

# **Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration January 2014

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*All information in this specification is correct at time of going to publication.*

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson Edexcel NVQ/Competence-based qualifications</b>	<b>2</b>
What are NVQ/Competence-based qualifications?	2
<b>2 Qualification summary and key information</b>	<b>3</b>
QCF qualification number and qualification title	4
Qualification objectives	4
Apprenticeships	4
Progression opportunities	4
Industry support and recognition	5
Relationship with National Occupational Standards	5
<b>3 Qualification structure</b>	<b>6</b>
Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF)	6
<b>4 Assessment</b>	<b>8</b>
Assessment strategy	9
Types of evidence	9
Credit transfer	9
<b>5 Centre resource requirements</b>	<b>10</b>
General resource requirements	10
<b>6 Centre recognition and approval</b>	<b>11</b>
Centre recognition	11
Approvals agreement	11
<b>7 Quality assurance of centres</b>	<b>12</b>
<b>8 Programme delivery</b>	<b>13</b>
<b>9 Access and recruitment</b>	<b>14</b>
<b>10 Access to qualifications for learners with disabilities or specific needs</b>	<b>15</b>
<b>11 Unit format</b>	<b>16</b>
Unit title	16
Unit reference number	16

QCF level	16
Credit value	16
Guided learning hours	16
Unit aim	16
Unit assessment requirements/evidence requirements	16
Learning outcomes	17
Assessment criteria	17
Unit 1: Develop Working Relationships with Colleagues	19
Unit 2: Contribute to the Control of Resources	23
Unit 3: Maintain the Health, Hygiene, Safety and Security of the Working Environment	29
Unit 4: Monitor and Solve Customer Service Problems	35
Unit 5: Improve the Customer Relationship	39
Unit 6: Manage the Receipt, Storage or Dispatch of Goods	43
Unit 7: Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	47
Unit 8: Prepare and Serve Hot Drinks using Specialist Equipment	53
Unit 9: Maintain and Deal with Payments	57
Unit 10: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	61
<b>12 Further information and useful publications</b>	<b>64</b>
<b>13 Professional development and training</b>	<b>65</b>
<b>14 Contact us</b>	<b>66</b>
<b>Annexe A: People 1st Assessment Strategy</b>	<b>67</b>
<b>Annexe B: Personal, Thinking and Learning Skills (PTLS) Mapping</b>	<b>85</b>

# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- 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
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcome based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based 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 met the learning outcomes of the unit.

The credit value of a unit is based on:

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

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF)
QCF Qualification Number (QN)	601/2501/9
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	10/01/2014
Operational start date	01/02/2014
Approved age ranges	18+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment strategy.
Credit value	31
Assessment	Portfolio of evidence (internal assessment)
Guided learning hours	210-216
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson <i>Access and Recruitment Policy</i> (see <i>Section 9, Access and Recruitment</i> )
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## 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. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## Qualification objectives

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The Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF) is for learners who work in, or want to work, in hospitality retail outlets as team leaders and supervisors working independently without the support of a manager on site. The hospitality retail outlet team leader or supervisor will be in charge of ensuring good customer service, monitoring stock levels and dealing with all customer queries.

The qualification gives learners the opportunity to:

- demonstrate competence as team leaders and supervisors in hospitality retail outlets
- develop knowledge and skills related to the specified job roles in hospitality retail outlet management
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

## Apprenticeships

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People 1st include the Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF) as the competence component for the Advanced Apprenticeship in Hospitality Retail Outlet Supervision.

## Progression opportunities

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Learners who achieve the Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF) can progress to:

- Pearson BTEC Level 3 Certificate in Principles of Hospitality Retail Outlet Management (QCF)
- Pearson Edexcel Level 4 Hospitality Management qualifications
- the Higher Apprenticeship in Hospitality Management
- management roles within employment.

## **Industry support and recognition**

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

## **Relationship with National Occupational Standards**

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This qualification is based on the National Occupational Standards (NOS) in Hospitality, which were set and designed by People 1st, the Sector Skills Council for the sector.

### 3 Qualification structure

#### Pearson Edexcel Level 3 Certificate in Hospitality Retail Outlet Management (QCF)

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

Minimum number of credits that must be achieved	31
Minimum number of credits that must be achieved at Level 3 or above	24
Number of mandatory credits that must be achieved	27
Number of optional credits that must be achieved from the optional units in Group A	4

If this qualification is being undertaken as a component part of an apprenticeship framework, the additional unit in Group B (ERR) must also be achieved.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/600/9660	Develop Working Relationships with Colleagues	2	3	15
2	T/502/9532	Contribute to the Control of Resources	3	4	30
3	Y/502/9569	Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
4	J/601/1515	Monitor and Solve Customer Service Problems	3	6	40
5	H/601/1232	Improve the Customer Relationship	3	7	47
6	A/502/9564	Manage the Receipt, Storage or Dispatch of Goods	3	3	21
		<b>Optional units – Group A</b>			
7	H/502/9591	Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	3	5	35
8	F/601/4932	Prepare and Serve Hot Drinks Using Specialist Equipment	2	4	36
9	M/601/5039	Maintain and Deal with Payments	2	4	30

		<b>Additional ERR unit – Group B</b>			
10	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

## 4 Assessment

This qualification is assessed through an externally verified portfolio of evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the People 1st Assessment Strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) (please see the People 1st Assessment Strategy in *Annexe A*)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit assessment requirements/evidence requirements for the individual units.

There is further guidance about assessment on our website. Please see Section 12, Further information and useful publications for details.

## 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 unit achievement.

## 5 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.

### General resource requirements

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- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the Assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9, Access and recruitment* and *Section 10, 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)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for, and be granted, centre recognition and approval 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 Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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All centres are required to enter into an approval agreement, which 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.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures 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 is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework), a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK Vocational Quality Assurance Handbook* (updated annually) and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its 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 wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' 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 them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

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

Equality and fairness are central to our work. Pearson's *Equality Policy* requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are 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 can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding 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*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has 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

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## 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 includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence-based qualifications.

## Unit aim

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

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **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**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.



# **Unit 1:** **Develop Working Relationships with Colleagues**

**Unit reference number:** H/600/9660

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 15

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## **Unit aim**

The aim of this unit is to help learners to establish and develop effective working relationships with colleagues.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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	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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)





## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Understand how to contribute to the 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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 3: Maintain the Health, Hygiene, Safety and Security of the Working Environment**

**Unit reference number:** Y/502/9569

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 27

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### **Unit aim**

The aim of this unit is to cover the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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	Recommend improvements for health, hygiene, safety or security procedures				

Learning outcomes	Assessment criteria				Evidence type	Portfolio reference	Date
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					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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 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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 4: Monitor and Solve Customer Service Problems**

**Unit reference number: J/601/1515**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 40**

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### **Unit aim**

The aim of this unit is to help learners solve immediate customer service problems and to change systems to avoid repeated customer service problems.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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 the 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				
		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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	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				
		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	Understand how to monitor and solve customer service problems	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				

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(if sampled)



## **Unit 5: Improve the Customer Relationship**

**Unit reference number: H/601/1232**

**QCF level: 3**

**Credit value: 7**

**Guided learning hours: 47**

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### **Unit aim**

The aim of this unit is for learners to improve their relationship with customers by delivering consistent and reliable customer service. Learners will need to show that they genuinely want to give customers high levels of service and that they will make every possible effort to meet or exceed the customer's expectations.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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 customer 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 to 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 agreed solution when balancing customer needs with those of their organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)



## **Unit 6: Manage the Receipt, Storage or Dispatch of Goods**

**Unit reference number:** A/502/9564

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 21

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### **Unit aim**

The aim of this unit is for learners to find out about managing the receipt, storage or dispatch of goods.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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, tests, 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 organisation's 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				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			

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*(if sampled)*

# **Unit 7: Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink**

**Unit reference number: H/502/9591**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 35**

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## **Unit aim**

The aim of this unit is to describe the competences required to ensure that appropriate food safety practices and procedures are followed in the preparation and serving of food and drink. The unit is designed for anyone who supervises the preparation and delivery of food and/or drink to consumers.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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 organisation's food safety procedures				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
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				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	3.1	Explain the principles of good workplace design		
	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: <ul style="list-style-type: none"> <li>- microbiological</li> <li>- physical</li> <li>- chemical</li> <li>- allergenic</li> </ul>		
	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		

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.14	Identify the types of failures that may occur with control measures			
	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 the food safety procedures			

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*(if sampled)*



# **Unit 8: Prepare and Serve Hot Drinks using Specialist Equipment**

**Unit reference number: F/601/4932**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 36**

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## **Unit aim**

The aim of this unit is for learners to find out about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea and hot chocolate, and giving customers accurate information about them. Finally, the unit covers the maintenance of drink-making equipment and checking the levels of stocks.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
1	Be able to prepare work area and equipment for service	1.1	Make sure that preparation, service and other equipment is clean, free from damage and ready for service				
		1.2	Clean work areas, leaving them tidy and ready for use				
		1.3	Arrange promotional and display materials correctly				
		1.4	Store sufficient drink ingredients and accompaniments ready for use				
2	Know how to prepare work area and equipment for service	2.1	Describe safe and hygienic working practices when preparing preparation and service areas				
		2.2	State why drink, ingredients and accompaniments must be available and ready for immediate use				
		2.3	State why it is important to check for damage in all work areas and service equipment before taking orders				
		2.4	Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them				
3	Be able to prepare and serve hot drinks	3.1	Identify customer requirements				
		3.2	Provide customers with accurate information on drinks as required				
		3.3	Maximise sales through up-selling				
		3.4	Make drinks using recommended equipment and ingredients				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Serve the drink in company style, offering the correct accompaniments			
	3.6 Clean and maintain preparation and service equipment			
	3.7 Maintain stocks of drink ingredients and accompaniments			
4 Know how to prepare and serve hot drinks	4.1 Describe safe and hygienic working practices when preparing and serving hot drinks			
	4.2 State why information about products given to customers should be accurate			
	4.3 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are			
	4.4 State why and to whom all customer incidents should be reported			
	4.5 Describe how to deal safely with breakages and spillages			
	4.6 State why and to whom all breakages/spillages must be reported			
	4.7 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment			
	4.8 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them			
	4.9 Describe safe and hygienic working practices when maintaining hot drink making equipment			
	4.10 State why a constant level of stock must be maintained			
	4.11 State to whom any stock deficiencies should be reported			
	4.12 Describe how to use cleaning materials correctly			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.13	State the dangers of misusing cleaning equipment			
	4.14	State what tests should be carried out after cleaning preparation equipment			
	4.15	Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 9: Maintain and Deal with Payments**

**Unit reference number: M/601/5039**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 30**

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### **Unit aim**

The aim of this unit is for learners to find out about maintaining a payment point such as a till. The unit also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
1	Be able to maintain and deal with payments	1.1	Make sure payment point is working and that all materials needs are available				
		1.2	maintain the payment point and restock it when necessary				
		1.3	Enter/scan information into the payment point correctly				
		1.4	Tell the customer how much they have to pay				
		1.5	Acknowledge the customer's payment and validate it where necessary				
		1.6	Follow correct procedure for chip and pin transactions				
		1.7	Put the payment in the right place according to organisational procedures				
		1.8	Give correct change for cash transactions				
		1.9	Carry out transactions without delay and give relevant confirmation to the customer				
		1.10	Make the payment point content available for authorised collection when ask to				
2	Know how maintain and deal with payments	2.1	State the legal requirements for operating a payment point and taking payments from customers				
		2.2	Describe organisational security procedures for cash and other types of payments				
		2.3	Describe how to set up a payment point				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Describe how to get stocks of materials needed to set up and maintain the payment point			
	2.5	State the importance of telling the customer of any delays and how to do so			
	2.6	Describe the types of problems that might happen with a payment point and how to deal with these			
	2.7	Describe how to change till/debit/credit machine rolls			
	2.8	Describe the correct procedures for handling payments			
	2.9	Describe what to do if there are errors in handling payments			
	2.10	Describe the procedures for dealing with handheld payment devices at tables			
	2.11	State what procedure must be followed with regards to a payment that has been declined			
	2.12	State what might happen if errors are not reported			
	2.13	Describe the types of problems that may happen when taking payments and how to deal with these			
	2.14	Describe the procedure for collecting the content of payment point and who should hand payments over to			

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(if sampled)

# **Unit 10: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector**

**Unit reference number: T/601/7214**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 16**

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## **Unit aim**

The aim of this unit is for learners to understand employment rights and responsibilities as covered by the relevant National Occupational Standards.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall People 1st Assessment Strategy in *Annexe A*.

Simulation is not allowed for this unit.

## Learning outcomes and assessment criteria

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			Evidence type	Portfolio reference	Date
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 and safety and other relevant legislation				
		1.2	State importance of having employment rights and responsibilities				
		1.3	Describe organisational procedures for health and safety, including documentation				
		1.4	Describe organisational procedures for equality and 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 pathways 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				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			

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*(if sampled)*

## 12 Further information and useful publications

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

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

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 Vocational Quality Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

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](http://www.edexcel.com/resources/publications).

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

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

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

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com/training-events](http://www.pearsonwbl.edexcel.com/training-events). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: People 1st Assessment Strategy

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### **Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence-based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)**

#### **Introduction**

The sector assessment strategy applies to all competence-based units and qualifications that sit within the industries represented by People 1st. Competence-based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence-based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and reaccredited. See [www.people1st.co.uk](http://www.people1st.co.uk) for a list of all competence-based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- **external quality control**
- **assessment principles**
- **occupational expertise of assessors and verifiers**
- **continuous professional development.**

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence-based units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence-based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence-based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the **regulatory authorities**. Further information about competence-based units and qualifications can be found at [www.people1st.co.uk](http://www.people1st.co.uk). Feedback or comments on the sector assessment strategy can be emailed to [qualifications@people1st.co.uk](mailto:qualifications@people1st.co.uk).

## 2 External Quality Control

### 2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence-based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence-based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence-based units and qualifications with the action(s), and in the timeframe, agreed.

## 3 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 learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

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

*Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).*

### 3.1 Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on learners' performance.

**Witness testimonies** can be obtained from people that are occupationally competent and whom may be familiar with the National Occupational Standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

**Expert witnesses** may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believes that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

### 3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

### 3.3 Simulation

Simulation can only be used to assess learners 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 **Appendix A** of the assessment strategy for competence-based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- learners should carry out the simulation in a professional manner
- the learner should be given no indication as to what the simulation will present.

### 3.4 Realistic Working Environment

Assessment of the sector's competence-based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B** of the assessment strategy.

## 4 Occupational Expertise of Assessors and Verifiers

The requirements relating to the occupational expertise of assessors and verifiers are set out in **Appendix C** of the assessment strategy. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D** of the assessment strategy.

### 4.1 Using employers' in-house training programmes to assess competence-based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

- (a) People 1st recognises that employers within the sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards, and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in *Appendix C*.
- (b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence-based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:
- relevant units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement,

then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

## 5 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 **Appendix E** of the assessment strategy.

## Appendix A

### Competence-based units in hospitality, leisure, travel and tourism that permit simulation

Unit Number	Unit Title	Competence-based qualifications that the unit is used in
<b>1GEN1</b>	<b>Maintain a safe, hygienic and secure working environment</b>	<b>Level 1 and 2 NVQ/SVQ Hospitality and Catering</b>
<b>HSL4</b>	<b>Maintain the health, hygiene, safety and security of the working environment</b>	<b>Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership</b>
<b>GS3009</b>	<b>Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)</b>	<b>Level 3 NVQ Gambling Operations</b>
<p><b>People 1st has a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these units when delivered as part of the Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) and Level 3 Hospitality Supervision and Leadership SVQ.</b></p>		
<b>ICS Unit 26</b>	<b>Improve the customer relationship</b>	<b>Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership</b>
<b>ICS Unit 32</b>	<b>Monitor and solve customer service problems</b>	<b>Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership</b>
<b>ICS Unit 42</b>	<b>Lead a team to improve customer service</b>	<b>Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership</b>

**People 1st does not permit the use of simulation, other than as listed below.**

**The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:**

- **there is a high risk to the security or safety of the learner, individuals, key people in their lives and others**
- **the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating learners**
- **there would otherwise be a breach of confidentiality or privacy.**

**The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.**

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

## Appendix B

### Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. External Verifiers (EVs) are expected to ensure RWEs meet the criteria set out below on at least one visit.

<b>Hospitality</b>		
<b>1</b>	<b>The work situation being represented is relevant to the competence-based units and qualifications being assessed</b>	<ul style="list-style-type: none"> <li>The type of work situation being represented mirrors the relevant setting, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</li> <li>Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>Industry trends are considered in the product and service offer.</li> </ul>
<b>2</b>	<b>The learner's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"> <li>Learners operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>Learners are clear on their work activities and responsibilities.</li> </ul>
<b>3</b>	<b>The RWE is operated in the same manner to as a real work situation</b>	<ul style="list-style-type: none"> <li>Customers are not prompted to behave in a particular manner.</li> <li>Customer feedback is maintained and acted upon.</li> </ul>
<b>4</b>	<b>The RWE is underpinned by commercial principles and responsibilities</b>	<ul style="list-style-type: none"> <li>Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.</li> <li>Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description.</li> <li>Consumer information is provided on products and services, e.g. allergy advice on food products.</li> </ul>

## Appendix B (Continued)

<b>Gambling</b>		
<b>1</b>	<b>The work situation being represented is relevant to the competence-based units and qualifications being assessed</b>	<ul style="list-style-type: none"> <li>• The type of work situation being represented mirrors the relevant setting, e.g. betting shop, bingo hall, casino.</li> <li>• Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>• Industry trends are considered in the work situation represented.</li> </ul>
<b>2</b>	<b>The learner's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"> <li>• Learners operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>• Learners are clear on their work activities and responsibilities.</li> </ul>
<b>3</b>	<b>The RWE is operated in the same manner to as a real work situation</b>	<ul style="list-style-type: none"> <li>• Customers are not prompted to behave in a particular manner.</li> <li>• Customer feedback is maintained and acted upon.</li> </ul>
<b>4</b>	<b>The RWE is underpinned by commercial principles and responsibilities.</b>	<ul style="list-style-type: none"> <li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>• Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.</li> <li>• Legislative regulations are adhered to, e.g. health and safety, equal opportunities, trades description.</li> </ul>

## Appendix C

### Occupational Expertise of Assessors and Verifiers

The requirements set out below relates 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 Verifiers and External Verifiers must:	A	IV	EV
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 18 months of commencing their role. These are as follows:			
D35 or V2			✓
D34 or V1 - In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
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/body'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 have legislative relevance to the competence-based units and qualifications being assessed (See <i>Appendix D</i> ).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see <i>Appendix E</i> ).	✓	✓	✓

## Appendix D

### Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received 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	IV	EV
<b>Health and Safety</b>	All sector units and qualifications	✓	Good Practice	Good Practice
<b>Food Safety</b>	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership ( <i>with food and drink units</i> )			
<b>Licensing</b>	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision ( <i>with food and drink units</i> )			

## Appendix E

### 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.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"><li>• Internal and external work placements</li><li>• Work experience and shadowing (e.g. within associated departments)</li><li>• External visits to other organisations</li><li>• Updated and new training and qualifications (<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>)</li><li>• Training sessions to update skills</li><li>• Visits to educational establishments</li><li>• Trade fairs</li></ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"><li>• Relevant sector websites</li><li>• Membership of professional bodies</li><li>• Papers and documents on legislative change</li><li>• Networking events</li><li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li><li>• Staff development days</li></ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"><li>• Regular standardisation meetings with colleagues</li><li>• Sharing best practice through internal meetings, newsletters, email circulars</li><li>• Comparison of assessment and verification in other sectors</li><li>• Attending awarding organisation/body meetings/seminars</li></ul>

**Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk)**

## **Evidence requirements and assessment guidance for the Level 3 NVQ Diploma in Hospitality Supervision and Leadership**

### **Introduction**

This document contains evidence requirements and assessment guidance for the Hospitality Supervision and Leadership Level 3 QCF Qualification. They have been developed jointly, and agreed, with the relevant awarding bodies. They provide information on how each unit should be assessed and give examples of what types of evidence will be acceptable. These are only examples and should not be seen as a prescriptive list.

This document must be used in parallel with the approved Assessment Strategy for Hospitality Supervision and Leadership.

### **The nature of the qualification and source of evidence**

Hospitality Supervision and Leadership is an occupational qualification whose purpose is to assess a candidate's competence. In each unit there are learning outcomes that describe what the candidate must be able to do in a real work environment. It is a requirement, therefore, that evidence to meet the assessment criteria for these learning outcomes comes from real work activity in a hospitality workplace. In some circumstances, evidence of the candidate's performance can come from a Realistic Working Environment (RWE). However, RWEs must meet the guidance provided in *Appendix B* of the Assessment Strategy.

### **Contingencies**

The only exception to workplace or RWE evidence is where particular learning outcomes or assessment criteria rarely or never occur during the period of assessment. Examples could include accidents and emergencies, equipment failures, overspends etc. These are identified as 'contingencies' in the evidence requirements. Alternative assessment methods, such as simulation or questioning, may be used for contingencies of this kind.

### **Holistic assessment**

Occupational qualifications lend themselves to holistic assessment. Provided a candidate is competent in their role and ready to be assessed, evidence for a number of units is likely to come from the candidate's day-to-day work with little interference or support from the assessor. Evidence will be naturally occurring and should only need to be cross-referenced to the learning outcomes and assessment criteria.

### **Assessment methods in general**

The assessment methods for this qualification are very similar to those used for NQF NVQs. The units are split into what the candidate should be able to do which requires *Performance Evidence*; and what the candidate understands which requires *Evidence of Knowledge and Understanding*. Each of these has a number of possible assessment methods. Every assessment method has advantages and disadvantages, and assessors should choose the method that is most effective and efficient in bringing out and judging valid evidence.

For most of the learning outcomes requiring performance evidence, a combination of assessment methods may be appropriate.

These different methods are discussed below.

### *Performance evidence*

Performance evidence applies to those learning outcomes (and the associated assessment criteria) that describe what the candidate is able to do. These learning outcomes all begin with “be able to” and are followed by an active verb; they will have tangible outcomes, such as work products. Examples of these types of learning outcomes are:

- Be able to contribute to new recipes and menus
- Be able to maintain the health, hygiene, safety and security of the working environment
- Be able to supervise food production operations

The assessor should use a variety of assessment methods to prove consistent competence.

## **Performance evidence assessment methods**

### Assessment method: observation

This covers observation of the candidate’s performance at work by a qualified assessor. Observation is probably the most robust method of assessing performance but requires a great deal of time and resource. For this reason, observation can be complemented by the other assessment methods below.

### Assessment method: products of work

Products of work are appropriate to many of the learning outcomes and associated assessment criteria. Products of work include, for example, menu and recipe plans, cellar records, staff rotas and accident reports. Products of work are excellent sources of evidence and often eliminate the need for an assessor to observe the candidate producing them.

In order to reduce the burden on the candidate, assessors are encouraged to log the relevant product of work and its location rather than insist the candidate stores copies in their portfolio.

Assessors must ensure that products of work are **authentic**, i.e. the assessor must satisfy themselves that the evidence is genuinely the product of the candidate’s work and not someone else’s.

It is possible for candidates to present products of work from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

### Assessment method: witness testimony

This is another form of observation and takes account of the fact that valuable performance evidence will occur when the regular assessor is not present. The use of witness testimony is encouraged because, again, it reduces the need for observation by the regular assessor. The Assessment Strategy provides for two types of witness testimony.

- *Witness testimony*, for example from a customer, supplier or colleague that provides evidence towards a candidate's assessment, or
- *Expert witness testimony* that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

Expert witnesses may be other approved assessors who are recognised to assess the relevant occupational area and level, or line managers/other managers, that may not be approved assessors, but whom the awarding body agrees have sufficient occupational qualifications or experience to make a judgement on the competence of a candidate. Expert witnesses must be able to demonstrate practical experience and knowledge in the unit being assessed, and expert witness testimony must be used in line with awarding body requirements.

Witness testimony of either kind must be authentic, i.e. the assessor must satisfy themselves that the testimony is a true account of the candidate's performance.

It is possible for candidates to present witness testimony from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

#### Assessment method: candidate statement/report

Candidate statements also take account of the fact that valuable performance evidence will occur when the assessor is not present. The candidate statement/report gives the candidate the opportunity to write a brief description of something they have done which meets the learning outcomes and assessment criteria in a unit. For a candidate statement/report to be valuable, it must be possible to cross-reference it to content of the unit and to clearly see how the description provides evidence against the relevant learning outcomes and assessment criteria. It is possible for a candidate to produce a statement/report on something they have done in the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

#### Assessment method: professional discussion

Professional discussion can be used as an assessment method for performance and knowledge and understanding. Professional discussion is a single, or series of structured, planned and in-depth discussions between the assessor and candidate. Professional discussions can be used to obtain evidence from the candidate about what they have done and how they did it; it can also be used to supplement observations, witness testimony, examination of work products and written questions/answers. However, assessors should not rely entirely on candidates' reports of their own competence. It should always be supplemented by other types of evidence such as witness testimony and work products.

## **Evidence of knowledge and understanding assessment methods**

Evidence of knowledge and understanding applies to those learning outcomes (and the associated assessment criteria) that describe what the candidate **understands**. These learning outcomes all begin with 'understand'. Examples of these types of learning outcomes are:

- Understand how to contribute to new recipes and menus
- Understand how to maintain the health, hygiene, safety and security of the working environment
- Understand how to supervise food production operations

### Assessment method: questioning

Oral and written questions are both valid methods of assessing the knowledge and understanding learning outcomes and associated assessment criteria and are likely to be the assessor's method of choice.

### Assessment method: other recorded evidence of knowledge and understanding

This includes work-based projects, case studies and reflective accounts. For some candidates these approaches can be powerful ways of bringing out evidence of a candidate's knowledge and understanding across several related learning outcomes and even units. However, their use will depend on the candidate's circumstances and ability to structure and write the appropriate documents.

### Assessment method: professional discussion

Professional discussion can also be used to assess knowledge and understanding. Professional discussion is a single, or series of structured, planned and in-depth discussions between the assessor and candidate. A professional discussion can bring out a wide range of knowledge and understanding across many related learning outcomes or units, particularly covering why certain things are done or the principles that underpin competent performance. Professional discussion can also help to verify the authenticity of other pieces of evidence.

### Assessment method: inferring knowledge and understanding from performance

It is possible for an assessor to infer that the candidate knows or understands certain things from observing their performance or examining other pieces of evidence such as work products or witness testimony. This particularly applies to assessment criteria that cover **how** to do certain tasks, for example:

- explain how to gather and evaluate information that will help to plan and update the wine list

The assessor should already have seen evidence of the candidate's ability to do this in the 'be able to' learning outcome in the same unit. They may, therefore, reasonably infer that the candidate has this knowledge and understanding.

Inferring knowledge and understanding from performance is a helpful way of avoiding over assessment. However, it should be used with caution, particularly when it comes to the possession of key facts, for example:

- identify the legal requirements relevant to weights and measures, trades descriptions and licensing legislation

or the reasons why certain things are important:

- explain why confidentiality is important

In both of these cases, oral/written questions, reflective accounts and professional discussions would be more valid ways of testing knowledge and understanding. The specific knowledge must be brought out.

### **Volume of evidence/length of assessment**

The evidence requirements do not stipulate how frequently a candidate must be assessed for each unit or how much evidence is acceptable. Assessors and verifiers should use their professional skills and experience to determine how much evidence, over what period of time, is sufficient to make a reliable judgement of consistent competent performance.

This is likely to vary according to the individual candidate and their working situation.

## Annexe B: Personal, Thinking and Learning Skills (PTLS) Mapping

Units		1	2	3	4	5	6
		L2	L3	L3	L3	L3	L3
<b>PLTS</b>							
<b>Independent Enquirers</b>							
1	identify questions to answer and problems to resolve	•	•	•	•	•	•
2	plan and carry out research, appreciating the consequences of decisions		•	•	•		
3	explore issues, events or problems from different perspectives	•			•	•	•
4	analyse and evaluate information, judging its relevance and value	•	•	•	•	•	
5	consider the influence of circumstances, beliefs and feelings on decisions and events				•	•	
6	support conclusions, using reasoned arguments and evidence	•	•	•	•	•	
<b>Creative Thinkers</b>							
1	generate ideas and explore possibilities				•	•	
2	ask questions to extend their thinking	•		•	•	•	•
3	connect their own and others' ideas and experiences in inventive ways				•	•	
4	question their own and others' assumptions				•	•	•
5	try out alternatives or new solutions and follow ideas through	•	•	•	•	•	•
6	adapt ideas as circumstances change		•	•	•	•	
<b>Reflective Learners</b>							
1	assess themselves and others, identifying opportunities and achievements				•		
2	set goals with success criteria for their development and work		•				
3	review progress, acting on the outcomes						
4	invite feedback and deal positively with praise, setbacks and criticism		•		•		
5	evaluate experiences and learning to inform future progress		•		•	•	•
6	communicate their learning in relevant ways for different audiences	•					

PLTS	Units	1	2	3	4	5	6
		L2	L3	L3	L3	L3	L3
<b>Team Workers</b>							
1	collaborate with others to work towards common goals	•			•	•	
2	reach agreements, managing discussions to achieve results	•	•	•	•	•	
3	adapt behaviour to suit different roles and situations, including leadership roles						
4	show fairness and consideration to others	•	•	•	•	•	
5	take responsibility, showing confidence in themselves and their contribution	•	•	•	•	•	•
6	provide constructive support and feedback to others				•		
<b>Self-Managers</b>							
1	seek out challenges or new responsibilities and show flexibility when priorities change					•	
2	work towards goals, showing initiative, commitment and perseverance		•		•	•	•
3	organise time and resources, prioritising actions		•	•	•	•	•
4	anticipate, take and manage risks			•	•		
5	deal with competing pressures, including personal and work-related demands		•	•	•	•	•
6	respond positively to change, seeking advice and support when needed		•		•		
7	manage their emotions, and build and maintain relationships	•			•	•	
<b>Effective Participators</b>							
1	discuss issues of concern, seeking resolution where needed	•	•	•	•	•	•
2	present a persuasive case for action		•	•	•	•	•
3	propose practical ways forward, breaking these down into manageable steps		•	•	•	•	•
4	identify improvements that would benefit others as well as themselves		•	•	•	•	
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		•		•	•	
6	act as an advocate for views and beliefs that may differ from their own		•		•	•	

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