

Unit 19: Welcome Visitors

Unit reference number: M/502/4006

QCF level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to develop learners' knowledge, skills and understanding of administrative tasks associated with welcoming visitors.

Unit introduction

Learners who are interested in working in a business administration role are often required to welcome and deal with visitors, either while working on reception or as part of a wider role.

Working on a reception desk is a major administrative role and welcoming visitors properly is very important. It is important that those working in administrative roles are able to follow organisational procedures, such as asking questions in order to establish the purpose of the visit, contact the correct part of the organisation's security and carry out procedures such as signing in. Learners also need to ensure that visitors feel welcome during any period of waiting.

It is important that people working in administrative roles are able to present a good impression of their organisation, and learners will gain an understanding of the effect that their own verbal and body language can have. Finally, learners will develop their understanding of how visitors are welcomed can benefit the organisation.

Essential resources

Centres need access to a typical reception workplace, with suitable equipment and system that learners can practise and develop their skills. It could be a model office, the centre's administration office or a visit to an office at a local business. Visits to local organisations should be encouraged and guest speakers will add currency and vocational relevance to the topic.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	<p>Be able to welcome visitors in a positive way</p> <p>1.1 Welcome visitors and establish the purpose for their visit</p> <p>1.2 Follow organisational procedures for receiving visitors</p> <p>1.3 Answer routine questions</p> <p>1.4 Make visitors feel welcome during any period of waiting</p> <p>1.5 Use appropriate tone and language, including body language, when dealing with visitors</p>	<p>□ <i>Welcome visitors:</i> types of visitors, e.g. members of the public, other members of the organisation, clients, suppliers, delivery people; greeting visitors, e.g. manner, smile, politeness; establishing purpose of visit</p> <p>□ <i>Purpose of visit:</i> different types of visit, e.g. to meet with an employee of the organisation; to attend a large meeting or conference as delegate; to deliver post or supplies; to request information</p> <p>□ <i>Organisational procedures:</i> security procedures, e.g. signing in, visitor badges; contacting appropriate person in organisation; giving directions if appropriate</p> <p>□ <i>Routine questions:</i> types of routine question that may be asked, e.g. where facilities are; whether someone in the organisation is available; how long the visitor will need to wait; the need for polite, clear and accurate responses; contacting someone else when unsure of answer</p> <p>□ <i>Waiting:</i> directing visitors to where they can wait, e.g. a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors e.g. offering tea/coffee</p> <p>□ <i>Tone and language:</i> clarity of speech, politeness; friendly tone; body language, e.g. use of eye contact</p>
2	<p>Know why it is important to an organisation that visitors are made welcome</p> <p>2.1 State how treating visitors politely and in a positive way benefits organisation</p>	<p>□ <i>Benefits:</i> members of public or clients receive positive impression of organisation; may lead to, e.g. positive appointment or meeting, increased business in future</p>

Information for tutors

Delivery

This is a practical unit. Learners will need to be able to develop and practise the administrative skills needed to welcome visitors, such as establishing the purpose of the visit and contacting the relevant person.

Learners could observe the reception areas of different establishments, including the centre's own, and gain an awareness of the types of visitors they receive. Learners could work in small groups with each group researching a different organisation and the types of visitor they have. The findings could be presented to the whole group for discussion.

Visits to different organisations need to take place for learners to see how people on reception deal with customers. While politeness is always needed, a reception in an office will have different types of customers for example, offices, builders' merchants. A warehouse, for example, would have a lot of visiting salespeople. Discussion should take place back at the centre of what has been observed before any role-play exercises take place. Videos of learners practising role play would help point out good and bad practice. Learners also need to be made aware of differing organisational procedures.

Learners could role play greeting visitors to practise the required communication skills. Learners could work in pairs to role play different types of visitor and the receptionist. It is important that learners understand that the receptionist represents the public face of the organisation and must always present a positive image to visitors, as well as to staff in the organisation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Group discussion – what types of visitor might an organisation have? For example, at the centre reception there may be learners wanting information, learners from different campuses, members of the public wanting information, people from other organisations meeting with members of staff, postal deliveries etc.

Guest speaker, e.g. centre receptionist, to talk about organisational procedures and why it is important to follow them when dealing with visitors, the types of questions visitors ask, how to make visitors feel welcome. Learners to prepare questions in advance to ask the guest speaker.

Learners to compile a checklist of good practice when dealing with visitors.

Tutor-led discussion on tone and language, including body language. Learners watch a DVD or tutor demonstrates appropriate and inappropriate tone, language and body language.

Tutor-led discussion on how treating visitors politely and positively benefits the organisation.

Role-play exercises – learners practise welcoming visitors. Peer feedback on how well the learner dealt with the visitor.

Topic and suggested assignments/activities (continued)

Assessment – learners are observed either in role play, work placement or a model office or reception:

- welcoming a visitor and establishing the purpose of the visit
- following organisational procedures such as asking visitors to sign in and issuing visitor passes
- answering routine questions such as where facilities are, how long they will have to wait
- making the visitor feel welcome, e.g. offering somewhere to sit and a drink if appropriate
- using appropriate tone and language (learning outcome 1).

Assessment – learners to record how treating visitors politely and in a positive way benefits the organisation for future reference (learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

Most of the assessment criteria for learning outcome 1 could be evidenced through role-play scenarios, with evidence taking the form of witness statements or observation reports completed and signed by the tutor.

To achieve assessment criterion 1.1, learners must demonstrate welcoming a visitor in an appropriate manner and asking simple questions to establish the purpose of the visit.

To achieve 1.2, learners must demonstrate that they can follow at least two types of organisational procedure when welcoming visitors, for example contacting the correct person in the organisation and ensuring that visitors sign the visitor book.

To achieve 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve 1.4, learners need to ensure that the visitor feels welcome during a period of waiting, such as offering a place to sit or tea, coffee.

To achieve 1.5, learners must be observed using appropriate tone, language and body language while dealing with the visitor.

Criterion 2.1 can be achieved through group discussions or through a one-to-one discussion or question and answer session with the tutor. Alternatively, it could be evidenced through a written statement. Learners should give at least one benefit for the organisation of treating visitors positively and politely.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.skillscfa.org	The Council for Administration
www.chalkface.com	Worksheets on practical communication skills for the workplace
www.hse.gov.uk	Health and Safety Executive - information on health and safety in the workplace