

# **Pearson BTEC Level 2 Award for Personal Licence Holders (QCF)**

## **Specification**

Issue 3

BTEC Specialist qualification

First teaching January 2016

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are sidelined on pages 18, 20 and 30. We will inform centres of any changes to this issue. The latest issue can be found on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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ISBN 978 1 446 93205 6

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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award for Personal Licence Holders (QCF)
QCF Qualification Number (QN)	601/3483/5
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	06/06/2014
Approved age ranges	18+ 19+
Credit value	1
Assessment	Pearson-devised multiple-choice question test
Guided learning hours	8
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>There are no formal entry requirements. This qualification is open to all learners who are preparing to work, or who already work, in licensed retail, who seek employment or self-employment supervising premises with Premises Licences that authorise the sale or supply of alcohol and other licensable activities.</p> <p>Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).</p>

## QCF Qualification Number and qualification title

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at:  
[www.edexcel.com/iwantto/Pages/uk-information-manual](http://www.edexcel.com/iwantto/Pages/uk-information-manual)

## Qualification objective

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The Pearson BTEC Level 2 Award for Personal Licence Holders (QCF) is for learners who work in, or who want to work in, licenced retail premises.

It gives learners the opportunity to:

- develop knowledge of the minimum legislation requirements and basic operating procedures in licenced premises
- gain an understanding of the system of licencing and control in relation to licenced premises and licensable activities
- learn about the legal and social roles and responsibilities of Personal Licence Holders
- gain an understanding of the licensing objectives and of the Personal Licence Holders legal and social responsibilities for the responsible use of alcohol, reducing crime and disorder, preventing drug use and drug dealing and the protection of children
- achieve a nationally-recognised Level 2 qualification
- achieve a licence to practise.

## Relationship with previous qualifications

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This qualification is a replacement for the EDI Level 2 Award for Personal Licence Holders (QCF), which has now expired.

## Progression opportunities through Pearson qualifications

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Learners who have achieved the Award can progress to:

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF)

Pearson Edexcel Level 3 NVQ Diploma in Hospitality, Supervision and Leadership (QCF)

Pearson BTEC Level 3 Award for Designated Premises Supervisor (QCF)

## Industry support and recognition

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This qualification is supported by People 1st, the SSC for hospitality, passenger transport, travel and tourism.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award for Personal Licence Holders (QCF)

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	1
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/601/763 1	Legal and Social Responsibilities of a Personal Licence Holder	2	1	8

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

<b>Units</b>	<b>Assessment method</b>
All units	Pearson-devised multiple-choice question test

### **Pearson-devised assessment (external assessment)**

To pass an externally assessed unit, learners must pass a paper-based test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types, is available on the webpage for this qualification.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

### Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is provided on our website.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model will follow the process listed below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Where legislation is taught, centres must ensure that it is current and up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

# 12 Units

Units have the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

## Unit aim

This gives a summary of what the unit aims to do.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Legal and Social Responsibilities of a Personal Licence Holder**

**Unit reference number: H/601/7631**

**QCF level: 2**

**Credit value: 1**

**Guided learning hours: 8**

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## **Unit aim**

This unit has been specifically designed to enable learners to understand the statutory requirements of the Licensing Act 2003, which states that anyone authorising the retail sale of alcohol has to hold a personal licence. One of the requirements of qualifying to apply for a personal licence is that the applicant must hold a relevant accredited qualification.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the nature, purpose and period of validity of a Personal Licence	1.1	State what a Personal Licence is	<p>A personal licence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is granted to an individual by the relevant licensing authority</li> <li><input type="checkbox"/> is not tied to a particular licensed premises</li> <li><input type="checkbox"/> gives permission to make or authorise sales of alcohol in accordance with the terms of a premises licence</li> </ul>
		1.2	State what a Personal Licence entitles the holder to do	<p>A personal licence enables the holder to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make sales of alcohol from premises with a premises licence</li> <li><input type="checkbox"/> authorise other persons, who do not hold personal licences, to make sales of alcohol from premises with a premises licence</li> </ul>
		1.3	State the period of validity of a Personal Licence	<p>A personal licence is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> valid from the date of issue</li> <li><input type="checkbox"/> unless surrendered, by the holder or revoked by the licensing authority</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the application process and legal duties when applying for a Personal Licence	2.1	State the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence	<p>Application/renewal procedures:</p> <ul style="list-style-type: none"> <li>□ application by an individual on the approved form</li> <li>□ normally made to the licensing authority where the applicant lives</li> <li>□ renewal application must be made to licensing authority that originally granted licence</li> </ul> <p>Personal Licence application must include the following documents:</p> <ul style="list-style-type: none"> <li>□ application and declaration form</li> <li>□ two passport-size colour photographs of the applicant, one signed</li> <li>□ certificate of accredited qualification</li> <li>□ recent basic disclosure</li> <li>□ appropriate application fee</li> </ul> <p>Eligibility criteria for grant of a new personal licence:</p> <ul style="list-style-type: none"> <li>□ be at least 18 years old</li> <li>□ hold an accredited qualification</li> <li>□ not had a personal licence forfeited in the last five years</li> <li>□ no unspent relevant or foreign offence convictions</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		2.2 Outline the licensing authorities process for the grant or rejection of new Personal Licences and renewals	<p>Process for granting or rejecting a new licence:</p> <ul style="list-style-type: none"> <li>□ licensing authority to check the eligibility criteria are met</li> <li>□ licensing authority to consult the Chief Officer of Police if unspent relevant or foreign convictions are identified</li> <li>□ personal licence will be granted by an officer of the licensing authority if no objection to the application is received</li> <li>□ licensing authority to hold hearings following objections</li> <li>□ right of appeal to magistrates within 21 days of rejection of application</li> </ul> <p>Process for the renewal of a personal licence:</p> <ul style="list-style-type: none"> <li>□ application to the licensing authority which originally granted the licence</li> <li>□ renewal application can be made within 3 months but no later than 1 month of end of suspension period.</li> <li>□ original licence to be included or statement with reason as to why applicant failing to provide the original licence</li> <li>□ police objection if relevant offences identified</li> <li>□ failure to renew in time results in new application</li> </ul>
		2.3 Identify who may object to the grant or renewal of a personal licence	<p>Objections to granting/renewing licence</p> <ul style="list-style-type: none"> <li>□ only the police can object if there is an unspent relevant or foreign offence</li> <li>□ objection based on crime and disorder objective</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Define the terms 'relevant offences' and 'foreign offences'	<p>Relevant offences:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> unspent convictions for criminal offences defined in detail in Schedule 4 of the Licencing Act 2003. (any licensing offence since 1964)</li> <li><input type="checkbox"/> drink driving, driving whilst under the influence</li> <li><input type="checkbox"/> trading standards</li> <li><input type="checkbox"/> food hygiene</li> <li><input type="checkbox"/> drugs</li> <li><input type="checkbox"/> theft</li> <li><input type="checkbox"/> robbery</li> <li><input type="checkbox"/> deception</li> <li><input type="checkbox"/> forgery offences</li> </ul> <p>Foreign offences:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> similar to a relevant offence but committed outside England and Wales</li> </ul>
		2.5	State the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process	<p>Applicant has duty to declare:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relevant or foreign convictions during the application process</li> <li><input type="checkbox"/> in a timeframe that is reasonably practicable</li> </ul>
		2.6	State the penalty for failing to declare conviction of relevant or foreign offences during the application process	<p>Penalties for failing to declare convictions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a fine not exceeding Level 4 on the standard scale</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the legal duties of a Personal Licence Holder	3.1	State the duties of a Personal Licence Holder if charged with a relevant or foreign offence	Personal licence holder must: <ul style="list-style-type: none"> <li>□ inform the court no later than the first hearing that they hold a personal licence</li> <li>□ produce licence to the court</li> </ul>
		3.2	State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted	Personal licence holder must: <ul style="list-style-type: none"> <li>□ inform the licensing authority of the conviction for a relevant or foreign offence</li> <li>□ surrender their licence to the authority so that details of the conviction can be recorded on the licence</li> </ul>
		3.3	State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked	Duties of a Personal Licence Holder: <ul style="list-style-type: none"> <li>□ must notify the licensing authority of any convictions for relevant or foreign offences acquired before or during the renewal application process</li> <li>□ must notify the licensing authority if they wish to surrender licence- must enclose their personal licence with the notice</li> <li>□ can no longer sell or authorise the sale of alcohol if personal licence is revoked</li> </ul>
		3.4	State the duties of a Personal Licence Holder if a change of name and/or address occurs	Duties if name and/or address change: <ul style="list-style-type: none"> <li>□ must notify the licensing authority of change(s)</li> <li>□ within a timeframe that is reasonably practicable</li> <li>□ personal licence must accompany the notification</li> </ul> Failure to do so can result in a maximum level 2 fine

Learning outcomes	Assessment criteria		Unit amplification
	3.5	State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person	Personal licence holder: <ul style="list-style-type: none"> <li>□ must produce licence on demand from authorised person</li> </ul> Authorised persons (who must produce identification) are: <ul style="list-style-type: none"> <li>□ Police</li> <li>□ officer of the licensing authority</li> </ul> Failure to do so can result in a maximum level 2 fine
	3.6	State the penalties for breaching any legal duties of a Personal Licence	Penalties depend on legal duties breached: <ul style="list-style-type: none"> <li>□ failing to inform of changes and produce when requested – a fine not exceeding the maximum level 2 on the standard scale</li> <li>□ failing to declare convictions during the application stage – a penalty fine not exceeding the maximum level 4 on the standard scale</li> </ul>
	3.7	State the consequences for a Personal Licence Holder if convicted of a drink driving offence	Consequences: <ul style="list-style-type: none"> <li>□ suspension of personal license up to 6 months</li> <li>□ forfeit of personal licence</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the roles, responsibilities and functions of licensing authorities	4.1	State what licensing authorities are	Licensing authorities: <ul style="list-style-type: none"> <li>□ based on local authority council areas</li> <li>□ responsible for the operation and administration of licensing in a particular area</li> <li>□ deal with all matters related to the Licencing Act 2003</li> </ul>
		4.2	Outline the roles and responsibilities of licensing authorities	Licensing authorities must: <ul style="list-style-type: none"> <li>□ publish a licensing policy</li> <li>□ issue personal, premises, club premises certificates and temporary events notices (TEN)</li> <li>□ establish a licensing committee for hearings and objection notices</li> <li>□ keep a register of all licences, applications and notices in their area</li> </ul>
		4.3	Outline what a licensing policy is	A Licensing policy: <ul style="list-style-type: none"> <li>□ is a statement which shows how the licensing authority will promote the licensing objectives</li> <li>□ is published at least every 3 years</li> <li>□ takes consideration of any guidance issued</li> <li>□ must not undermine the rights of individuals to apply for the grant or variation of any licence allowed under the Licencing Act 2003</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Outline the purpose of a licensing hearing including appeals	<p>Licensing hearings purpose is to make decisions following:</p> <ul style="list-style-type: none"> <li>□ relevant representations for new premises, club premises certificate and variation applications</li> <li>□ objection notices to temporary event notices</li> <li>□ objections to granting or renewal of a personal licence</li> <li>□ review of a premises licence</li> <li>□ a closure order</li> </ul> <p>Appeals for licensing hearing decisions:</p> <ul style="list-style-type: none"> <li>□ made to magistrates court within 21 days of original decision(s)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the Licensing Objectives and the importance of partnerships in promoting these objectives	5.1	Identify the Licensing Objectives and their importance to the licensing system	<p>Licensing Objectives:</p> <ul style="list-style-type: none"> <li>□ the prevention of crime and disorder</li> <li>□ public safety</li> <li>□ prevention of public nuisance</li> <li>□ protection of children from harm</li> </ul> <p>Importance of objectives to the licensing system:</p> <ul style="list-style-type: none"> <li>□ they form the basis for all licensing decisions</li> <li>□ must be promoted by everybody involved in the license process: <ul style="list-style-type: none"> <li>○ licensing authorities</li> <li>○ license holders</li> <li>○ staff selling alcohol</li> </ul> </li> </ul>
		5.2	State what an operating schedule is	<p>Operating schedule definition:</p> <ul style="list-style-type: none"> <li>□ written description of how a licensed premises will operate and how it will promote the licensing objectives</li> <li>□ based on a risk assessment of how licensable activities can be conducted to promote the licensing objectives</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	5.3	State what an operating schedule should include in order to promote the Licensing Objectives	<p>Operating schedule should include:</p> <ul style="list-style-type: none"> <li>□ hours during which licensable activities will be conducted and the overall opening hours</li> <li>□ description of the premises</li> <li>□ types of licensable activities to be conducted on the premises</li> <li>□ steps or measures that will be implemented in order to promote the licensing objectives such as policies: <ul style="list-style-type: none"> <li>○ whether or not children will be admitted and when</li> <li>○ age verification policies</li> <li>○ use of CCTV</li> <li>○ dispersal policies</li> </ul> </li> </ul>
	5.4	Identify the importance of partnerships in supporting the Licensing Objectives	<p>Local authorities must develop effective partnerships with:</p> <ul style="list-style-type: none"> <li>□ police</li> <li>□ local businesses</li> <li>□ local residents</li> <li>□ local authorities</li> <li>□ organisations such as PubWatch and Retail Watch</li> </ul> <p>Importance:</p> <ul style="list-style-type: none"> <li>□ to reduce crime and disorder</li> <li>□ promote licensing objectives</li> <li>□ sharing of information and intelligence</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		5.5	Identify the role of Crime and Disorder Reduction Partnerships	<p>Crime and Disorder Reduction Partnerships (CDRPs):</p> <ul style="list-style-type: none"> <li>□ a combination of police, local authorities and other organisations</li> </ul> <p>Roles:</p> <ul style="list-style-type: none"> <li>□ to establish and publish strategies for the reduction of crime and disorder in a local area</li> <li>□ support the licensing objectives</li> <li>□ work at local level to help implement the government's Alcohol Harm Reduction Strategy</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the nature and strength of alcohol and the effect on the body	6.1	State the legal definition of alcohol in the Licensing Act 2003	Definition: <ul style="list-style-type: none"> <li>□ alcohol content above 0.5% of the total volume (percentage alcohol by volume (abv)):               <ul style="list-style-type: none"> <li>○ spirits</li> <li>○ wine</li> <li>○ beer</li> <li>○ cider</li> <li>○ any other fermented, distilled or spirituous liquor with alcohol content above 0.5% alcohol by volume at the time of its sale or supply</li> </ul> </li> <li>□ does not include:               <ul style="list-style-type: none"> <li>○ perfume</li> <li>○ flavouring essence</li> <li>○ alcohol contained in medicines</li> <li>○ methylated spirits</li> <li>○ alcohol contained in liqueur confectionery</li> </ul> </li> </ul>
		6.2	State what 'supply of alcohol' means	The 'supply of alcohol': <ul style="list-style-type: none"> <li>□ the retail sale or service of alcohol to a person</li> <li>□ the supply of alcohol in a members club and to their guests</li> </ul>
		6.3	State how the strength of an alcoholic drink is measured	Strength of an alcoholic drink is measured as: <ul style="list-style-type: none"> <li>□ a percentage (%) of alcohol by volume (abv)</li> <li>□ the greater the amount of alcohol as a percentage of the total volume of a drink, the stronger the drink</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		6.4	Define the terms 'alcohol-free' and 'low alcohol'	Alcohol-free: <ul style="list-style-type: none"> <li><input type="checkbox"/> must contain no more than 0.05% alcohol by volume (abv)</li> </ul> Low alcohol: <ul style="list-style-type: none"> <li><input type="checkbox"/> must contain no more than 1.2% alcohol by volume (abv)</li> </ul>
		6.5	State the UK Government's sensible drinking advice	UK Chief Medical Officers low drinking advice: <ul style="list-style-type: none"> <li><input type="checkbox"/> men – 2 to 3 units per day to a maximum of 14 units per week</li> <li><input type="checkbox"/> women – 2 to 3 units per day to a maximum of 14 units per week</li> <li><input type="checkbox"/> advised to have several drink-free days each week</li> <li><input type="checkbox"/> women should consume no alcohol during pregnancy</li> </ul>
		6.6	State the intoxicating nature of alcohol	Intoxicating nature of alcohol results in: <ul style="list-style-type: none"> <li><input type="checkbox"/> loss of concentration and self control</li> <li><input type="checkbox"/> addiction (classed as a drug)</li> <li><input type="checkbox"/> changes in emotional, physical and mental state</li> <li><input type="checkbox"/> intoxication is progressive – the more a person drinks, the more intoxicated or 'drunk' the person becomes</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	6.7	Identify the effects of alcohol on the body	<p>Effects of alcohol on the body:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> liver damage</li> <li><input type="checkbox"/> heart disease</li> <li><input type="checkbox"/> alcohol poisoning</li> <li><input type="checkbox"/> high blood pressure</li> <li><input type="checkbox"/> slurred speech</li> <li><input type="checkbox"/> loss of balance</li> <li><input type="checkbox"/> uncoordinated movements</li> <li><input type="checkbox"/> possible medical complications such as cancer</li> </ul> <p>Effects dependant on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> quantity consumed</li> <li><input type="checkbox"/> size and gender</li> <li><input type="checkbox"/> food eaten</li> <li><input type="checkbox"/> rate of consumption</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
7	Understand the law in relation to premises licences	7.1	Explain what a premises licence is	<p>Premises licence:</p> <ul style="list-style-type: none"> <li>□ a licence granted in respect of a building or a defined open space</li> <li>□ enables one or more licensable activities to be conducted on the premises</li> <li>□ must be followed at all times</li> <li>□ lasts until it is surrendered or revoked (unless the applicant applied for the premises licence to last for a defined period of time in the first place)</li> </ul>
		7.2	State the procedures for a premises licence application	<p>Procedures for premises licence application:</p> <ul style="list-style-type: none"> <li>□ submission of a completed application by an individual over 18 or a company to the licensing authority where the premises is situated</li> <li>□ application must include: <ul style="list-style-type: none"> <li>○ the fee</li> <li>○ the operating schedule</li> <li>○ plan of the premises</li> <li>○ the designated premises supervisor details</li> </ul> </li> <li>□ advertise the application – publish and display: <ul style="list-style-type: none"> <li>○ notice in the local newspaper</li> <li>○ display of a statutory notice of the application on the site of the premises</li> <li>○ send copies of the application to responsible authorities</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		7.3	State the grounds for a hearing and an appeal in respect of a premises licence application	<p>Grounds for hearing and appeal:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> representations received by responsible authorities</li> <li><input type="checkbox"/> representations received by interested parties</li> <li><input type="checkbox"/> appeal against licensing authorities decision to local magistrates within 21 days of the decision</li> <li><input type="checkbox"/> representation is not irrelevant, frivolous or vexatious</li> </ul>
		7.4	Explain the purposes of a premises licence review	<p>Purposes of a premises licence review:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> can be requested by a responsible authority or interested party</li> </ul> <p>Grounds for the review related to the licensing objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follow up after problems or incidents</li> <li><input type="checkbox"/> after a closure order</li> <li><input type="checkbox"/> check if any premises licence conditions need amending/altering</li> </ul> <p>Result of review:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> premises license suspended for 3 months</li> <li><input type="checkbox"/> change or addition of conditions on the premises licence</li> <li><input type="checkbox"/> removal of certain licensable activities</li> <li><input type="checkbox"/> revoking of premises licence</li> <li><input type="checkbox"/> removal of the designated premises supervisor</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	7.5	State the mandatory conditions attached to all premises licences that authorises the sale of alcohol	<p>Mandatory conditions:</p> <ul style="list-style-type: none"> <li>□ there must be a designated premises supervisor appointed who holds a personal licence</li> <li>□ each and every sale must be authorised</li> <li>□ a mandatory age verification policy in place</li> <li>□ no irresponsible promotions: <ul style="list-style-type: none"> <li>○ drinking games</li> <li>○ unlimited alcoholic drinks offers</li> <li>○ alcohol for fixed or discounted fee, (all you can drink offers)</li> <li>○ offers for group discounts (students and sporting events discounts)</li> </ul> </li> <li>□ free tap water</li> <li>□ small measures</li> <li>□ no dispensing alcohol into the mouth</li> <li>□ no alcohol can be sold or supplied for consumption for a price that is less than the permitted price</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	7.6	Identify the 4 licensable activities defined by the Licensing Act 2003	Four licensable activities: <ul style="list-style-type: none"> <li>□ sale of alcohol by retail</li> <li>□ supply of alcohol in a club premises</li> <li>□ provision of regulated entertainment – most forms of entertainment provided for the public:               <ul style="list-style-type: none"> <li>○ music and dancing</li> <li>○ plays and the showing of films</li> <li>○ indoor sporting events and outdoor boxing or wrestling matches</li> </ul> </li> <li>□ provision of late-night refreshment</li> </ul>
	7.7	State the law in relation to variations to premises licences	Types of variations to premises licences: <ul style="list-style-type: none"> <li>□ minor variations does not impact on the licensing objectives such as:               <ul style="list-style-type: none"> <li>○ changes to the structure or layout of the premises</li> <li>○ small adjustments to licensing hours</li> <li>○ removal of out of date conditions</li> <li>○ addition of certain licensable activities</li> </ul> </li> <li>□ full variations can have an adverse effect on the licensing objectives such as:               <ul style="list-style-type: none"> <li>○ extending the period for which the licence has affect</li> <li>○ transfer of the license from one premises to another</li> <li>○ adding the sale by retail or supply of alcohol as an activity on the premises licence</li> <li>○ extend sale or supply of alcohol between 1pm and 7am</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	7.8	State the law in relation to what constitutes unauthorised licensable activities	Unauthorised licensable activities <ul style="list-style-type: none"> <li>□ operating outside the terms and conditions of a premises licence</li> <li>□ carrying out licensable activities without the appropriate licence</li> <li>□ selling alcohol outside the permitted hours</li> <li>□ using unlicensed door supervisors</li> </ul> Maximum penalty of £20,000 and/or 6 months in prison
	7.9	Identify what a due diligence defence is and when it may be used	Due diligence defence: <ul style="list-style-type: none"> <li>□ if all reasonable precautions were taken to avoid the offence</li> </ul> May be used if the offence was: <ul style="list-style-type: none"> <li>□ due to a mistake</li> <li>□ due to relying on someone else</li> <li>□ due to an event beyond their control</li> </ul>
	7.10	State penalties for breaching conditions on a premises licence	Penalties for breaching conditions on a premises licence: <ul style="list-style-type: none"> <li>□ maximum penalty is a fine of £20,000 and/or 6 months imprisonment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
8	Understand the role and responsibilities of the Designated Premises Supervisor (DPS)	8.1	Outline the job role of the DPS	<p>The designated premises supervisor (DPS):</p> <ul style="list-style-type: none"> <li>□ is the main point of contact and accountability</li> <li>□ is a personal licence holder who is named on the premises licence</li> <li>□ has day to day control of the licensed premises</li> <li>□ must ensure the lawful conduct of the premises</li> <li>□ authorises the sale or supply of alcohol on the licensed premises</li> <li>□ must co-operate with the authorities in promoting the licensing objectives</li> </ul>
		8.2	State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objectives	<p>Responsibility of the designated premises supervisor (DPS):</p> <ul style="list-style-type: none"> <li>□ must carry out a risk assessment in respect of all licensable activities with the aim to: <ul style="list-style-type: none"> <li>○ assist in reducing crime and disorder in and around the premises</li> <li>○ ensure public safety</li> <li>○ reducing nuisance</li> <li>○ protecting and improving public health</li> <li>○ protecting children from harm</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
9	Understand the law in relation to Temporary Event Notices	9.1	State what is meant by the term 'permitted temporary activities'	<p>Permitted temporary activities are:</p> <ul style="list-style-type: none"> <li>□ a one-off event involving one or more licensable activities operated within limitations such as: <ul style="list-style-type: none"> <li>○ the maximum numbers attending</li> <li>○ number of events at each premises in a year</li> <li>○ duration of the event</li> </ul> </li> <li>□ an activity not covered by a premises license taking place on any un-licensed or licensed premises</li> </ul> <p>Activities must not exceed 168 hours</p>
		9.2	State what a Temporary Event Notice (TEN) is	<p>Temporary Event Notice (TEN):</p> <ul style="list-style-type: none"> <li>□ a notice submitted by an individual over 18 known as the premises user to the licensing authority</li> <li>□ for a temporary period of no more than 168 hours: <ul style="list-style-type: none"> <li>○ two copies of the notice to the licensing authority</li> <li>○ one copy to the police</li> <li>○ one to environmental health</li> </ul> </li> <li>□ notice must be displayed for the duration of the event (level 2 fine for failing to display or produce to police when asked)</li> <li>□ 2 types of TENS: <ul style="list-style-type: none"> <li>○ standard – within 10 working days notice</li> <li>○ late – within 9 working days and no later than 5 working days</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	9.3	State the law in relation to the frequency of permitted temporary activities	Frequency of permitted temporary activities: <ul style="list-style-type: none"> <li>□ a personal licence holder can apply for up to 50 Temporary Event Notices(TEN) per a year and 10 late TEN's</li> <li>□ a non-personal licence holder aged 18 and over can apply for up to 5 per calendar year and 2 late TEN's</li> <li>□ frequency above applies if there is less than 500 attending ant any one time including staff</li> <li>□ maximum number of TEN's per premises is 12 per year</li> <li>□ total number of days per calendar year which a TEN may apply per premises is 21</li> <li>□ minimum period of notice given by the premises user between each event is 24 hours</li> </ul>
	9.4	State the circumstances under which the police and environmental health officers can object to a TEN	Police and environmental health officers objections to a temporary event notice (TEN): <ul style="list-style-type: none"> <li>□ objection by the police and environmental health authority to the TEN must be made at least 48 hours after the TEN was applied for</li> <li>□ object to a TEN if they consider that any of the licensing objectives would be undermined if the event proceeded</li> <li>□ hearing to be held if objections raised</li> <li>□ counter-notice must be issued to the premises user at least 24 hours before the specified event</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
10	Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises	10.1	State the duty to refuse the sale of alcohol to a drunken person	Duty to refuse sale of alcohol: <ul style="list-style-type: none"> <li>□ it is an offence to sell alcohol to a drunken person</li> <li>□ it is an offence to allow another person to make a sale of alcohol to a person who is drunk</li> </ul>
		10.2	State the law and industry guidelines on irresponsible drinks promotions	<p><b>Licensing Act 2003</b> – irresponsible promotions would undermine the licensing objectives</p> <p>Industry guidelines state irresponsible drinks promotions:</p> <ul style="list-style-type: none"> <li>□ encourage young person's to consume alcohol</li> <li>□ encourage excessive drinking and drunkenness</li> <li>□ must be avoided as part of national mandatory conditions on licensed premises</li> </ul> <p>Irresponsible promotions include:</p> <ul style="list-style-type: none"> <li>□ drinking games</li> <li>□ unlimited alcoholic drinks offers</li> <li>□ alcohol for fixed or discounted fee such as all you can drink offers</li> <li>□ offers for group discounts such as students and sporting events discounts</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	10.3	Identify anti-violence strategies that can be adopted on licensed premises	Anti-violence strategies: <ul style="list-style-type: none"> <li>□ vigilance and monitoring</li> <li>□ early intervention in customer disputes</li> <li>□ good customer relationships</li> <li>□ depersonalising refusals</li> <li>□ staff training</li> <li>□ provision of efficient service</li> <li>□ encouraging responsible drinking and discouraging irresponsible drinking</li> </ul>
	10.4	Identify the consequences of allowing illegal drug use and dealing on licensed premises	Consequences of allowing illegal drug use and dealing: <ul style="list-style-type: none"> <li>□ criminal offence to allow drug activity on a licensed premises</li> <li>□ increase in drug activity and loss of customers</li> <li>□ increase in crime and violence</li> </ul> All staff on licensed premises must take an active role in a zero tolerance approach to illegal drugs
	10.5	Identify who is legally responsible for preventing disorderly conduct on licensed premises	Legal responsibility for preventing disorderly conduct <ul style="list-style-type: none"> <li>□ it is an offence for 'authorised persons' knowingly to allow disorderly conduct on licensed premises</li> <li>□ 'authorised persons' - any persons who work at the premises in a capacity that gives them authority to sell alcohol:               <ul style="list-style-type: none"> <li>○ Premises License Holder</li> <li>○ Designated Premises Supervisor</li> <li>○ personal licence holders</li> <li>○ premises users – where permitted temporary activity taking place</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		10.6	State penalties for allowing drunk and disorderly conduct on licensed premises	Penalties for allowing drunk and disorderly conduct: <ul style="list-style-type: none"> <li>□ fixed penalty notice by a police officer to member of staff for selling alcohol to a drunken person</li> <li>□ maximum penalty fine not exceeding Level 3 on the standard scale if convicted</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
11	Understand the law in relation to the protection of children on licensed premises	11.1	State the law in relation to the sale of alcohol to children	<p>The law in relation to the sale of alcohol to children:</p> <ul style="list-style-type: none"> <li>□ it is an offence to sell or allow the sale of alcohol to anyone under 18</li> <li>□ it is an offence to allow the consumption of alcohol on a licensed premises by an under 18</li> <li>□ it is also an offence to deliver alcohol to children or to send a child to obtain alcohol that is sold or supplied for consumption off the premises</li> </ul> <p>Exception to the above:</p> <ul style="list-style-type: none"> <li>□ a 16 or 17 year old can drink beer, wine or cider consumed with a table meal when the alcohol is purchased by the adult over 18</li> </ul>
		11.2	State the law in relation to the purchase or attempted purchase of alcohol by or for children	<p>Purchase of alcohol by or for children:</p> <ul style="list-style-type: none"> <li>□ it is an offence for anyone under 18 to purchase or attempt to purchase alcohol</li> <li>□ it is an offence for a person to attempt to purchase alcohol for anyone under 18 (proxy purchase)</li> </ul>
		11.3	State the law in relation to the unsupervised sale of alcohol by a child	<p>Unsupervised sale of alcohol by a child:</p> <ul style="list-style-type: none"> <li>□ it is an offence for a 'responsible person' to allow an unsupervised person less than 18 years to sell or supply alcohol</li> <li>□ for any such sale to be lawful each and every sale must be supervised and approved by a responsible person</li> <li>□ the exception is that a person of 16 or 17 years can deliver alcohol to diners in a restaurant or dedicated dining area</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		11.4	Identify the types and features of acceptable proof of age documents	<p>Types and features of acceptable proof of age documents:</p> <ul style="list-style-type: none"> <li>□ Types: <ul style="list-style-type: none"> <li>○ Passport</li> <li>○ photo driving licence</li> <li>○ Proof of Age Standards Scheme (PASS) card with hologram</li> </ul> </li> <li>□ Features: <ul style="list-style-type: none"> <li>○ must bear a colour photograph of the holder which is of true likeness and the holders date of birth</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	11.5	Outline the importance of other legislation related to the protection of children	<p>Importance of other legislation related to the protection of children:</p> <ul style="list-style-type: none"> <li>□ protect children from injury and illness</li> <li>□ limit access to harmful and dangerous products</li> <li>□ reduce vulnerability to: <ul style="list-style-type: none"> <li>○ assault</li> <li>○ abuse</li> <li>○ sexual offences</li> <li>○ accidents</li> </ul> </li> </ul> <p>Awareness of age restricted products:</p> <ul style="list-style-type: none"> <li>□ Under 18 years: <ul style="list-style-type: none"> <li>○ alcohol</li> <li>○ tobacco products</li> <li>○ crossbows</li> <li>○ airguns and pellets</li> <li>○ offensive weapons/knives</li> <li>○ lighter refills</li> <li>○ volatile substances/solvents</li> <li>○ adult fireworks</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>□ Under 16 years:               <ul style="list-style-type: none"> <li>○ liqueur confectionary</li> <li>○ petrol</li> <li>○ lottery and instant win tickets</li> <li>○ caps and cracker snaps</li> <li>○ aerosol paint</li> </ul> </li> <li>□ The three age-restricted categories that relate to videos and DVDs and computer/console games are 12, 15 and 18 years</li> </ul>
	11.6 State the law in relation to the presence of children in licensed premises	<p>The law in relation to the presence of children in licensed premises:</p> <ul style="list-style-type: none"> <li>□ no unaccompanied child under 16 allowed on any premises used mostly or solely for the sale of alcohol</li> <li>□ no unaccompanied child under 16 allowed on any licensed premises between midnight and 5am</li> </ul>
	11.7 State the law in relation to the consumption of alcohol by children	<p>The law in relation to the consumption of alcohol by children:</p> <ul style="list-style-type: none"> <li>□ unlawful for a child knowingly to consume alcohol in licensed premises</li> <li>□ unlawful for a responsible person knowingly to allow the consumption of alcohol by children on licensed premises</li> <li>□ the exception is consumption of beer, cider or wine by children of 16 or 17 years with a table meal, provided an adult has purchased this for them and an adult accompanies them at the meal</li> <li>□ a purchase or attempted purchase of alcohol by someone less than 18 will not be an offence if they were performing a test purchase operation</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	11.8	State penalties for breaching the law in relation to the protection of children on licensed premises	<p>Penalties for breaching the law:</p> <ul style="list-style-type: none"> <li>□ purchase or attempted purchase of alcohol by a person less than 18 - a fine not exceeding Level 3 on the standard scale</li> <li>□ knowingly allowing consumption of alcohol by a person less than 18 - a fine not exceeding Level 5 on the standard scale</li> <li>□ person who sells alcohol to a child could, as an alternative, be offered a fixed penalty fine of £90</li> <li>□ child purchasing the alcohol could receive a fixed penalty fine of £50</li> <li>□ offence of 'persistently selling to children' is committed if a premises sells alcohol to a child 2 or more times in 3 months - a maximum fine of £20,000 and/or a three month premises licence suspension</li> <li>□ as an alternative to a fine the premises licence holder may agree to voluntary period of closure for up to 14 days</li> </ul> <p>All of the above have 'due diligence' legal defence except where the premises licence holder chooses the alternative of voluntary closure</p>

Learning outcomes		Assessment criteria		Unit amplification
12	Understand the powers of the police and other authorities in relation to licensed premises	12.1	State the powers of the police to close identified licensed premises in respect of disorder or nuisance	<p>Powers of police to close premises:</p> <ul style="list-style-type: none"> <li>□ a police inspector or above has the power to close specific licensed premises for up to 24 hours due to disorder or nuisance</li> </ul> <p>A closure order may be made:</p> <ul style="list-style-type: none"> <li>□ in the interests of public safety where there is actual or likely disorder</li> <li>□ where there is public nuisance as a result of noise emanating from the premises</li> </ul>
		12.2	State the powers of police to apply for a closure order covering a particular geographical area	<p>Powers of police to apply for a closure order:</p> <ul style="list-style-type: none"> <li>□ a police superintendent or above may apply to the Magistrates' Court for an order to close all licensed premises in a particular geographical area for up to 24 hours</li> <li>□ a police constable can issue a 24 hour closure order for premises where there is a risk to public safety</li> </ul>
		12.3	State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance	<p>Powers of an Environmental Health Officer:</p> <ul style="list-style-type: none"> <li>□ can issue a closure order in relation to licensed premises: <ul style="list-style-type: none"> <li>○ if there is noise nuisance coming from the premises</li> <li>○ if the closure of the premises is necessary to prevent the nuisance</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		12.4	Identify which authorities have a right of entry to licensed premises and when they can exercise these rights	<p>Authorities with the right of entry to licensed premises:</p> <ul style="list-style-type: none"> <li>□ police</li> <li>□ authorised officer of local authority</li> <li>□ fire safety inspector</li> <li>□ environmental health practitioner</li> <li>□ health and safety inspector</li> <li>□ HMRC officers – enter, search and seize items where duty has not been paid, entry at night with a police officer</li> </ul> <p>Authorities may exercise their duty:</p> <ul style="list-style-type: none"> <li>□ at any time to: <ul style="list-style-type: none"> <li>○ investigate licensing objectives and relevant offences</li> <li>○ investigate compliance with license conditions</li> </ul> </li> </ul>
13	Understand prohibitions and exemptions in relation to licensable activities	13.1	Identify the difference between retail sale and wholesale of alcohol	<p>Retail and wholesale:</p> <ul style="list-style-type: none"> <li>□ a retail sale of alcohol is a sale to a customer</li> <li>□ a 'wholesale sale' of alcohol is a sale made to a trader who will sell it on: <ul style="list-style-type: none"> <li>○ business to business</li> <li>○ cash and carry</li> <li>○ sales to premises user</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	13.2	Identify which forms of entertainment are regulated and which are exempt	<p>'Regulated entertainment' and exemptions:</p> <ul style="list-style-type: none"> <li>□ 'regulated entertainment' means most forms of entertainment provided for the public: <ul style="list-style-type: none"> <li>○ music and dancing</li> <li>○ plays and the showing of films</li> <li>○ indoor sporting events and outdoor boxing or wrestling matches</li> </ul> </li> <li>□ unamplified live music to audiences of any size between 08:00 and 23:00 is not a licensable activity and therefore not regulated</li> <li>□ amplified music to audiences of no more than 200 between 08:00 and 23:00 is not a licensable activity and therefore not regulated</li> </ul> <p>Exemptions:</p> <ul style="list-style-type: none"> <li>□ video advertising</li> <li>□ educational films</li> <li>□ pub games</li> <li>□ religious services</li> <li>□ private parties</li> <li>□ Morris dancing</li> <li>□ weddings</li> </ul>
	13.3	Identify which types of premises are prohibited from selling alcohol	<p>Premises prohibited from selling alcohol:</p> <ul style="list-style-type: none"> <li>□ motorway service stations owned by the highways agency</li> <li>□ garages from which petrol and diesel are sold or on which car repairs are carried out</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		13.4	State the law in relation to the sale of alcohol on moving vehicles	<p>Law in relation to the sale of alcohol from vehicles:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> must be parked and not moving</li> </ul> <p>(Penalty of £20,000 and /or 3 months in prison)</p> <p>The following are exempt from the Licencing Act 2003 and can sell alcohol without the need to be licensed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> railway trains</li> <li><input type="checkbox"/> vessels engaged in an international journey</li> <li><input type="checkbox"/> aircraft</li> <li><input type="checkbox"/> hovercrafts</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
12	Understand the powers of the police and other authorities in relation to licensed premises	12.1	State the powers of the police to close identified licensed premises in respect of disorder or nuisance	<p>Powers of police to close premises:</p> <ul style="list-style-type: none"> <li>□ a police inspector or above has the power to close specific licensed premises for up to 24 hours due to disorder or nuisance</li> </ul> <p>A closure order may be made:</p> <ul style="list-style-type: none"> <li>□ in the interests of public safety where there is actual or likely disorder</li> <li>□ where there is public nuisance as a result of noise emanating from the premises</li> </ul>
		12.2	State the powers of police to apply for a closure order covering a particular geographical area	<p>Powers of police to apply for a closure order:</p> <ul style="list-style-type: none"> <li>□ a police superintendent or above may apply to the Magistrates' Court for an order to close all licensed premises in a particular geographical area for up to 24 hours</li> <li>□ a police constable can issue a 24 hour closure order for premises where there is a risk to public safety</li> </ul>
		12.3	State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance	<p>Powers of an Environmental Health Officer:</p> <ul style="list-style-type: none"> <li>□ can issue a closure order in relation to licensed premises: <ul style="list-style-type: none"> <li>○ if there is noise nuisance coming from the premises</li> <li>○ if the closure of the premises is necessary to prevent the nuisance</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	12.4	Identify which authorities have a right of entry to licensed premises and when they can exercise these rights	<p>Authorities with the right of entry to licensed premises:</p> <ul style="list-style-type: none"> <li>□ police</li> <li>□ authorised officer of local authority</li> <li>□ fire safety inspector</li> <li>□ environmental health practitioner</li> <li>□ health and safety inspector</li> <li>□ HMRC officers – enter, search and seize items where duty has not been paid, entry at night with a police officer</li> </ul> <p>Authorities may exercise their duty:</p> <ul style="list-style-type: none"> <li>□ at any time to: <ul style="list-style-type: none"> <li>○ investigate licensing objectives and relevant offences</li> <li>○ investigate compliance with license conditions</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
13	Understand prohibitions and exemptions in relation to licensable activities	13.1	Identify the difference between retail sale and wholesale of alcohol	Retail and wholesale: <ul style="list-style-type: none"> <li>□ a retail sale of alcohol is a sale to a customer</li> <li>□ a 'wholesale sale' of alcohol is a sale made to a trader who will sell it on:               <ul style="list-style-type: none"> <li>○ business to business</li> <li>○ cash and carry</li> <li>○ sales to premises user</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	13.2	Identify which forms of entertainment are regulated and which are exempt	<p>'Regulated entertainment' and exemptions:</p> <ul style="list-style-type: none"> <li>□ 'regulated entertainment' means most forms of entertainment provided for the public: <ul style="list-style-type: none"> <li>○ music and dancing</li> <li>○ plays and the showing of films</li> <li>○ indoor sporting events and outdoor boxing or wrestling matches</li> </ul> </li> <li>□ unamplified live music to audiences of any size between 08:00 and 23:00 is not a licensable activity and therefore not regulated</li> <li>□ amplified music to audiences of no more than 200 between 08:00 and 23:00 is not a licensable activity and therefore not regulated</li> </ul> <p>Exemptions:</p> <ul style="list-style-type: none"> <li>□ video advertising</li> <li>□ educational films</li> <li>□ pub games</li> <li>□ religious services</li> <li>□ private parties</li> <li>□ Morris dancing</li> <li>□ weddings</li> </ul>
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Learning outcomes		Assessment criteria		Unit amplification
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## Information for tutors

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### Assessment

This unit will be assessed through a Pearson devised multiple-choice question test. The test is a 40 item, multiple-choice test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

### Suggested resources

#### Books

Paterson's Licensing Acts. Butterworth & Co. (Publishers) Limited (ISBN 9781405778862) General Editors: HH John Saunders QC, Jeremy Phillips, Simon Mehigan QC Francis Taylor Building.

#### Journals and/or magazines

Publican's Morning Advertiser. Published by William Reed

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.edexcel.com/btec](http://www.edexcel.com/btec)
- Pearson Work Based Learning and Colleges: [www.edexcel.com/about-wbl](http://www.edexcel.com/about-wbl)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [www.edexcel.com/btec/delivering-BTEC/quality/Pages](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:  
[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at:  
[www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://www.edexcel.com/aboutus/contact-us/ask-expert/Pages) and we will make sure your query is handled by a subject specialist.

**February 2016**

**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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