and customers about any changes that may affect the service
	1.7	Manage any problems that may disrupt the housekeeping service

	1.8	Collect feedback on the services from staff and customer
	1.9	Monitor and review procedures to ensure the housekeeping service meets the needs of customers
	1.10	Recommend ways of improving housekeeping operations following organisations requirements
	1.11	Complete required records
2. Understand the requirements of housekeeping operations	2.1	Describe the health and safety standards that need to be followed with regards to the housekeeping service
	2.2	Explain how legislation affects housekeeping procedures
	2.3	Explain the impact that a breach of health and safety standards could have on: > Customers > Staff > The organisation
	2.4	Describe the legal requirements in relation to storing information about customers, staff and their comments
	2.5	Explain the importance of regularly reviewing the implications of legal requirements
	2.6	Identify the organisation's standards for > Personal presentation > Customer care > Behaviour of staff
	2.7	Describe the procedures for obtaining and recording feedback from customers and staff
	2.8	Explain how the organisation's policies can affect the development of procedures for the housekeeping service

	2.9	Explain the importance of reviewing procedures
	2.10	Explain how to review procedures
3. Understand how to supervise housekeeping operations	3.1	Explain the economic importance of an effective customer-focused housekeeping service to the organisation and its staff members
	3.2	Describe how different cleaning agents, materials and tools should be > Used > Stored
	3.3	Describe how different surfaces and materials should be maintained
	3.4	Describe the roles and responsibilities of individuals in the organisation and department relevant to the housekeeping service
	3.5	Explain how the housekeeping service integrates with other departments
	3.6	Identify the problems that may arise with the housekeeping service
	3.7	Explain how to deal with problems with the housekeeping service
	3.8	Explain the limits of own authority when dealing with problems
	3.9	Explain how to allocate work to staff
	3.10	Explain how to choose appropriate methods to brief staff including > Verbal instructions > Written instructions > Demonstrations > Diagrams
4. Understand the importance of monitoring and	4.1	Explain how to monitor the use of housekeeping resources

reviewing housekeeping services	4.2	Explain how to monitor responsibilities to ensure standards are maintained
	4.3	Explain how to identify training needs to ensure that staff have the skills and knowledge needed
	4.4	Explain how to motivate staff when giving them feedback
	4.5	Describe the different ways of completing and storing computerised and paper-based records
	4.6	Compare the advantages and disadvantages of computerised and paper-based records
	4.7	Explain the importance of collecting feedback on the service from customers and staff
	4.8	Explain the importance of confidentiality when collecting feedback on the housekeeping service
	4.9	Explain how to alter work allocation in order to improve the service
	4.10	Explain how to recommend ways of improving the housekeeping service

Supervise Portering and Concierge Operations

Unit Reference	H/502/9560
Level	3
Credit Value	4
Guided Learning (GL)	32
Unit Summary	This unit provides the learner with the knowledge and skills to understand the requirements of and to supervise portering and concierge operations.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.15)
The learner will	The learner can
1. Be able to supervise portering and concierge operations	1.1 Allocate staff to portering and concierge duties 1.2 Ensure staff have the skills, knowledge and resources needed 1.3 Brief staff on their duties, relevant procedures and any variations relating to their work routines 1.4 Encourage staff to ask questions if there is information that they do not understand 1.5 Ensure staff conduct a presentation that > Promotes goodwill and understanding with customers > Complies with organisational policy 1.6 Monitor and review procedures to ensure the service meets the needs of customers 1.7 Ensure the service complies with relevant legislation and organisational policy 1.8 Inform staff and customers about any changes to the service that may affect them

	1.9	Manage problems that may disrupt the service
	1.10	Complete records according to the organisation's procedures
	1.11	Collect feedback on the service from staff and customers
	1.12	Present feedback to the relevant people according to the organisation's requirements
	1.13	Make recommendations to improve the service to the relevant person
2. Understand the requirements of portering and concierge operations	2.1	Explain how legislation and industry codes of practice affect portering and concierge procedures
	2.2	Describe how to make sure the portering and concierge service complies with legislation
	2.3	Describe the organisation's policies and standards for customer service
	2.4	Describe the limits of own authority when it comes to developing procedures and managing the service
	2.5	Describe the limits of own authority when staff do not follow procedures
	2.6	Explain how to make sure the portering and concierge service complies with organisational requirements
	2.7	Explain the importance of maintaining confidentiality when dealing with information about staff and guests
	2.8	Identify who to communicate with in the organisation when developing procedures

	2.9	Explain why work procedures should be reviewed
	2.10	Describe the organisational procedures for recording and reporting feedback
3. Understand how to plan portering and concierge operations	3.1	Identify the information needed to run the portering and concierge service
	3.2	Explain how to collect and check the information needed to run the portering and concierge service
	3.3	Explain the importance of briefing staff on changes to work routines and about problems
	3.4	Describe when and how to brief staff
	3.5	Explain how to allocate work to members of staff to ensure standards of service are maintained
4. Understand how to supervise portering and concierge operations	4.1	Explain how the portering and concierge service integrates with other departments
	4.2	Identify the problems that may arise with the portering and concierge service
	4.3	Explain how to deal with problems with the portering and concierge service
	4.4	Explain the importance of monitoring relationships with internal customers to ensure an efficient service is provided
	4.5	Explain how to communicate with staff
	4.6	Identify standards of conduct and personal presentation for staff
	4.7	Describe how to ensure that standards of customer service are being maintained
	4.8	Describe how to give feedback to team members

	4.9	Explain how to monitor the allocation and use of resources
	4.10	Explain the importance of providing people with accurate information
	4.11	Describe the different ways of completing and storing computerised and paper-based records
	4.12	Compare the advantages and disadvantages of computerised and paper-based records
	4.13	Explain why feedback from customers and staff is essential in developing services
	4.14	Explain how recommendations for improvement should be developed and presented
	4.15	Suggest how the organisation can meet new customer needs and expectations

Supervise Reception Services

Unit Reference	A/502/9533	
Level	3	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise reception services and understand policies and procedures relating to these.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.15)	
The learner will	The learner can	
1. Be able to supervise reception services	1.1	Ensure the reception service complies with relevant legislation and organisational policy
	1.2	Allocate and brief staff to reception duties including: > Personal presentation > Standard of behaviour > Relevant procedures > Work routines
	1.3	Ensure staff have the skills, knowledge and resources needed
	1.4	Encourage staff to ask questions
	1.5	Ensure staff follow the reception procedures
	1.6	Ensure staff maintain the appearance of the reception area according to organisational requirements
	1.7	Ensure staff communicate with customers in a manner that promotes goodwill and understanding

	1.8 1.9 1.10 1.11 1.12 1.13 1.14	Inform staff and customers about any service changes that may affect them Manage problems that disrupt the reception service Collect feedback on the service from staff and customers Monitor and review procedures to ensure the service meets the needs of customers Recommend ways of improving the reception service following organisation's requirements Report on performance and procedures as required Complete the required records
2. Understand policies and procedures relating to supervising reception services	2.1 2.2 2.3 2.4 2.5 2.6	Explain how to implement the requirements of > Health and safety > Employment legislation > Equal opportunities > Other industry specific regulations and codes of practice Identify organisational standards for the reception area including: > Personal presentation of staff > Behaviour of staff Explain how to ensure the performance of staff meets organisational standards Describe how procedures and work instructions should be written Identify the relevant channels of communication for establishing and updating procedures Describe the organisation's discount policy

	2.7	Explain how promotional offers should be handled
3. Understand how to supervise reception services	3.1	Explain how the reception service integrates with other departments in the organisation
	3.2	Explain how the different roles and responsibilities of individuals within organisation and department affect reception service
	3.3	Explain the consequences of the reception service and other departments not working cooperatively
	3.4	Identify the department's service targets and standards
	3.5	Explain how to estimate the resources required for reception activities
	3.6	Explain how to develop a contingency plan
	3.7	Identify who in the organisation needs to approve the use of additional resources
	3.8	Describe how to build effective teams
	3.9	Describe ways staff can be encouraged to make decisions for themselves within limits of their authority
	3.10	Describe the limits of own authority when solving problems
	3.11	Explain how to communicate with customers and suppliers
	3.12	Identify customer needs and expectations
	3.13	Summarise the services that are available to customers

	3.14	Explain how to obtain information on guests including guest history where available
	3.15	Describe how customer complaints should be handled

Supervise Reservations and Bookings Services

Unit Reference	Y/502/9538
Level	3
Credit Value	5
Guided Learning (GL)	30
Unit Summary	This unit provides the learner with the knowledge and skills to understand the requirements of and to supervise reservations and bookings services.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.18)
The learner will	The learner can
1. Supervise reservations and booking services	1.1 Ensure the reservation and booking service complies with relevant legislation and organisational policy 1.2 Brief staff on reservation and booking duties including: > Personal presentation > Standard of behaviour > Procedures > Work routines 1.3 Ensure staff have the skills, knowledge and resources needed 1.4 Encourage staff to ask questions when needed 1.5 Ensure staff follow the reservation and booking procedures 1.6 Ensure staff communicate with customers in a manner that promotes goodwill and understanding 1.7 Inform staff and customers about any changes that may affect the service

	1.8	Manage problems that may disrupt the reservation and booking service
	1.9	Collect feedback on the service from staff and customers
	1.10	Monitor and review procedures to ensure the service meets the needs of customers
	1.11	Recommend ways of improving the reservation and booking service following organisations requirements
	1.12	Report on performance and procedures as required
	1.13	Complete the required records
2. Understand the organisations standards and policies for reservations and booking services	2.1	Explain how to monitor staff performance against the organisation's standards
	2.2	Explain what to do if staff performance does not meet these standards
	2.3	Describe the organisation's discount policy
	2.4	Describe how promotional offers should be handled
	2.5	Explain the organisation's policy for overbooking policy
	2.6	Explain the organisation's policy for out-booking guests when full
	2.7	Explain how to develop reservation and booking procedures to meet requirements
3. Understand the requirements that need to be met when supervising reservations and bookings services	3.1	Explain how to implement the requirements of: > Health and safety > Employment legislation > Equal opportunities > Other industry specific regulations and codes of practice

	3.2	Explain ways of assessing whether requirements are met
	3.3	Describe the action that should be taken in response to breaches of requirements
	3.4	Identify organisational policies that apply to: > The running of the reservation and booking service > Review of procedures
4. Understand how to supervise reservations and bookings services	4.1	Explain how the different roles and responsibilities of individuals in the organisation and department affect the reservation and booking service
	4.2	Explain how to estimate the time and resources required for reservation and booking activities
	4.3	Explain how to develop a contingency plan
	4.4	Identify who in the organisation needs to approve the use of additional resources
	4.5	Describe the limits of own authority when solving problems
	4.6	Describe how to communicate with customers
	4.7	Explain how to assess customers' needs
	4.8	Summarise the products and services that are available to customers
	4.9	Identify the guest facilities that are available in the organisation where the booking is being made
	4.10	Identify the information needed to maintain the reservation and booking service

	4.11	Explain how to collect required information on the reservation and booking service
	4.12	Describe the different ways of completing and storing computerised and paper-based records
	4.13	Compare the advantages and disadvantages of computerised and paper-based records
	4.14	Explain the importance of staff and customer feedback
	4.15	Explain how to collect and analyse feedback
	4.16	Explain how to give feedback to staff
	4.17	Explain how to present recommendations to improve the reservations and booking service
	4.18	Explain how to review and update: > Plans > Targets > Objectives > Activities > Work performance

Optional Group C Unit Details

Monitor and Solve Customer Service Problems		
Unit Reference	J/601/1515	
Level	3	
Credit Value	6	
Guided Learning (GL)	40	
Unit Summary	This unit provides the learner with the knowledge and skills to monitor and solve customer service problems.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Solve immediate customer service problems	1.1	Respond positively to customer service problems following organisational guidelines
	1.2	Solve customer service problems when they have sufficient authority
	1.3	Work with others to solve customer service problems
	1.4	Keep customers informed of actions being taken
	1.5	Check with customers that they are comfortable with the actions being taken
	1.6	Solve problems with service systems and procedures that might affect customers before customers become aware of them
	1.7	Inform managers and colleagues of the steps taken to solve specific problems

2. Identify repeated customer service problems and options for solving them	2.1	Identify repeated customer service problems
3. Take action to avoid the repetition of customer service problems	2.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
	2.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
	3.1	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
	3.2	Action their agreed solution
4. Understand how to monitor and solve customer service problems	3.3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
	3.4	Monitor the changes they have made and adjust them if appropriate
	4.1	Describe organisational procedures and systems for dealing with customer service problems
	4.2	Describe the organisational procedures and systems for identifying repeated customer service problems
	4.3	Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
	4.4	Explain how to negotiate with and reassure customers while their problems are being solved

Evidence Requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must include examples of problems which are:
 - > Brought to your attention by customers
 - > Are identified first by you and/ or by a colleague
5. The problems included in the evidence must include examples of a:
 - > Difference between customer expectations and what is offered by your organisation
 - > Problem resulting from a system or procedure failure
 - > Problem resulting from a storage of resources or human error
6. You must show that you have considered the options for solving problems from the point of view of:
 - > Your customer
 - > The potential benefits to your organisation
 - > The potential risks to your organisation
7. You must provide evidence that you have made use of options that:
 - > Follow formal organisational procedures or guidelines
 - > Make agreed and authorised exceptions to usual practice

Support Learning and Development within own area of Responsibility

Unit Reference	M/600/9676	
Level	4	
Credit Value	5	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge and skills to support learning and development within own area of responsibility.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Be able to identify the learning needs of colleagues in own area of responsibility	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills
	1.2	Prioritise learning needs of colleagues
	1.3	Produce personal development plans for colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility	2.1	Explain the benefits of continual learning and development
	2.2	Explain how learning opportunities can be provided for own area of responsibility
3. Be able to support colleagues in learning and its application	3.1	Identify information, advice and guidance to support learning
	3.2	Communicate to colleagues to take responsibility for their own learning
	3.3	Explain to colleagues how to gain access to learning resources
	3.4	Support colleagues to practise and reflect on what they have learned

4. Be able to evaluate learning outcomes and future learning and development of colleagues	4.1	Examine with each colleague whether the learning activities undertaken have achieved the desired outcomes
	4.2	Support colleagues when updating their personal development plan

Improve the Customer Relationship

Unit Reference	H/601/1232	
Level	3	
Credit Value	7	
Guided Learning (GL)	47	
Unit Summary	This unit provides the learner with the knowledge and skills to improve communication and customer relationships.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Improve communication with their customers	1.1	Select and use the best method of communication to meet their customers' expectations
	1.2	Take the initiative to contact their customers to update them when things are not going to plan or when they require further information
	1.3	Adapt their communication to respond to individual customers' feelings
2. Balance the needs of their customers and their organisation	2.1	Meet their customers' expectations within their organisation's service offer
	2.2	Explain the reasons to their customers sensitively and positively when customer expectations cannot be met
	2.3	Identify alternative solutions for their customers either within or outside the organisation
	2.4	Identify the costs and benefits of these solutions to their organisation and their customers

	2.5	Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation
	2.6	Take action to satisfy their customers with the agree solution when balancing customer needs with those of their organisation
3. Exceed customer expectations to develop the relationship	3.1	Make extra efforts to improve their relationship with their customers
	3.2	Recognise opportunities to exceed their customers' expectations
	3.3	Take action to exceed their customers' expectations within the limits of their own authority
	3.4	Gain the help and support of others to exceed their customers' expectations
4. Understand how to improve the customer relationship	4.1	Describe how to make best use of the method of communication chosen for dealing with their customers
	4.2	Explain how to negotiate effectively with their customers
	4.3	Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make
	4.4	Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation

Evidence Requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.

2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must include examples of using:
 - > Organisational procedures
 - > Exceptions to standard practice that are legal and benefit your organisation
5. You need to provide evidence that you have dealt with customers who:
 - > Have different needs and expectations
 - > Appear angry or confused
 - > Behave unusually

Manage the Environmental Impact of Work Activities

Unit Reference	M/600/9712	
Level	4	
Credit Value	5	
Guided Learning (GL)	10	
Unit Summary	This unit provides the learner with the knowledge and skills to manage the environmental impact of work activities.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1	Explain the legal requirements that impact on own area of responsibility
	1.2	Explain the environmental policies that impact on own area of responsibility
2. Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1	Explain what specialist advice is available to manage the environmental impact of work activities
	2.2	Explain how to assess the impact of work activities and resources on the environment
	2.3	Explain how to minimise the environmental impact of work activities
3. Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1	Assess the environmental impact of work activities and resource use
	3.2	Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement
4. Be able to organise work activities and resource use to minimise environmental impact	4.1	Adapt the use of resources in own area of responsibility to reduce environmental impact

	4.2	Organise activities in own area of responsibility to reduce environmental impact
5. Be able to promote on going improvement in environmental performance	5.1	Establish means by which individuals can identify and report opportunities for improving environmental performance
	5.2	Communicate environmental benefits resulting from changes to work activities

Lead and Manage Meetings		
Unit Reference	Y/600/9686	
Level	3	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge and skills to lead and manage meetings.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to prepare to lead a meeting	1.1	Perform activities needed to be carried out in preparation for leading a meeting
	1.2	Produce documentation in support of activities
2. Be able to manage meeting procedures	2.1	Identify any formal procedures that apply in own organisation
3. Be able to chair a meeting	3.1	Manage the agenda in co-operation with participants to ensure meeting objectives are met
	3.2	Produce minutes of the meeting and allocate action points after discussions
4. Be able to undertake post-meeting tasks	4.1	Explain that the minutes of the meeting provide an accurate record of proceedings
	4.2	Communicate and follow up meeting outcomes to relevant individuals
	4.3	Evaluate whether the meeting's objectives were met and identify potential improvements

Contribute to the Selection of Staff for Activities

Unit Reference	T/502/9529	
Level	3	
Credit Value	5	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to the selection of staff for activities.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.16)	
The learner will	The learner can	
1. Be able to contribute to the selection of staff for activities	1.1	Identify staffing requirements taking account of work objectives and constraints
	1.2	Ensure that identified staffing requirements are based on valid and reliable information
	1.3	Present staffing requirements to the relevant people following organisational procedures
	1.4	Follow organisational procedures when assessing and selecting staff
	1.5	Ensure the selection of staff is based on an objective assessment of the information available against agreed selection criteria
	1.6	Ensure records of own contribution to the selection process meet organisational requirements
2. Understand how to contribute to the selection of staff for activities	2.1	Describe the legal organisational requirements for identifying personnel needs

	2.2	Explain how to interpret the work objectives and constraints which are relevant to identifying own personnel needs
	2.3	Explain how to make a case for additional staffing requirements
	2.4	Describe the legal requirements that need to be followed when selecting staff
	2.5	Identify the organisational and industry requirements for the selection of personnel
	2.6	Explain how to collect the information necessary to contribute to identifying staffing requirements
	2.7	Explain how to check the validity of information for staffing requirements
	2.8	Explain the type of work objectives and constraints that may influence personnel considerations
	2.9	Explain how to present suggestions for selection procedures
	2.10	Describe the range of methods which may be used for the assessment and selection of staff
	2.11	Compare the advantages and disadvantages of different selection methods for own team
	2.12	Outline how own contribution that can be made to the assessment and selection of staff
	2.13	Explain how to make fair and objective assessments against criteria during the selection process

	2.14	Explain the importance of confidentiality during selection processes
	2.15	Outline the type of information that may be shared with specific staff
	2.16	Explain the importance of keeping accurate records of own contributions to the selection process

Manage the Receipt, Storage or Dispatch of Goods

Unit Reference	A/502/9564	
Level	3	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge and skills to manage the receipt, storage or dispatch of goods.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.13)	
The learner will	The learner can	
1. Be able to manage the receipt, storage and dispatch of goods	1.1	Confirm the quantity and types of goods being managed
	1.2	Determine the storage conditions and equipment required to manage the goods
	1.3	Evaluate the capacity of the storage facility
	1.4	Identify appropriate areas for receiving, storing, or dispatching goods
	1.5	Organise the movement or rotation of goods to assist receiving, storing, or dispatching goods
	1.6	Ensure any monitoring activities, test, and other storage arrangements required for the goods are carried out in accordance with organisational procedures
	1.7	Determine requirements for facilities and equipment to be used with the goods
	1.8	Maintain the organisations logistics resources

	1.9	Manage the receipt, storage, and dispatch of goods
	1.10	Provide information on the goods and their requirements to all relevant people
	1.11	Identify any relevant health, safety, and security issues relating to the management of the goods
	1.12	Identify any problems when managing the goods
	1.13	Deal with any problems with managing the goods
	1.14	Report work activities in the appropriate information systems according to organisational procedures
	1.15	Comply with all relevant work and safety legislation, regulations, standards and organisational procedures
2. Understand how to manage the receipt, storage and dispatch of goods	2.1	Identify sources of information on legislation and regulations
	2.2	Describe the legislation and regulations that apply to own area of responsibility
	2.3	Describe the legal requirements for the storage and distribution of specific goods and materials
	2.4	Describe the working practices, operating procedures, guidelines and codes of practice
	2.5	Explain the roles and responsibilities of different colleagues
	2.6	Identify the resources available within the organisation

	2.7	Describe the reporting responsibilities and information systems used by the organisation for specific work activities
	2.8	Identify sources of information on the capacity and limitations of a storage facility
	2.9	Identify the storage areas relevant to the type of goods to be received, stored, or dispatched
	2.10	Explain any special requirements relating to the receipt, storage or dispatch of goods
	2.11	Explain monitoring and testing systems and procedures
	2.12	Explain the methods of stock rotation and movement
	2.13	Identify the types of problem that may arise when managing the processing of goods

Supervise Cellar and Drink Storage Operations

Unit Reference	R/502/9540	
Level	3	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise cellar and drink storage operations.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.10)	
The learner will	The learner can	
1. Be able to supervise cellar and drinks storage operations	1.1	Maintain the quality of drink products
	1.2	Ensure staff follow agreed cellar and drink storage procedures
	1.3	Encourage staff to look for and report problems
	1.4	Ensure all activities in the cellar area comply with relevant legislation and organisational policy
	1.5	Ensure problems relating to cellar and drink storage are addressed
	1.6	Implement contingency plans to minimise any risks resulting from problems
	1.7	Suggest ways of improving the efficiency of procedures to the relevant person in the organisation
	1.8	Record details of cellar and drinks storage operations, problems and corrective action taken in a suitable format

	1.9	Ensure records are available to the relevant people using organisational systems and procedures
2. Understand the requirements that need to be met when supervising cellar and drink storage operations	2.1	Describe legislation and codes of practice relevant to cellar and drink storage operations
	2.2	Explain the organisational procedures that need to be followed relating to cellar and drink storage operations
	2.3	Explain action that needs to be taken when implemented procedures and codes of practice have not been followed
	2.4	Explain the importance of organisational procedures
	2.5	Explain how to keep up to date with relevant legislation and codes of practice
	2.6	Explain how procedures regarding cellar and drink storage operations should be communicated to staff
3. Understand how to supervise cellar and drink storage operations	3.1	Describe the products that are kept in cellars and drink stores
	3.2	Explain the environmental benefits of effective cellar and drink storage operations
	3.3	Explain the economic impact of not following cellar and drink storage procedures on: > The organisation > Its employees > Its customers
	3.4	Summarise the skills and knowledge needed to carry out cellar and drink storage operations
	3.5	Explain how cellar and drink storage operations can be monitored

	3.6	Identify the types of problems that may occur in drinks storage operations
	3.7	Explain how to rectify drinks storage problems
	3.8	Explain limits of own authority when dealing with drink storage problems
	3.9	Explain ways to encourage staff to report drinks storage problems
	3.10	Explain how to develop contingency plans to > Minimise negative effects on drinks storage > Minimise disruption to service

Supervise Linen Services	
Unit Reference	M/502/9559
Level	3
Credit Value	4
Guided Learning (GL)	29
Unit Summary	This unit provides the learner with the knowledge and skills to plan and supervise linen services.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.13)
The learner will	The learner can
1. Be able to supervise linen services	1.1 Allocate and brief staff to linen duties including: > Relevant procedures > Work routines 1.2 Ensure staff have the skills, knowledge and resources needed 1.3 Encourage staff to ask questions when needed 1.4 Ensure the conduct and presentation of staff > Promotes goodwill and understanding of customers > Complies with the organisational policy > Complies with legal requirements 1.5 Inform staff and customers about any service changes that may affect them 1.6 Manage problems that disrupt the linen service 1.7 Collect feedback on the service from staff and customers

	1.8	Monitor and review procedures to ensure the service meets the needs of customers and complies with relevant legislation and organisational policy
	1.9	Recommend ways of improving the linen service following organisation's requirements
	1.10	Complete the required records according to organisations procedures
2. Understand how to plan the linen service	2.1	Explain how to estimate the time and resources needed for the linen service
	2.2	Identify who to approach to get approval for the use of additional resources
	2.3	Explain how to write procedures and work instructions
	2.4	Explain how to brief staff on procedures relevant to the running of the linen service
	2.5	Explain the importance of contingency plans
	2.6	Explain how to develop contingency plans
3. Understand the importance of supervising the linen service	3.1	Explain how the different roles and responsibilities of individuals within the organisation and department relate to the running of the linen service
	3.2	Explain how the linen service integrates with other departments in the organisation
	3.3	Explain the consequences of the linen service and other departments not working together
	3.4	Describe the organisation's objectives and policies that are relevant to the running of the linen service

4. Understand how to supervise linen services	4.1 Explain how to implement the requirements of: > Health and safety > Employment legislation > Equal opportunities legislation > Other industry specific regulations and codes of practice 4.2 Describe the actions to take when legal requirements are not met 4.3 Explain how to monitor staff performance against the organisation's standards 4.4 Explain how to communicate effectively with others 4.5 Explain how to deal with problems that are likely to occur when running a linen service 4.6 Describe the limits of own authority when dealing with problems 4.7 Identify who to approach when a solution to a problem is beyond the limits of own authority 4.8 Compare the advantages and disadvantages of completing and storing computerised and paper-based records 4.9 Explain the importance of feedback from staff and customers 4.10 Describe how to collect and analyse feedback from staff and customers 4.11 Identify the types of recommendations that could be made to meet customer needs and improve efficiency 4.12 Identify who to present recommendations to
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	4.13	Explain how to support recommendations with appropriate evidence
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Supervise Practices for Handling Payments

Unit Reference	D/502/9539	
Level	3	
Credit Value	4	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise practices for handling payments.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.16)	
The learner will	The learner can	
1. Be able to supervise practices for handling payments	1.1	Ensure staff have the resources, information and skills needed to carry out their responsibilities
	1.2	Ensure that staff communicate with customers in a way that is likely to promote good will and understanding
	1.3	Ensure staff handle payments and refunds according to the organisations procedures
	1.4	Ensure staff follow payment point safety and security procedures
	1.5	Deal effectively with any problems which occur at payment points
	1.6	Collect payment point contents in line with the organisation's procedures
	1.7	Reconcile actual takings against recorded takings
	1.8	Deal with discrepancies between takings following organisations procedures and legal requirements

	1.9	Complete documents relating to takings and process in line with the organisation's procedures
	1.10	Process documents relating to takings and process in line with the organisation's procedures
2. Understand how payments should be handled	2.1	Describe the different roles and responsibilities of individuals in own area of responsibility in relation to handling payments and collecting takings
	2.2	Explain limits of own authority when controlling payments
	2.3	Identify the methods of payment that are > Accepted in the organisation > Used in the hospitality industry
	2.4	Identify the organisational guidelines and procedures that should be followed when > Handling payments > Processing payments > Processing payment information > Collecting takings
	2.5	Describe how to present information relating to payment procedures to staff
	2.6	Describe the confirmation systems that should be used when authorising payments
	2.7	Identify the electronic point of sale systems (EPOS) used within own area of responsibility
	2.8	Explain how to identify and deal with discrepancies
	2.9	Explain how to complete documentation that is needed

3. Understand how to supervise practices for handling payments	3.1	Explain how to estimate the till items needed for handling payments
	3.2	Identify who to gain approval from when additional till items are required
	3.3	Describe how to control the issue and use of till items
	3.4	Explain how to operate the payment points and equipment used in own organisation
	3.5	Explain how to obtain till readings
	3.6	Identify the types of problems that may occur when controlling payment practices
	3.7	Explain how to deal with payment practice problems
	3.8	Explain how to monitor staff performance against organisational standards
	3.9	Describe what action to take when staff performance falls below standards
	3.10	Explain how to deal with suspected dishonesty in the organisation
	3.11	Explain how to deal with fraudulent payments
	3.12	Describe how to record information about payments
	3.13	Identify who information on payment handling should be passed on to
	3.14	Explain how to plan and implement the organisations security procedures to protect staff and takings
	3.15	Identify who to gain security advice from

	3.16	Explain how to deal with emergency situations including robbery and threats to safety
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Supervise the Use of Technological Equipment in Hospitality Services

Unit Reference	F/502/9534
Level	3
Credit Value	4
Guided Learning (GL)	33
Unit Summary	This unit provides the learner with the knowledge and skills to supervise the use of technological equipment in hospitality services.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.14)
The learner will	The learner can
1. Be able to supervise the use of technological equipment in hospitality services	1.1 Ensure that staff are competent in the operation of equipment that they have to use in own area of responsibility 1.2 Monitor the use of the equipment to ensure it is being used: > Safely and efficiently > To the benefit of customers > To the benefit of the organisation > In line with the organisation's and manufacturer's guidelines 1.3 Deal with problems promptly and effectively within the limits of own authority 1.4 Seek help and guidance from the relevant people if unable to deal with problems 1.5 Ensure that maintenance activities are carried out correctly 1.6 Ensure records are completed accurately 1.7 Identify and report ways in which use of the technology could be improved

2. Understand the requirements that need to be met when using technological equipment in hospitality services	2.1 Describe the health and safety requirements and precautions in relation to the use of technology in own area of responsibility 2.2 Describe the operational procedures that staff in own area of responsibility should follow when using technology 2.3 Describe maintenance procedures for the technology in own area of responsibility 2.4 Describe organisational procedures and contingency arrangements in the event of the failure of the technology in own area of responsibility
3. Understand how to supervise the use of technological equipment in hospitality services	3.1 List existing technology that support activities in own field of work 3.2 Compare the possible benefits and disadvantages of introducing new technologies in organisations 3.3 Explain how to overcome or minimise the disadvantages of introducing new technologies 3.4 Identify sources of information and best practice in relation to various types of technology used in the industry 3.5 Explain how to ensure that self and staff are competent in the operation of the technology 3.6 Explain how to identify and address training needs in connection with the use of technology 3.7 Explain how to empower staff members to deal with technological problems that are within their control and expertise 3.8 Explain how to manage change during the introduction of new technology

	3.9	Explain how to monitor the use of equipment
	3.10	Explain how to minimise negative effects on the environment when using new technology
	3.11	Explain how to deal with a range of problems that might occur with the technology in own area of responsibility
	3.12	Explain how to deal with customers when equipment failure causes disruption
	3.13	Describe the systems used to record information on the maintenance of technology in own area of responsibilities
	3.14	Explain the importance of maintaining accurate records

Supervise the Wine Store/ Cellar and Dispense Counter

Unit Reference	R/502/9537	
Level	3	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise the wine store/cellar and dispense counter.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.15)	
The learner will	The learner can	
1. Be able to supervise the wine store/cellar and dispense counter	1.1	Carry out regular inspections to make sure staff are following established cellar and dispense counter procedures
	1.2	Ensure wine and dispense counter stock is handled in a way that minimises damage to bottles, containers, packaging and content
	1.3	Ensure that staff follow relevant legal requirements for the sale of wine
	1.4	Store wine and dispense counter stock under the correct environmental conditions
	1.5	Deal with damage, deterioration and loss of wine and dispense counter stock conditions
	1.6	Ensure service equipment is clean, free from damage and stored in the correct place
	1.7	Deal with unforeseen situations and problems

	1.8	Record information so that it is available to the appropriate people
2. Understand the procedures for the storage and dispensing of wine	2.1	Describe legislation, industry codes and best practice relating to the sale of wine
	2.2	Explain how to ensure that legal requirements relating to the wine cellar operation are met
	2.3	Explain the requirements for storing and maintaining different types of wine in own area of responsibility
	2.4	Describe the procedures that need to be in place to ensure > Wine stock is stored correctly > Damage to labels and bottles is minimised
	2.5	Explain why wine stocks need specific methods of care
	2.6	Explain the impact that the care of wine stocks can have on > Customers > Employees > Profitability of the organisation
	2.7	Explain the importance of maintaining security needs within the wine cellar
	2.8	Explain the principles and procedures for the cleaning and disinfection of > Service areas > Equipment > Glassware
	2.9	Explain the importance of contributing to the evaluation of procedures
	2.10	Explain how to contribute to the evaluation of procedures in own organisation

3. Understand how to supervise the storage and dispensing of wine	3.1 Explain how to identify damaged or sub-standard wine stock 3.2 Explain how to deal with damaged or sub-standard wine stock 3.3 Describe how to respond to faults with wines identified by customers 3.4 Identify the types of difficulties that are likely to arise in own area of responsibility 3.5 Describe how to prepare for difficulties in own area of responsibility 3.6 Explain how to ensure staff receive appropriate training to meet their responsibilities 3.7 Explain how to monitor staff involved in the storage and dispensing of wine 3.8 Identify the type of service equipment typically used in the sale of wine (including draft wine) 3.9 Explain how service equipment should be used 3.10 Identify glassware appropriate for serving different wines 3.11 Explain how to maintain the environmental conditions required in the wine store/ cellar 3.12 Explain how to monitor and maintain stock rotation systems 3.13 Explain how to control cross contamination of physical, chemical, microbial and allergen contaminants that affect wine stocks
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	3.14	Identify the information relating to the wine cellar/wine store that needs to be recorded
	3.15	Describe how information relating to the wine cellar/wine store needs to be recorded

Supervise Vending Service		
Unit Reference	L/502/9536	
Level	3	
Credit Value	5	
Guided Learning (GL)	34	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise vending services.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.14)	
The learner will	The learner can	
1. Be able to supervise vending services	1.1	Ensure staff have the resources needed to maintain the vending service
	1.2	Assist with the development of procedures and work schedules
	1.3	Update staff on any new procedures and work schedules
	1.4	Carry out inspections to ensure staff are following procedures and work schedules that comply with legislation and organisation's policies
	1.5	Manage problems that may disrupt the vending service
	1.6	Inform staff and customers about any service changes that may affect them
	1.7	Collect feedback on the service from staff and customers
	1.8	Suggest how the service could be improved
	1.9	Record information as required and make it available to the relevant people

2. Understand the procedures that need to be followed when providing a vending service	2.1 Describe the legal requirements that govern vending operations 2.2 Describe own organisation's policies for providing a vending service 2.3 Identify the resources needed for the hygiene, maintenance and operation of the vending service maintenance and operation of the vending service 2.4 Explain how to obtain the resources needed for the vending service 2.5 Describe the procedures used to monitor sales 2.6 Identify how frequently machines in own area of responsibility should be refilled 2.7 Describe the procedures that staff need to follow when: > Cleaning machines containing cash > Filling machines containing cash > Emptying machines containing cash 2.8 Explain how to communicate procedures to staff 2.9 Describe the systems that are in place to ensure staff follow the correct procedures 2.10 Describe own organisation's policies for identifying faults, breaches of security and damage 2.11 Explain how products should be presented and displayed 2.12 Explain the importance of recording procedures 2.13 Describe the recording procedures that apply to the maintenance and operation of the vending service
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3. Understand how to supervise a vending service	3.1	Identify the range of products provided by own organisation
	3.2	Identify the type of machines used by own organisation
	3.3	Explain the importance of reporting fluctuations in sales
	3.4	Identify who to report fluctuations in sales to
	3.5	Explain how to deal with cash discrepancies
	3.6	Explain how to contribute to the development of procedures for the vending service
	3.7	Explain the importance of maintaining the temperature of products in own area of responsibility
	3.8	Identify the temperatures that should be maintained for products in own area of responsibility
	3.9	Identify vended products that may cause allergic reactions
	3.10	Explain the measures that can be taken to prevent reactions to potent allergens
	3.11	Describe how to monitor and review the vending service
	3.12	Explain the importance of contingency plans
	3.13	Explain how to manage problems that may affect the vending service
	3.14	Explain the importance of liaising with customers and staff

Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink

Unit Reference	H/502/9591	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to ensure food safety practices and followed in the preparation and serving of food and drink.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.16)	
The learner will	The learner can	
1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink	1.1	Ensure relevant information about food safety procedures is available
	1.2	Explain own responsibilities in relation to food safety procedures
	1.3	Ensure that good hygiene practices are in place
	1.4	Implement food safety procedures within the limits of own responsibility
	1.5	Monitor own area of responsibility for food safety hazards
	1.6	Identify potential food safety hazards in own area of responsibility
	1.7	Report any potential food safety hazards for review
	1.8	Identify control measures appropriate to food safety hazards
	1.9	Evaluate food safety procedures

	1.10	Feedback to the relevant person the effectiveness of the organisations' food safety procedures
2. Understand the importance of ensuring food safety practices are followed in the preparation and serving of food and drink	2.1	Explain the importance of food safety procedures
	2.2	Outline the food safety legislation requirements affecting own area of responsibility
	2.3	Explain the importance of good hygiene practices
	2.4	Outline the hygiene practices relevant to own work
	2.5	Explain the importance of being aware of potential food safety hazards in own area of responsibility
	2.6	Outline the principal causes of food safety hazards
	2.7	Explain the importance of effective pest control measures
	2.8	Explain the importance of using effective methods for cleaning equipment and surfaces
	2.9	Explain the importance of disposing of waste hygienically and effectively
	2.10	Explain the importance of food temperature control
	2.11	Explain the consequences of cross-contamination
	2.12	Explain the importance of providing feedback on food safety procedures
3. Understand how to ensure food safety practices are followed in the preparation	3.1	Explain the principles of good workplace design

and serving of food and drink	3.2 Explain how to implement the organisation's food safety procedures in own area of responsibility 3.3 Describe the different types of food safety hazards including: > Microbiological > Physical > Chemical > Allergenic 3.4 Describe the conditions that affect microbial growth 3.5 Explain how to identify food safety hazards 3.6 Explain how to control significant food safety hazards 3.7 Identify the correct methods to control waste 3.8 Describe the operational requirements in relation to personal hygiene practices that staff should follow 3.9 Identify effective methods for cleaning equipment and surfaces 3.10 Identify the temperature levels and controls for the types of food in own area of responsibility 3.11 Explain how to eliminate cross contamination 3.12 Explain how to confirm responsibilities for food safety procedures to staff 3.13 Explain how to ensure that staff receive training to meet their food safety responsibilities 3.14 Identify the types of failures that may occur with control measures
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	3.15	Identify the corrective actions to take for failures with control measures
	3.16	Identify the types of issues that should be communicated to the person responsible for food safety procedures

Contribute to Promoting Hospitality Products and Services

Unit Reference	J/502/9535
Level	4
Credit Value	5
Guided Learning (GL)	28
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to promoting hospitality products and services.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.13)
The learner will	The learner can
1. Be able to contribute to promoting hospitality services and products	1.1 Identify possible activities to promote the services and products in own area of responsibility 1.2 Identify the sales improvements promotional activities could generate 1.3 Consult with relevant colleagues about own ideas for promotional activities 1.4 Ensure promotional activities are consistent with: > Targets > The organisation's objectives and values > Social responsibility practices > Legal requirements 1.5 Collect relevant information to support ideas for promotional activities 1.6 Organise relevant information to support ideas for promotional activities 1.7 Contribute to the development and implementation of plans

	1.8	Instruct colleagues on planned activities as appropriate
	1.9	Monitor activities to ensure that: > Targeted customers are being reached > Promotional activities are run according to agreed plans and standards
	1.10	Collect information about the promotional activities
	1.11	Evaluate the effectiveness of promotional activities
2. Understand how to plan the promotion of hospitality products and services promotions	2.1	Outline the legal requirements that should be taken into account when developing and implementing promotional activities including > Trades Descriptions Act > Health and Safety at Work Act > Discrimination Acts > Copyright law > COSHH > Food Hygiene
	2.2	Explain the consequences of promotional activities not meeting legal requirements
	2.3	Describe social responsibility practice, 'Best Practice' principles and ethical considerations that need to be considered when promoting hospitality services and products
	2.4	Identify the organisation's target markets, sales targets and main competitors that are relevant to own area of responsibility
	2.5	Identify what information is needed to support suggested promotional activities
	2.6	Identify the resources that are available for promotional activities

	2.7	Explain how to obtain additional resources
	2.8	Explain how to cost promotional activities to ensure profitability is maintained and improved
3. Understand how to contribute to promoting hospitality products and services	3.1	Describe the nature of the product being promoted and any other materials that feature in the promotion
	3.2	Outline any other promotional plans within the organisation that are relevant
	3.3	Describe the possible adverse results that the promotion, products and other materials may have and how to avoid these
	3.4	Identify the terms and conditions that need to be included in promotions and how these should be written
	3.5	Describe how to present promotional ideas to other people in the organisation
	3.6	Identify which colleagues need to be briefed in relation to different types of promotional activities
	3.7	Outline the information that colleagues should be given about promotional activities
	3.8	Explain when to use product and organisational logos, trademarks and branding to support promotional activities
	3.9	Describe how to use product and organisational logos, trademarks and branding to support promotional activities
	3.10	Outline the organisation's procedures for implementing promotional activities

	3.11	Explain how promotional activities could become disrupted and how to deal with this
	3.12	Describe how to measure the effectiveness of promotional activities
	3.13	State who to make recommendations for improving promotional activities to

Contribute to the Development of a Wine List

Unit Reference	K/502/9530	
Level	4	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge and skills to plan and contribute to the development of a wine list.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.13)	
The learner will	The learner can	
1. Be able to contribute to the development of a wine list	1.1	Collect information needed to help plan the development of the wine list
	1.2	Evaluate information collected to help with the development of the wine list
	1.3	Contribute to the decision making when agreeing the final wine list
	1.4	Record the decisions made for the wine list according to organisation's procedures
	1.5	Collect the information needed to introduce the new wines to the wine list
	1.6	Ensure staff have the resources needed to carry out their responsibilities in relation to the wine list
	1.7	Collect feedback from staff and customers on the introduction of the new wines
	1.8	Analyse feedback on the new wines from staff and customers
	1.9	Feedback to the relevant people regarding the wine list according to own organisational requirements

2. Understand how to plan the development of a wine list	2.1 Identify the organisational procedures that apply to the development of a wine list 2.2 Explain how to evaluate information that will help to plan and update the wine list 2.3 Describe the types of wine direct competitors of own organisation are offering and how this can inform the development of own wine list 2.4 Explain the types of customers the wine list is aimed at 2.5 Identify the budget available for the wine list 2.6 Identify the wines that are available from own suppliers 2.7 Identify alternative wine suppliers that could be approached 2.8 Identify who should be consulted when developing a wine list 2.9 Explain how feedback can be used to evaluate the impact of new wines
3. Understand how to contribute to the development of a wine list	3.1 Describe legal requirements relevant to: > Weights and measures > Trades descriptions > Licensing legislation 3.2 Explain how to implement legal requirements for > Weights and measures > Trades descriptions > Licensing legislation 3.3 Explain the different roles and responsibilities of individuals within own organisation in relation to developing a wine list

	3.4	Explain how to communicate with > Own team > Customers > Management > Suppliers
	3.5	Describe the current and future trends in wine style and wine consumption
	3.6	Explain how to adjust the wine list according to market research
	3.7	Describe the characteristics of wines from different regions
	3.8	Identify the alcohol content of the different wines on the wine list
	3.9	Compare the compatibility of different wines with the organisation's menu
	3.10	Explain how wine should be priced to achieve an appropriate profit margin
	3.11	Explain how to present information to management in a format that will help decision making
	3.12	Explain how to promote customer awareness of new wines and wine lists
	3.13	Explain how to present the results of evaluating the wine list to management

Supervise Off-site Food Delivery Service

Unit Reference	K/502/9558	
Level	4	
Credit Value	4	
Guided Learning (GL)	34	
Unit Summary	This unit provides the learner with the knowledge and skills to supervise off-site food delivery services.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.15)	
The learner will	The learner can	
1. Be able to supervise off-site food delivery services	1.1	Ensure staff follow agreed procedures for the processing and delivery of food orders
	1.2	Control packaging, containers and delivery times to ensure food is maintained in line with relevant legislation and quality control procedures
	1.3	Co-ordinate activities to ensure the delivery service meets customer expectations
	1.4	Ensure that staff have the information, knowledge and skills required to deliver the food in line with the required standard of service
	1.5	Deal with problems which arise in order to minimise disruption to the service
	1.6	Implement contingency plans when food items and delivery times fail to reach required standards
	1.7	Communicate with customers to investigate or update on problems that occur with food orders

	1.8	Follow organisation's procedures when registering information relevant to off-site food delivery
2. Understand the procedures that need to be followed in own area of responsibility	2.1	Explain the industry specific regulations and codes of practice relevant to own area of responsibility
	2.2	Explain how to implement up-to-date industry specific regulations and codes of practice in own area of responsibility
	2.3	Describe the organisation's procedures relevant to the delivery of food to the customer
	2.4	Explain own responsibilities in relation to food safety within the organisation including: > Helping to check procedures > Assisting with hazard analysis > Allocating and supervising food safety responsibilities > Identifying and meeting staff training needs > Ensuring application and monitoring of control measures > Ensuring corrective action is taken when control measures fail > Following recording procedures
	2.5	Explain the importance of monitoring delivery times to maintain: > Food safety > The quality of the product > Customer service expectations
	2.6	Explain when to implement contingency plans and who needs to be notified
	2.7	Describe procedures that need to be followed when communicating with customers to investigate or update on problems that occur with food orders

	2.8 Identify the type of information that should be registered 2.9 Describe organisational procedures for registering information relevant to off-site delivery 2.10 Explain the consequences of failing to register required information relevant to off-site delivery
3. Understand how to supervise off-site food delivery service	3.1 Identify the roles and responsibilities of individuals within the organisation who are responsible for delivering food to the customer 3.2 Explain how individuals responsible for delivering food to the customer should work together 3.3 Describe the knowledge, information and skills that staff require to deliver food to meet: > Industry codes of practice > Organisational requirements > Customer service standards 3.4 Explain how to communicate with own team and other colleagues in the organisation 3.5 Describe how to lead own team by example 3.6 Describe the methods that can be used to supervise activities and performance in relation to organisational procedures 3.7 Compare stock that is available in the department to what is required 3.8 Identify the packaging and containers that are available 3.9 Explain how the packaging and containers that are available:

		> Maintain the quality of the food items > Minimise the negative impact on the environment > Maximise the positive impact on the environment
	3.10	Explain how to monitor delivery times
	3.11	Describe how to ensure the quality of food is maintained before and during delivery
	3.12	Explain how to plan, prioritise and co-ordinate activities to ensure the delivery meets customer expectations
	3.13	Explain how to review and evaluate own operations
	3.14	Describe the format for presenting information
	3.15	Explain how to make recommendations to management on operations

Contribute to the Development of Recipes and Menus

Unit Reference	M/502/9531
Level	4
Credit Value	4
Guided Learning (GL)	22
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to the development of recipes and menus.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.16)
The learner will	The learner can
1. Be able to contribute to the development of recipes and menus	1.1 Consider food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions 1.2 Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities 1.3 Identify suitable supply sources 1.4 Identify methods for presenting, holding and distributing the recipe item 1.5 Cost recipe suggestions taking into account the resources available 1.6 Follow organisational procedures for registering and passing on relevant information about the suitability of new menu items 1.7 Make suggestions on the layout and presentation of the menu 1.8 Produce recipe suggestions in accordance with: > The style and policy of the organisation

		> Available resources 1.9 Ensure staff have the resources needed to carry out responsibilities in relation to new menu items 1.10 Collect feedback from staff and customers 1.11 Evaluate feedback from staff and customers
2. Understand how to plan the development of recipes and menus	2.1 Explain the existing style and policy of the organisation in relation to recipes and menu 2.2 Explain how location and styles of operation can affect proposed menu items 2.3 Describe the quality standards required for each recipe item considered 2.4 Explain how to assess the quality of potential ingredients 2.5 Explain how the equipment available can affect the production of food items 2.6 Identify the factors that need to be considered in selecting presentation, holding and distribution methods 2.7 Explain how to calculate gross profit against the cost of proposed recipes 2.8 Explain how the quality of the food can be affected by the choice of the supplier 2.9 Explain how to identify and assess the suitability of suppliers or supply sources 2.10 Identify the appropriate person to consult with on proposed recipes 2.11 Explain why staff skills should be assessed prior to proposing new recipes and menu items	

	2.12	Explain how to estimate lead times for the preparation of new menu items
3. Understand how to contribute to the development of recipes and menus	3.1	Explain the concept of a balanced diet
	3.2	Explain how a balanced diet is important for good health
	3.3	Describe current government guidelines for healthy eating
	3.4	Describe the types, combinations and proportions of ingredients that make up a healthy dish
	3.5	Explain the nutritional benefits of > Minimising the fat, sugar and salt content of dishes > Starchy foods, fruit, vegetables and pulses
	3.6	Identify healthier flavourings that can be used as alternatives to salt and sugar
	3.7	Explain how to record information relating to proposed recipes
	3.8	Identify the appropriate person to make records of proposed recipes available to
	3.9	Explain how to carry out and evaluate test runs of recipes
	3.10	Describe what training may be needed to support the implementation of new menu items
	3.11	Explain how to brief staff on new menu items and implementation plans
	3.12	Describe how to gain feedback from staff on operational problems which may arise
	3.13	Explain how to allocate resources to staff to enable them to implement new menu items

	3.14	Identify lead times required by organisation for the implementation of new menu items
	3.15	Explain why measures should be closely monitored when introducing new items
	3.16	Explain the importance of gaining feedback from customers on new items and methods for doing this

Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit Reference	T/601/7214	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with the knowledge and skills to employment rights and responsibilities in the hospitality , leisure, travel and tourism sector.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
2. Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry
	2.2	Describe career pathway available to them

	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

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/

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.