

Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership

Specification

Competence-based qualification

For first registration April 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

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

The QN remains the same.

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Summary of Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	14-213

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership	600/1053/8	02/03/11

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership

This qualification:

- is nationally recognised
- is based on the Hospitality National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by People 1st.

The Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership has been approved as a component required for the Hospitality Advanced Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners employed in hospitality roles for example bar people/managers, chefs or conference and banqueting assistants/managers, who need to develop or consolidate their skills. Learners must take mandatory units that cover aspects of setting objectives and providing support for team members, developing working relationships with colleagues, contributing to the control of resources, maintaining the health, hygiene, safety and security of the working environment, and leading a team to improve customer service in a hospitality environment. Learners can then choose optional units covering different areas of hospitality supervision and leadership such as supervising food production operations and contributing to the selection of staff for activities. There is a wide range of optional units that allow learners to choose units to meet the needs of their own work role.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

At level 3 learners are expected to be in an operational role in the workplace.

The Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership is suitable for people already employed in the hospitality industry and for those wishing to gain entry into the industry.

This qualification is for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- armed forces
- bed and breakfasts
- care homes
- contract caterers
- fine dining restaurants
- holiday parks
- hotels
- quick service restaurants
- schools
- youth hostels.

What are the benefits of this qualification to the learner and employer?

This is a work-based qualification which will enable learners to develop knowledge, understanding and skills essential for working in a hospitality environment, such as supervisory skills, working with others and managing and improving own and other's performance.

What are the potential job roles for those working towards this qualification?

The National Occupational Standards cover a diverse range of job roles, for example:

- bar person/manager
- chef
- conference and banqueting assistant/manager.

What progression opportunities are available to learners who achieve this qualification?

This qualification offers various opportunities for progression to further learning. Learners can progress to other Pearson Edexcel Level 3 NVQs in Hospitality and the Pearson Edexcel BTEC Level 4 HNC Diploma and Level 5 HND Diploma in Hospitality Management.

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership?

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours (GLH) for this qualification is 276.

To achieve the full Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership, learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (23 credits), at least 4 credits from Optional Group A1 and the remaining credits from Optional Group A1 or B1.

	Units	Level	Credit	GLH
	A – mandatory units			
	<i>Credit value required: minimum 23.</i>			
Unit 1	M/600/9600 – Set Objectives and Provide Support for Team Members	3	5	35
Unit 2	H/600/9660 – Develop Working Relationships with Colleagues	2	3	15
Unit 3	T/502/9532 – Contribute to the Control of Resources	3	4	30
Unit 4	Y/502/9569 – Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
Unit 5	H/601/1568 – Lead a Team to Improve Customer Service	3	7	47
	B – optional units			
	<i>Credit value required: minimum 14.</i>			
	A1 – optional units			
	<i>Credit value required: minimum 4.</i>			
Unit 6	F/502/9565 – Supervise Drink Services	3	4	30
Unit 7	J/502/9566 – Supervise Food Production Operations	3	4	20
Unit 8	M/502/9562 – Supervise Food Service	3	4	35
Unit 9	T/502/9563 – Supervise Functions	3	5	35
Unit 10	K/502/9561 – Supervise Housekeeping Operations	3	4	30
Unit 11	H/502/9560 – Supervise Portering and Concierge Operations	3	4	32
Unit 12	A/502/9533 – Supervise Reception Services	3	5	30
Unit 13	Y/502/9538 – Supervise Reservations and Booking Services	3	5	30

	Units	Level	Credit	GLH
	B1 – optional units			
Unit 14	J/502/9535 – Contribute to Promoting Hospitality Products and Services	4	5	28
Unit 15	K/502/9530 – Contribute to the Development of a Wine List	4	5	24
Unit 16	M/502/9531 – Contribute to the Development of Recipes and Menus	4	4	22
Unit 17	T/502/9529 – Contribute to the Selection of Staff for Activities	3	5	22
Unit 18	H/502/9591 – Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	3	5	35
Unit 19	H/601/1232 – Improve the Customer Relationship	3	7	47
Unit 20	Y/600/9686 – Lead and Manage Meetings	3	4	20
Unit 21	M/600/9712 – Manage the Environmental Impact of Work Activities	4	5	10
Unit 22	A/502/9564 – Manage the Receipt, Storage or Dispatch of Goods	3	3	21
Unit 23	J/601/1515 – Monitor and Solve Customer Service Problems	3	6	40
Unit 24	R/502/9540 – Supervise Cellar and Drink Storage Operations	3	5	28
Unit 25	M/502/9559 – Supervise Linen Services	3	4	29
Unit 26	K/502/9558 – Supervise Off-site Food Delivery Service	4	4	34
Unit 27	D/502/9539 – Supervise Practices for Handling Payments	3	4	18
Unit 28	F/502/9534 – Supervise the Use of Technological Equipment in Hospitality Services	3	4	33
Unit 29	R/502/9537 – Supervise the Wine Store/Cellar and Dispense Counter	3	5	24
Unit 30	L/502/9536 – Supervise Vending Service	3	5	34
Unit 31	M/600/9676 – Support Learning and Development Within Own Area of Responsibility	4	5	25
Unit 32	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification have been included in *Annexe C*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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/training programme whether at or away from the workplace
- 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 learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

Types of evidence

To successfully achieve a unit, learners must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes 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.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the Hospitality sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about providing direction to hospitality staff and motivating and supporting them to achieve the objectives of the team as well as their personal work objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to the team members	1.1 Describe the purpose of a team 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 1.3 Communicate the team's purpose and objectives to its members			
2	Be able to develop a plan with team members showing how team objectives will be met	2.1 Discuss with team members how team objectives will be met 2.2 Ensure team members participate in the planning process and think creatively 2.3 Develop plans to meet team objectives 2.4 Set SMART personal work objectives with team members			
3	Be able to support team members identifying opportunities and providing support	3.1 Identify opportunities and difficulties faced by team members 3.2 Discuss identified opportunities and difficulties with team members 3.3 Provide advice and support to team members to overcome identified difficulties and challenges 3.4 Provide advice and support to team members to make the most of identified opportunities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1 Monitor and evaluate individual and team activities and progress			
		4.2 Provide recognition when individual and team objectives have been achieved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Develop Working Relationships with Colleagues

Unit reference number: H/600/9660

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	2.1 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)

Unit 3: Contribute to the Control of Resources

Unit reference number: T/502/9532

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about ensuring that you and staff you are responsible for use resources effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when managing the resources under their control. Resources should include: equipment, supplies and people.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to contribute to the control of resources	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Order forms Emails and other correspondence Store records Maintenance records Work plans Witness statements Records of professional discussion
2 Understand factors affecting the use of resources	Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding	Records of oral questioning Question/answer sheets Project Reflective account Cross-reference to learning outcome 1
3 Understand how to contribute to the control of resources	Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding	Records of oral questioning Question/answer sheets Project Reflective account Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.3	Follow organisational procedures when dealing with any problems in obtaining resources	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion
1.4	Update relevant people within the organisation when dealing with any problems in obtaining resources	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion

Unit 4: Maintain the Health, Hygiene, Safety and Security of the Working Environment

Unit reference number: Y/502/9569

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about maintaining health, hygiene, safety and security standards relevant to your area of responsibility. The maintenance of these standards is essential in protecting staff and customers from harm.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Describe the evacuation procedures that relate to own area of responsibility 2.11 Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security 2.12 Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security 2.13 Identify who to make recommendations to regarding health, hygiene, safety and security			
3 Understand how to maintain the health, hygiene, safety and security of the working environment	3.1 Identify information about health, hygiene, safety and security that should be recorded and stored 3.2 Identify other people and organisations who need to have access to information about health, hygiene, safety and security 3.3 Identify the information on health, hygiene, safety and security that external authorities may need to access 3.4 Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility 3.5 Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when maintaining health, hygiene, safety and security in their area of responsibility.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to maintain the health, hygiene, safety and security of the working environment	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Information held by the candidate on health, hygiene, safety and security Team briefing notes Notes of meetings with line manager Risk assessments Emails and other correspondence Displayed notices and posters covering health, hygiene, safety and security Witness statements Records of professional discussion
2 Understand the importance of maintaining the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Learning outcomes	Examples of assessment methods	Examples of evidence
3 Understand how to maintain the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.6 Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7 Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 5: Lead a Team to Improve Customer Service

Unit reference number: H/601/1568

Level: 3

Credit value: 7

Guided learning hours: 47

Unit summary

This unit is about looking at both your organisation and your staffing resources and bringing these together in a constructive way to improve overall customer service.

You need to give support and guidance to your team to encourage them to improve their customer service delivery. It is about having a passion for customer service and sharing this enthusiasm with your colleagues and staff team. It is about leading by example.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan and organise the work of a team	1.1 Treat team members with respect at all times			
		1.2 Agree with team members their role in delivering effective customer service			
		1.3 Involve team members in planning and organising their customer service work			
		1.4 Allocate work which takes full account of team members' customer service skills and the objectives of the organisation			
		1.5 Motivate team members to work together to raise their customer service performance			
2	Be able to provide support for team members	2.1 Check that team members understand what they have to do to improve their work with customers and why that is important			
		2.2 Check with team members what support they feel they may need throughout this process			
		2.3 Provide team members with support and direction when they need help			
		2.4 Encourage team members to work together to improve customer service			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to review performance of team members	3.1 Provide sensitive feedback to team members about their customer service performance 3.2 Encourage team members to discuss their customer service performance 3.3 Discuss sensitively with team members action they need to take to continue to improve their customer service performance			
4	Understand how to lead a team to improve customer service	4.1 Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation 4.2 Explain how team and individual performance can affect the achievement of organisational objectives 4.3 Explain the implications of failure to improve customer service for their team members and their organisation 4.4 Describe how to plan work activities 4.5 Explain how to present plans to others to gain understanding and commitment 4.6 Explain how to facilitate meetings to encourage frank and open discussion 4.7 Explain how to involve and motivate staff to encourage teamwork 4.8 Describe how to recognise and deal sensitively with issues of underperformance			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 6: Supervise Drink Services

Unit reference number: F/502/9565

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about supervising the preparation and delivery of the drink service. It is about enabling a friendly, hygienic and efficient service in relaxed, safe surroundings, ensuring that the law is fully complied with and that customer behaviour problems are dealt with quickly and correctly.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise drinks services	1.1	Ensure staff have the skills, knowledge and resources to carry out their responsibilities		
		1.2	Agree procedures for staff to follow when preparing and restocking the drink service area		
		1.3	Ensure that the attractiveness and comfort of drinking areas meet customer needs and expectations		
		1.4	Liaise with other relevant people and departments to ensure the delivery of an effective drinks service		
		1.5	Carry out preparations in good time to allow the scheduled drink service to be provided		
		1.6	Ensure specified standards and procedures for the service of products are maintained		
		1.7	Ensure the drink service complies with social responsibility practices and relevant legislation		
		1.8	Confirm that communication with customers by all staff takes place in a manner that is appropriate to them and the situation		
		1.9	Maintain the comfort and wellbeing of other customers and local residents when carrying out activities		
		1.10	Deal with any problems promptly and effectively when monitoring drink service areas		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the requirements that need to be met when supervising drink services	2.1 State where to find information about licensing legislation 2.2 Describe the basic legal requirements that affect the drink service and how to implement these in relation to: – permitted hours – closing time – licences – residents and non-residents – diners and non-diners – young persons, service and employment – right to eject and duty to refuse service – gaming, betting and lotteries – public entertainment – weights and measures – price lists, notices and payment for drinks – drugs – trades descriptions and consumer protection laws 2.3 Explain the implications of failing to implement basic legal requirements 2.4 Explain how to identify and correct deviations from legislation and industry specific regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Describe the organisation's policies and procedures that are relevant to the drink service 2.6 Describe the various procedures that need to be followed for the preparation of the drink service area, including those relating to: - clearing - stocking products - equipment			
3 Understand how to supervise drinks services	3.1 Explain how to supervise the preparation of the drink service area so that the service meets organisational requirements and is done in time 3.2 Describe the range of products in own area of responsibility 3.3 Explain how to prepare and serve the range of products in own area of responsibility 3.4 Explain the roles and responsibilities of people in own area of responsibility and in other parts of the organisation as relevant to the drink service 3.5 Describe the skills and knowledge staff need to carry out their responsibilities effectively 3.6 Compare different methods of monitoring the drinks service area effectively 3.7 Explain how to monitor and supervise staff practice in order to maintain standards			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising drinks services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise drinks services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Notes of meetings with line manager Team briefing notes Plans for drinks services Drink service records Witness statements Records of professional discussion
2 Understand the requirements that need to be met when supervising drink services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise drinks services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criterion not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.10 Deal with any problems promptly and effectively when monitoring drink service areas	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 7: Supervise Food Production Operations

Unit reference number: J/502/9566

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about supervising food production to ensure that the customer receives their order within reasonable timescales and to quality standards. The unit is about making sure staff have the necessary skills, knowledge and resources required to carry out their work.

It is also about monitoring work, dealing with food production problems and supervising operations to ensure the quality of the product. A holistic approach to food safety is an essential aspect of this quality and this is addressed in detail in Unit HSL30 *Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise food production operations	1.1	Ensure that all stages of food production comply with relevant legislation and organisational policies		
		1.2	Implement procedures to meet control points following relevant legislation and organisational policy		
		1.3	Ensure that procedures are being followed correctly		
		1.4	Ensure staff have the skills, knowledge and resources needed		
		1.5	Encourage staff to ask questions when needed		
		1.6	Encourage staff to report any problems with the control points		
		1.7	Collect feedback that may help to identify any problems with procedures		
		1.8	Manage problems that may affect food production or the standard of food service		
		1.9	Complete the required records according to organisation's procedures		
		1.10	Ensure staff's agreed targets are achieved		

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Explain how to motivate staff to achieve the required standards of quality 3.9 Explain how to monitor activities and performance against organisational standards and targets 3.10 Explain what to do when performance does not meet standards and targets 3.11 Explain importance of confidentiality 3.12 Explain how confidential information can be kept secure 3.13 Describe the acceptable format for presenting and storing information in their area of responsibility 3.14 Explain when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams 3.15 Identify when and how to provide information to management			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising food production operations.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise food production operations	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Information held by the candidate on food hygiene procedures Team briefing notes Notes of meetings with line manager Records of food production operations supervised by the candidate Witness statements Records of professional discussion
2 Understand how to plan food production operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise food production operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criterion not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.8	Manage problems that may affect food production or the standard of food service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 8: Supervise Food Service

Unit reference number: M/502/9562

Level: 3

Credit value: 4

Guided learning hours: 35

Unit summary

This unit is about supervising the food service and making sure that the service area and equipment are suitably clean and ready for use. It involves: planning; supervising cleaning, clearing and restocking; checking equipment; liaising with other departments and dealing with problems to ensure that service meets the required standard. A holistic approach to food safety is essential to providing a quality food service and this is addressed in detail in Unit HSL30.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise food service	1.1 Obtain up-to-date information about food safety procedures 1.2 Check that staff have the skills, knowledge and resources to carry out their responsibilities 1.3 Check that service equipment is ready for use and located correctly 1.4 Ensure service areas are stocked in preparation for service 1.5 Ensure that procedures for clearing, cleaning and stocking service areas are followed correctly 1.6 Ensure the environment meets customer requirements 1.7 Ensure any special customer areas are arranged as agreed 1.8 Carry out preparations in sufficient time to allow an effective service to be provided 1.9 Liaise with relevant people and departments to ensure effective delivery of the service 1.10 Monitor staff conduct and communications with customers 1.11 Confirm that communication with customers by all staff takes place in a manner that is likely to promote goodwill and understanding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.12 Deal with problems that may affect the standard of food service 1.13 Feed back on the effectiveness of procedures in own area of responsibility to the appropriate person in the organisation			
2 Understand how to plan food service	2.1 Identify the appropriate person to liaise with when organising the food service 2.2 Explain how to identify trends in levels of demand which influence staffing requirements 2.3 Explain how to identify and obtain the resources needed for food service 2.4 Explain how to organise staff depending on service requirements 2.5 Explain how to communicate operational procedures to staff 2.6 Explain how to ensure staff receive the correct training to support their responsibilities 2.7 Explain how to develop contingency plans 2.8 Explain how to check that equipment is ready for use			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to supervise food service	3.1	Identify industry specific regulations and codes of practice that need to be followed		
		3.2	Explain how to obtain information on regulations and codes of practice to ensure procedures are kept up to date		
		3.3	Explain how to identify, deal with and report breaches of legislation, regulations and codes of practice		
		3.4	Describe the organisation's procedures and standards for food service and customer service		
		3.5	Explain how food service operations integrate with other activities and departments in the organisation		
		3.6	Explain how the roles and responsibilities of individuals within own department affect the food service		
		3.7	Describe how staff should communicate with customers and conduct themselves in the food service area		
		3.8	Describe what to do in the event of equipment failure		
		3.9	Identify the information about food service that customers may need		
		3.10	Identify how the information should be presented		
		3.11	Explain how to prioritise tasks to regulate the time available		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.12 Explain how to ensure that staff follow procedures and standards 3.13 Describe how to correct and report failures according to organisational standards and procedures 3.14 Identify the appropriate person to consult in the event of food service problems 3.15 Evaluate potential solutions to problems that may occur in food service 3.16 Explain how to minimise disruptions to the food service			

Learner name: _____

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Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising food service.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise food service	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Notes of meetings with line manager Checklists Team briefing notes Food service records Witness statements Records of professional discussion
2 Understand how to plan food service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise food service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criterion not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.12 Deal with problems that may affect the standard of food service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 9: Supervise Functions

Unit reference number: T/502/9563

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about supervising a function such as a banquet, corporate entertainment event, reception or conference. The unit covers the preparation, running and closing of the event. As such it includes activities such as briefing, monitoring, clearing up and debriefing staff beyond the close of the function.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise functions	1.1 Obtain all the necessary information relating to the function including: – customer requirements – own responsibilities 1.2 Plan procedures to ensure that requirements are met and contingencies are developed 1.3 Ensure staff have the skills, knowledge and resources needed to carry out their responsibilities 1.4 Inspect the function venue to ensure that it has been prepared as agreed 1.5 Ensure that the equipment and materials needed for the function are available to the staff that will use them 1.6 Communicate relevant health, safety and legal requirements to customers 1.7 Liaise with relevant people throughout the function to ensure that the arrangements meet customer requirements 1.8 Monitor the function to ensure that it is running to plan 1.9 Deal with any problems that threaten to disrupt operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Ensure the function and all associated activities comply with relevant legislation and the organisation's standards 1.11 Record all relevant information in a suitable format 1.12 Make records available to the relevant people			
2 Understand how to plan functions	2.1 Describe the health and safety and other legal requirements that: – affect the function – need to be communicated to the customer 2.2 Describe the food safety measures that need to be employed 2.3 Explain the importance of assessing the impact that the function is likely to have on others 2.4 Explain how to assess and minimise the impact the function is going to have on others 2.5 Identify the variety of information required to plan different types of functions including: – customers' specific requirements – staffing – equipment – budget – venue capacity – other specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Identify the types of specific requirements customers may have 2.7 Identify the factors that need to be considered in arranging food and beverages for the function 2.8 Explain how to deal with special requirements for different client groups including: – children – older people – people with disabilities 2.9 Explain the importance of anticipating problems that may occur at functions 2.10 Explain how to inspect a venue to ensure preparations are in order 2.11 Explain how to carry out a risk assessment of the venue 2.12 Describe what to do with the information relating to risk assessment of the venue 2.13 Explain how to ensure that staff have the required skills, knowledge and resources to carry out their responsibilities 2.14 Identify how to ensure appropriate appointment of contractors in own area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to supervise functions	3.1 Describe the organisation's customer care policy			
		3.2 Explain how to ensure the organisation of products and services support a variety of functions			
		3.3 Explain how to ensure effective management of staff for the function, including: - allocation of responsibilities - briefing - supervision			
		3.4 Explain how to manage resources available for a function			
		3.5 Explain how to monitor a function and ensure it goes as planned			
		3.6 Describe how to deal with problems that may occur			
		3.7 Describe how to adjust the atmosphere of functions			
		3.8 Describe how to inspect equipment used during functions			
		3.9 Describe how to evacuate premises safely in the event of an emergency			
		3.10 Identify who is responsible for storing equipment and reporting loss or damage			
		3.11 Explain how to respond to requests and complaints			
		3.12 Describe how information about the function should be communicated to customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.13 Explain the importance of communicating with the organiser of the function 3.14 Describe the legal requirements that cover the clearing of a venue 3.15 Describe the types of records that should be maintained for functions 3.16 Describe the organisation's procedures in relation to record keeping for functions			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising functions.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise functions	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Notes of meetings with client/line manager Staff rotas Team briefing notes Plans for functions Records of functions supervised by the candidate Witness statements Records of professional discussion
2 Understand how to plan functions	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise functions	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criterion not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.9	Deal with any problems that threaten to disrupt operations	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 10: Supervise Housekeeping Operations

Unit reference number: K/502/9561

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the maintenance of the housekeeping service. This unit deals with the preparation, supervision and review of the service, involving the planning of equipment and supplies, preparing staff rotas, briefing staff and collecting customer feedback.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise housekeeping operations	1.1 Schedule housekeeping procedures at suitable intervals to ensure the standards of the housekeeping service are maintained 1.2 Allocate housekeeping duties to staff 1.3 Brief staff on housekeeping duties including: – procedures – work routines – standard of behaviour – how to communicate with customers and other members of staff 1.4 Ensure staff have the skills, knowledge and resources needed 1.5 Ensure staff follow the housekeeping procedures 1.6 Inform staff and customers about any changes that may affect the service 1.7 Manage any problems that may disrupt the housekeeping service 1.8 Collect feedback on the services from staff and customers 1.9 Monitor and review procedures to ensure the housekeeping service meets the needs of customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Recommend ways of improving housekeeping operations following organisation's requirements 1.11 Complete required records			
2 Understand the requirements of housekeeping operations	2.1 Describe the health and safety standards that need to be followed with regards to the housekeeping service 2.2 Explain how legislation affects housekeeping procedures 2.3 Explain the impact that a breach of health and safety standards could have on: – customers – staff – the organisation 2.4 Describe the legal requirements in relation to storing information about customers, staff and their comments 2.5 Explain the importance of regularly reviewing the implications of legal requirements 2.6 Identify the organisation's standards for – personal presentation – customer care – behaviour of staff 2.7 Describe the procedures for obtaining and recording feedback from customers and staff			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Explain how the organisation's policies can affect the development of procedures for the housekeeping service 2.9 Explain the importance of reviewing procedures 2.10 Explain how to review procedures			
3 Understand how to supervise housekeeping operations	3.1 Explain the economic importance of an effective customer-focused housekeeping service to the organisation and its staff members 3.2 Identify the different cleaning agents, materials and tools used in the housekeeping service 3.3 Describe how different cleaning agents, materials and tools should be: – used – stored 3.4 Describe how different surfaces and materials should be maintained 3.5 Describe the roles and responsibilities of individuals in the organisation and department relevant to the housekeeping service 3.6 Explain how the housekeeping service integrates with other departments 3.7 Identify the problems that may arise with the housekeeping service 3.8 Explain how to deal with problems with the housekeeping service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.9 Explain the limits of own authority when dealing with problems 3.10 Explain how to allocate work to staff 3.11 Explain how to choose appropriate methods to brief staff including: – verbal instructions – written instructions – demonstrations – diagrams			
4 Understand the importance of monitoring and reviewing housekeeping services	4.1 Explain how to monitor the use of housekeeping resources 4.2 Explain how to monitor responsibilities to ensure standards are maintained 4.3 Explain how to identify training needs to ensure that staff have the skills and knowledge needed 4.4 Explain how to motivate staff when giving them feedback 4.5 Describe the different ways of completing and storing computerised and paper-based records 4.6 Compare the advantages and disadvantages of computerised and paper-based records 4.7 Explain the importance of collecting feedback on the service from customers and staff			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 Explain the importance of confidentiality when collecting feedback on the housekeeping service 4.9 Explain how to alter work allocation in order to improve the service 4.10 Explain how to recommend ways of improving the housekeeping service			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising housekeeping services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise housekeeping operations	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Housekeeping schedules Notes of meetings with line manager Staff rotas Team briefing notes Plans for functions Housekeeping records Witness statements Records of professional discussion
2 Understand the requirements of housekeeping operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise housekeeping operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Learning outcomes	Examples of assessment methods	Examples of evidence
4 Understand the importance of monitoring and reviewing housekeeping services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Learning outcomes	Examples of assessment methods	Examples of evidence
1.6 Inform staff and customers about any changes that may affect the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7 Manage any problems that may disrupt the housekeeping service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 11: Supervise Portering and Concierge Operations

Unit reference number: H/502/9560

Level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about supervising the portering and concierge service. It includes preparation, supervision and review and therefore covers making sure that the portering and concierge service has all the necessary staff, equipment and supplies; making sure that procedures are in place for running the service and ensuring that staff are properly briefed, trained, overseen and supported.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise portering and concierge operations	1.1 Allocate staff to portering and concierge duties			
		1.2 Ensure staff have the skills, knowledge and resources needed			
		1.3 Brief staff on their duties, relevant procedures and any variations relating to their work routines			
		1.4 Encourage staff to ask questions if there is information that they do not understand			
		1.5 Ensure staff conduct a presentation that promotes goodwill and understanding with customers and complies with organisational policy			
		1.6 Monitor and review procedures to ensure the service meets the needs of customers			
		1.7 Ensure the service complies with relevant legislation and organisational policy			
		1.8 Inform staff and customers about any changes to the service that may affect them			
		1.9 Manage problems that may disrupt the service			
		1.10 Complete records according to the organisation's procedures			
		1.11 Collect feedback on the service from staff and customers			
		1.12 Present feedback to the relevant people according to the organisation's requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.13 Make recommendations to improve the service to the relevant person			
2	Understand the requirements of portering and concierge operations	2.1 Explain how legislation and industry codes of practice affect portering and concierge procedures 2.2 Describe how to make sure the portering and concierge service complies with legislation 2.3 Describe the organisation's policies and standards for customer service 2.4 Describe the limits of own authority when it comes to developing procedures and managing the service 2.5 Describe the limits of own authority when staff do not follow procedures 2.6 Explain how to make sure the portering and concierge service complies with organisational requirements 2.7 Explain the importance of maintaining confidentiality when dealing with information about staff and guests 2.8 Identify who to communicate with in the organisation when developing procedures 2.9 Explain why work procedures should be reviewed 2.10 Describe the organisational procedures for recording and reporting feedback			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to plan portering and concierge operations	3.1 Identify the information needed to run the portering and concierge service			
		3.2 Explain how to collect and check the information needed to run the portering and concierge service			
		3.3 Explain the importance of briefing staff on changes to work routines and about problems			
		3.4 Describe when and how to brief staff			
		3.5 Explain how to allocate work to members of staff to ensure standards of service are maintained			
4	Understand how to supervise portering and concierge operations	4.1 Explain how the portering and concierge service integrates with other departments			
		4.2 Identify the problems that may arise with the portering and concierge service			
		4.3 Explain how to deal with problems with the portering and concierge service			
		4.4 Explain the importance of monitoring relationships with internal customers to ensure an efficient service is provided			
		4.5 Explain how to communicate with staff			
		4.6 Identify standards of conduct and personal presentation for staff			
		4.7 Describe how to ensure that standards of customer service are being maintained			
		4.8 Describe how to give feedback to team members			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising portering and concierge services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise portering and concierge operations	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Team briefing notes Notes of meetings with line manager Work schedules Work records Witness statements Records of professional discussion
2 Understand the requirements of portering and concierge operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to plan portering and concierge operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Learning outcomes	Examples of assessment methods	Examples of evidence
4 Understand how to supervise portering and concierge operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.8 Inform staff and customers about any changes to the service that may affect them	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.9 Manage problems that may disrupt the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 12: Supervise Reception Services

Unit reference number: A/502/9533

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is about supervising the reception service to ensure that it has all the necessary staff, equipment and supplies. It involves ensuring that: procedures are in place for running the service and that staff conduct themselves appropriately and are properly briefed. The unit also covers the monitoring and improvement of the service.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise reception services	1.1 Ensure the reception service complies with relevant legislation and organisational policy 1.2 Allocate and brief staff to reception duties including: – personal presentation – standard of behaviour – relevant procedures – work routines 1.3 Ensure staff have the skills, knowledge and resources needed 1.4 Encourage staff to ask questions 1.5 Ensure staff follow the reception procedures 1.6 Ensure staff maintain the appearance of the reception area according to organisational requirements 1.7 Ensure staff communicate with customers in a manner that promotes goodwill and understanding 1.8 Inform staff and customers about any service changes that may affect them 1.9 Manage problems that disrupt the reception service 1.10 Collect feedback on the service from staff and customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.11 Monitor and review procedures to ensure the service meets the needs of customers 1.12 Recommend ways of improving the reception service following organisation's requirements 1.13 Report on performance and procedures as required 1.14 Complete the required records			
2	Understand policies and procedures relating to supervising reception services	2.1 Explain how to implement the requirements of: – health and safety – employment legislation – equal opportunities legislation – other industry specific regulations and codes of practice 2.2 Identify organisational standards for the reception area including: – personal presentation of staff – behaviour of staff 2.3 Explain how to ensure the performance of staff meets organisational standards 2.4 Describe how procedures and work instructions should be written 2.5 Identify the relevant channels of communication for establishing and updating procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to supervise reception services	2.6 Describe the organisation's discount policy			
		2.7 Explain how promotional offers should be handled			
		3.1 Explain how the reception service integrates with other departments in the organisation			
		3.2 Explain how the different roles and responsibilities of individuals within organisation and department affect reception service			
		3.3 Explain the consequences of the reception service and other departments not working cooperatively			
		3.4 Identify the department's service targets and standards			
		3.5 Explain how to estimate the resources required for reception activities			
		3.6 Explain how to develop a contingency plan			
		3.7 Identify who in the organisation needs to approve the use of additional resources			
		3.8 Describe how to build effective teams			
		3.9 Describe ways staff can be encouraged to make decisions for themselves within limits of their authority			
		3.10 Describe the limits of own authority when solving problems			
		3.11 Explain how to communicate with customers and suppliers			
		3.12 Identify customer needs and expectations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.13 Summarise the services that are available to customers 3.14 Explain how to obtain information on guests including guest history where available 3.15 Describe how customer complaints should be handled			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising reception services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise reception services	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Food safety records Correspondence Team briefing notes Witness statements Records of professional discussion
2 Understand policies and procedures relating to supervising reception services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise reception services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.8	Inform staff and customers about any service changes that may affect them	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.9	Manage problems that disrupt the reception service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 13: Supervise Reservations and Booking Services

Unit reference number: Y/502/9538

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is about supervising the reservation and booking service to ensure the development and maintenance of the necessary resources and procedures essential for operation. It also involves monitoring the service and suggesting improvements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise reservations and booking services	1.1 Ensure the reservation and booking service complies with relevant legislation and organisational policy			
		1.2 Brief staff on reservation and booking duties including: – personal presentation – standard of behaviour – procedures – work routines			
		1.3 Ensure staff have the skills, knowledge and resources needed			
		1.4 Encourage staff to ask questions when needed			
		1.5 Ensure staff follow the reservation and booking procedures			
		1.6 Ensure staff communicate with customers in a manner that promotes goodwill and understanding			
		1.7 Inform staff and customers about any changes that may affect the service			
		1.8 Manage problems that may disrupt the reservation and booking service			
		1.9 Collect feedback on the service from staff and customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Monitor and review procedures to ensure the service meets the needs of customers 1.11 Recommend ways of improving the reservation and booking service following organisation's requirements 1.12 Report on performance and procedures as required 1.13 Complete the required records			
2	Understand the organisation's standards and policies for reservations and booking services	2.1 Explain how to monitor staff performance against the organisation's standards 2.2 Explain what to do if staff performance does not meet these standards 2.3 Describe the organisation's discount policy 2.4 Describe how promotional offers should be handled 2.5 Explain the organisation's overbooking policy 2.6 Explain the organisation's policy for out-booking guests when full 2.7 Explain how to develop reservation and booking procedures to meet requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the requirements that need to be met when supervising reservations and bookings services	3.1 Explain how to implement the requirements of: – health and safety – employment legislation – equal opportunities – other industry specific regulations and codes of practice 3.2 Explain ways of assessing whether requirements are met 3.3 Describe the action that should be taken in response to breaches of requirements 3.4 Identify organisational policies that apply to: – the running of the reservation and booking service – review of procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to supervise reservations and bookings services	4.1 Explain how the different roles and responsibilities of individuals in the organisation and department affect the reservation and booking service			
		4.2 Explain how to estimate the time and resources required for reservation and booking activities			
		4.3 Explain how to develop a contingency plan			
		4.4 Identify who in the organisation needs to approve the use of additional resources			
		4.5 Describe the limits of own authority when solving problems			
		4.6 Describe how to communicate with customers			
		4.7 Explain how to assess customers' needs			
		4.8 Summarise the products and services that are available to customers			
		4.9 Identify the guest facilities that are available in the organisation where the booking is being made			
		4.10 Identify the information needed to maintain the reservation and booking service			
		4.11 Explain how to collect required information on the reservation and booking service			
		4.12 Describe the different ways of completing and storing computerised and paper-based records			
		4.13 Compare the advantages and disadvantages of computerised and paper-based records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.14 Explain the importance of staff and customer feedback 4.15 Explain how to collect and analyse feedback 4.16 Explain how to give feedback to staff 4.17 Explain how to present recommendations to improve the reservations and booking service 4.18 Explain how to review and update: - plans - targets - objectives - activities - work performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising reservations and bookings services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise reservations and booking services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Notes of meetings with line manager Correspondence Staff rotas Team briefing notes Work schedules Reception records Witness statements Records of professional discussion
2 Understand the organisation's standards and policies for reservations and booking services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand the requirements that need to be met when supervising reservations and bookings services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Learning outcomes	Examples of assessment methods	Examples of evidence
4 Understand how to supervise reservations and bookings services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.7 Inform staff and customers about any changes that may affect the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.8 Manage problems that may disrupt the reservation and booking service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 14:

Contribute to Promoting Hospitality Products and Services

Unit reference number:

Level:

Credit value:

Guided learning hours:

Unit summary

This unit is about the promotion of services and products. It is geared towards those in a supervisory role who are well placed to offer new ideas for promotional activities. Promotion may be through regular activities such as posters, leaflets and discounts as well as more irregular innovations such as special timely events.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to contribute to promoting hospitality services and products	1.1 Identify possible activities to promote the services and products in own area of responsibility			
		1.2 Identify the sales improvements promotional activities could generate			
		1.3 Consult with relevant colleagues about own ideas for promotional activities			
		1.4 Ensure promotional activities are consistent with: – targets – the organisation's objectives and values – social responsibility practices – legal requirements			
		1.5 Collect relevant information to support ideas for promotional activities			
		1.6 Organise relevant information to support ideas for promotional activities			
		1.7 Contribute to the development and implementation of plans			
		1.8 Instruct colleagues on planned activities as appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 Monitor activities to ensure that: – targeted customers are being reached – promotional activities are run according to agreed plans and standards 1.10 Collect information about the promotional activities 1.11 Evaluate the effectiveness of promotional activities			
2 Understand how to plan the promotion of hospitality products and services promotions	2.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities including: – Trades Descriptions Act – Health and Safety at Work Act – Discrimination Acts – Copyright law – COSHH – Food Hygiene 2.2 Explain the consequences of promotional activities not meeting legal requirements 2.3 Describe social responsibility practices, 'Best Practice' principles and ethical considerations that need to be considered when promoting hospitality services and products 2.4 Identify the organisation's target markets, sales targets and main competitors that are relevant to own area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Identify what information is needed to support suggested promotional activities			
		2.6 Identify the resources that are available for promotional activities			
		2.7 Explain how to obtain additional resources			
		2.8 Explain how to cost promotional activities to ensure profitability is maintained and improved			
3	Understand how to contribute to promoting hospitality products and services	3.1 Describe the nature of the product being promoted and any other materials that feature in the promotion 3.2 Outline any other promotional plans within the organisation that are relevant 3.3 Describe the possible adverse results that the promotion, products and other materials may have and how to avoid these 3.4 Identify the terms and conditions that need to be included in promotions and how these should be written 3.5 Describe how to present promotional ideas to other people in the organisation 3.6 Identify which colleagues need to be briefed in relation to different types of promotional plans 3.7 Outline the information that colleagues should be given about promotional activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Explain when to use product and organisational logos trademarks and branding to support promotional activities 3.9 Describe how to use product and organisational logos, trademarks and branding to support promotional activities 3.10 Outline the organisation's procedures for implementing promotional activities 3.11 Explain how promotional activities could become disrupted and how to deal with this 3.12 Describe how to measure the effectiveness of promotional activities 3.13 State who to make recommendations for improving promotional activities to			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when helping to promote services and products.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to contribute to promoting hospitality services and products	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Internal and external correspondence Records of promotional activities Team briefing notes Work schedules detailing promotional work Witness statements Records of professional discussion
2 Understand how to plan the promotion of hospitality products and promotions services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to contribute to promoting hospitality products and services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Unit 15: Contribute to the Development of a Wine List

Unit reference number: K/502/9530

Level: 4

Credit value: 5

Guided learning hours: 24

Unit summary

This unit is about helping to develop new wine lists. It covers the research, analysis and introduction of wines to develop or complement a wine list.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to contribute to the development of a wine list	1.1 Collect information needed to help plan the development of the wine list			
		1.2 Evaluate information collected to help with the development of the wine list			
		1.3 Contribute to the decision making when agreeing the final wine list			
		1.4 Record the decisions made for the wine list according to organisation's procedures			
		1.5 Collect the information needed to introduce the new wines to the wine list			
		1.6 Ensure staff have the resources needed to carry out their responsibilities in relation to the wine list			
		1.7 Collect feedback from staff and customers on the introduction of the new wines			
		1.8 Analyse feedback on the new wines from staff and customers			
		1.9 Feed back to the relevant people regarding the wine list according to own organisational requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to plan the development of a wine list	2.1	Identify the organisational procedures that apply to the development of a wine list		
		2.2	Explain how to evaluate information that will help to plan and update the wine list		
		2.3	Describe the types of wine direct competitors of own organisation are offering and how this can inform the development of own wine list		
		2.4	Explain the types of customers the wine list is aimed at		
		2.5	Identify the budget available for the wine list		
		2.6	Identify the wines that are available from own suppliers		
		2.7	Identify alternative wine suppliers that could be approached		
		2.8	Identify who should be consulted when developing a wine list		
		2.9	Explain how feedback can be used to evaluate the impact of new wines		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to contribute to the development of a wine list	3.1 Describe legal requirements relevant to: – weights and measures – trades descriptions – licensing legislation			
		3.2 Explain how to implement legal requirements for – weights and measures – trades descriptions – licensing legislation			
		3.3 Explain the different roles and responsibilities of individuals within own organisation in relation to developing a wine list			
		3.4 Explain how to communicate with – own team – customers – management – suppliers			
		3.5 Describe the current and future trends in wine style and wine consumption			
		3.6 Explain how to adjust the wine list according to market research			
		3.7 Describe the characteristics of wines from different regions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Identify the alcohol content of the different wines on the wine list 3.9 Compare the compatibility of different wines with the organisation's menu 3.10 Explain how wine should be priced to achieve an appropriate profit margin 3.11 Explain how to present information to management in a format that will help decision making 3.12 Explain how to promote customer awareness of new wines and wine lists 3.13 Explain how to present the results of evaluating the wine list to management			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when contributing to wine list development.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to contribute to the development of a wine list	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Records of research Correspondence Team briefing notes Wine lists developed by the learner Witness statements Records of professional discussion
2 Understand how to plan the development of a wine list	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to contribute to the development of a wine list	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Unit 16: Contribute to the Development of Recipes and Menus

Unit reference number: M/502/9531

Level: 4

Credit value: 4

Guided learning hours: 22

Unit summary

This unit is about developing or introducing new menu items. It involves researching, implementation and review.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to contribute to the development of recipes and menus	1.1 Consider food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions 1.2 Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities 1.3 Identify suitable supply sources 1.4 Identify methods for presenting, holding and distributing the recipe item 1.5 Cost recipe suggestions taking into account the resources available 1.6 Follow organisational procedures for registering and passing on relevant information about the suitability of new menu items 1.7 Make suggestions on the layout and presentation of the menu 1.8 Produce recipe suggestions in accordance with: – the style and policy of the organisation – available resources – the expectations and standards of customers 1.9 Ensure staff have the resources needed to carry out responsibilities in relation to new menu items			

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.12 Explain how to estimate lead times for the preparation of new menu items			
3	Understand how to contribute to the development of recipes and menus	3.1 Explain the concept of a balanced diet 3.2 Explain how a balanced diet is important for good health 3.3 Describe current government guidelines for healthy eating 3.4 Describe the types, combinations and proportions of ingredients that make up a healthy dish 3.5 Explain the nutritional benefits of: – minimising the fat, sugar and salt content of dishes – starchy foods, fruit, vegetables and pulses 3.6 Identify healthier flavourings that can be used as alternatives to salt and sugar 3.7 Explain how to record information relating to proposed recipes 3.8 Identify the appropriate person to make records of proposed recipes available to 3.9 Explain how to carry out and evaluate test runs of recipes 3.10 Describe what training may be needed to support the implementation of new menu items 3.11 Explain how to brief staff on new menu items and implementation plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.12 Describe how to gain feedback from staff on operational problems which may arise 3.13 Explain how to allocate resources to staff to enable them to implement new menu items 3.14 Identify lead times required by organisation for the implementation of new menu items 3.15 Explain why measures should be closely monitored when introducing new items 3.16 Explain the importance of gaining feedback from customers on new items and methods for doing this			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when helping to develop recipes and menus.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to contribute to the development of recipes and menus	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Photos Notes of meetings with line manager and other staff Correspondence with other staff Records of research Sample recipes and menus to which the learner has contributed Witness statements Records of professional discussion
2 Understand how to plan the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to contribute to the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Unit 17:

Contribute to the Selection of Staff for Activities

Unit reference number: T/502/9529

Level: 3

Credit value: 5

Guided learning hours: 22

Unit summary

This unit is about helping to identify suitable personnel for work. Businesses can only deliver high quality services to their customers if they have staff with the right attitudes, experience, training and potential to grow in their jobs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to contribute to the selection of staff for activities	1.1 Identify staffing requirements taking account of work objectives and constraints 1.2 Ensure that identified staffing requirements are based on valid and reliable information 1.3 Present staffing requirements to the relevant people following organisational procedures 1.4 Follow organisational procedures when assessing and selecting staff 1.5 Ensure the selection of staff is based on an objective assessment of the information available against agreed selection criteria 1.6 Ensure records of own contribution to the selection process meet organisational requirements			
2	Understand how to contribute to the selection of staff for activities	2.1 Describe the legal organisational requirements for identifying personnel needs 2.2 Explain how to interpret the work objectives and constraints which are relevant to identifying own personnel needs 2.3 Explain how to make a case for additional staffing requirements 2.4 Describe the legal requirements that need to be followed when selecting staff 2.5 Identify the organisational and industry requirements for the selection of personnel			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Explain how to collect the information necessary to contribute to identifying staffing requirements 2.7 Explain how to check the validity of information for staffing requirements 2.8 Explain the type of work objectives and constraints that may influence personnel considerations 2.9 Explain how to present suggestions for selection procedures 2.10 Describe the range of methods which may be used for the assessment and selection of staff 2.11 Compare the advantages and disadvantages of different selection methods for own team 2.12 Outline own contribution that can be made to the assessment and selection of staff 2.13 Explain how to make fair and objective assessments against criteria during the selection process 2.14 Explain the importance of confidentiality during selection processes 2.15 Outline the type of information that may be shared with specific staff 2.16 Explain the importance of keeping accurate records of own contributions to the selection process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when contributing to staff selection.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to contribute to the selection of staff for activities	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Job descriptions to which the learner has contributed Notes from interviews and other selection processes Correspondence Team briefing notes Witness statements Records of professional discussion
2 Understand how to contribute to the selection of staff for activities	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Unit reference number:	H/502/9591
Level:	3
Credit value:	5
Guided learning hours:	35

This unit describes 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.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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: - microbiological - physical - chemical - allergenic 3.4 Describe the conditions that affect microbial growth 3.5 Explain how to identify food safety hazards 3.6 Explain how to control significant food safety hazards 3.7 Identify the correct methods to control waste 3.8 Describe the operational requirements in relation to personal hygiene practices that staff should follow 3.9 Identify effective methods for cleaning equipment and surfaces 3.10 Identify the temperature levels and controls for the types of food in own area of responsibility 3.11 Explain how to eliminate cross contamination 3.12 Explain how to confirm responsibilities for food safety procedures to staff			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.13 Explain how to ensure that staff receive training to meet their food safety responsibilities 3.14 Identify the types of failures that may occur with control measures 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			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when ensuring food safety hygiene practice.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to ensure food safety practices are followed in the preparation and serving of food and drink	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Food safety records Correspondence Team briefing notes Witness statements Records of professional discussion
2 Understand the importance of ensuring food safety practices are followed in the preparation and serving of food and drink	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.5	Monitor own area of responsibility for food safety hazards	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.6	Identify potential food safety hazards in own area of responsibility	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7	Report any potential food safety hazards for review	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.8	Identify control measures appropriate to food safety hazards	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 19: **Improve the Customer Relationship**

Unit reference number: H/601/1232

Level: 3

Credit value: 7

Guided learning hours: 47

Unit summary

This unit is about building and improving relationships with customers. These may be internal customers or members of the public. It is about making customers feel that you genuinely want to give them high levels of service and that you will make every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or good working relationships with internal customers.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to 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 customer's feelings			
2	Be able to 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	Be able to 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: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Lead and Manage Meetings

Unit reference number: Y/600/9686

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare to lead a meeting	1.1 Perform activities needed to be carried out in preparation for leading a meeting			
		1.2 Produce documentation in support of activities			
2	Be able to manage meeting procedures	2.1 Identify any formal procedures that apply in own organisation			
3	Be able to chair a meeting	3.1 Manage the agenda in co-operation with participants to ensure meeting objectives are met			
		3.2 Produce minutes of the meeting and allocate action points after discussions			
4	Be able to undertake post-meeting tasks	4.1 Explain that the minutes of the meeting provide an accurate record of proceedings			
		4.2 Communicate and follow up meeting outcomes to relevant individuals			
		4.3 Evaluate whether the meeting's objectives were met and identify potential improvements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Manage the Environmental Impact of Work Activities

Unit reference number: M/600/9712

Level: 4

Credit value: 5

Guided learning hours: 10

Unit summary

This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact and maximise the positive impact they may have on the environment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1 Explain the legal requirements that impact on own area of responsibility 1.2 Explain the environmental policies that impact on own area of responsibility			
2	Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1 Explain what specialist advice is available to manage the environmental impact of work activities 2.2 Explain how to assess the impact of work activities and resources on the environment 2.3 Explain how to minimise the environmental impact of work activities			
3	Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1 Assess the environmental impact of work activities and resource use 3.2 Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement			
4	Be able to organise work activities and resource use to minimise environmental impact	4.1 Adapt the use of resources in own area of responsibility to reduce environmental impact 4.2 Organise activities in own area of responsibility to reduce environmental impact			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to promote ongoing improvement in environmental performance	5.1	Establish means by which individuals can identify and report opportunities for improving environmental performance		
		5.2	Communicate environmental benefits resulting from changes to work activities		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22:

Manage the Receipt, Storage or Dispatch of Goods

Unit reference number:

A/502/9564

Level:

3

Credit value:

3

Guided learning hours:

21

Unit summary

This unit is about managing the receipt, storage or dispatch of goods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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		
		1.13	Deal with any problems with managing the goods		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Explain any special requirements relating to the receipt, storage or dispatch of goods 2.11 Explain monitoring and testing systems and procedures 2.12 Explain the methods of stock rotation and movement 2.13 Identify the types of problem that may arise when managing the processing of goods			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when managing the receipt, storage or dispatch of goods.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to manage the receipt, storage and dispatch of goods	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Store records Notes of meetings with line manager Correspondence with other staff Work schedules Witness statements Records of professional discussion
2 Understand how to manage the receipt, storage and dispatch of goods	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.12 Identify any problems when managing the goods	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Contingencies	Alternative assessment methods	Examples of evidence
1.13 Deal with any problems with managing the goods	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 23: Monitor and Solve Customer Service Problems

Unit reference number: J/601/1515

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about monitoring customer service problems and taking action to develop a solution. It covers the behaviours, processes and approaches that are most effective when handling customer service problems.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to 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	Be able to 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	Be able to 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			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Supervise Cellar and Drink Storage Operations

Unit reference number: R/502/9540

Level: 3

Credit value: 5

Guided learning hours: 28

Unit summary

This unit is about supervising cellar and drink stores to ensure that drinks are available for use in the best possible condition. It involves monitoring procedures, operations and equipment and dealing with any problems that might occur.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise cellar and drinks storage operations	1.1	Maintain the quality of drink products		
		1.2	Ensure staff follow agreed cellar and drink storage procedures		
		1.3	Encourage staff to look for and report problems		
		1.4	Ensure all activities in the cellar area comply with relevant legislation and organisational policy		
		1.5	Ensure problems relating to cellar and drink storage are addressed		
		1.6	Implement contingency plans to minimise any risks resulting from problems		
		1.7	Suggest ways of improving the efficiency of procedures to the relevant person in the organisation		
		1.8	Record details of cellar and drinks storage operations, problems and corrective action taken in a suitable format		
		1.9	Ensure records are available to the relevant people using organisational systems and procedures		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the requirements that need to be met when supervising cellar and drink storage operations	2.1			
		2.2			
		2.3			
		2.4			
		2.5			
		2.6			
3	Understand how to supervise cellar and drink storage operations	3.1			
		3.2			
		3.3			
		3.4			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Explain how cellar and drink storage operations can be monitored 3.6 Identify the types of problems that may occur in drinks storage operations 3.7 Explain how to rectify drinks storage problems 3.8 Explain limits of own authority when dealing with drink storage problems 3.9 Explain ways to encourage staff to report drinks storage problems 3.10 Explain how to develop contingency plans to: – minimise negative effects on drinks storage – minimise disruption to service			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising cellar and drink storage operations.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise cellar and drinks storage operations	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence with other staff Cellar and drink storage records Work schedules Witness statements Records of professional discussion
2 Understand the requirements that need to be met when supervising cellar and drink storage operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise cellar and drink storage operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.4	Ensure all activities in the cellar area comply with relevant legislation and organisational policy	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.5	Ensure problems relating to cellar and drink storage are addressed	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 25: Supervise Linen Services

Unit reference number: M/502/9559

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is about the maintenance of the linen service. Guests expect clean, fresh linen during their stay. The linen service has the responsibility for making sure that this happens, and that guests' expectations are met, or exceeded. This unit deals with the preparation, supervision and review of the service, involving the planning of equipment and supplies, preparing staff rotas and briefing staff and collecting customer feedback.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise linen services	1.1 Allocate and brief staff to linen duties including: – relevant procedures – work routines 1.2 Ensure staff have the skills, knowledge and resources needed 1.3 Encourage staff to ask questions when needed 1.4 Ensure the conduct and presentation of staff: – promotes goodwill and understanding with customers – complies with the organisational policy – complies with legal requirements 1.5 Inform staff and customers about any service changes that may affect them 1.6 Manage problems that disrupt the linen service 1.7 Collect feedback on the service from staff and customers 1.8 Monitor and review procedures to ensure the service meets the needs of customers and complies with relevant legislation and organisational policy 1.9 Recommend ways of improving the linen service following the organisation's requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Complete the required records according to organisation's procedures			
2	Understand how to plan the linen service	2.1 Explain how to estimate the time and resources needed for the linen service 2.2 Identify who to approach to get approval for the use of additional resources 2.3 Explain how to write procedures and work instructions 2.4 Explain how to brief staff on procedures relevant to the running of the linen service 2.5 Explain the importance of contingency plans 2.6 Explain how to develop contingency plans			
3	Understand the importance of supervising the linen service	3.1 Explain how the different roles and responsibilities of individuals within the organisation and department relate to the running of the linen service 3.2 Explain how the linen service integrates with other departments in the organisation 3.3 Explain the consequences of the linen service and other departments not working together 3.4 Describe the organisation's objectives and policies that are relevant to the running of the linen service			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to supervise linen services	4.1 Explain how to implement the requirements of: – health and safety – employment legislation – equal opportunities legislation – other industry specific regulations and codes of practice			
		4.2 Describe the actions to take when legal requirements are not met			
		4.3 Explain how to monitor staff performance against the organisation's standards			
		4.4 Explain how to communicate effectively with others			
		4.5 Explain how to deal with problems that are likely to occur when running a linen service			
		4.6 Describe the limits of own authority when dealing with problems			
		4.7 Identify who to approach when a solution to a problem is beyond the limits of own authority			
		4.8 Compare the advantages and disadvantages of completing and storing computerised and paper-based records			
		4.9 Explain the importance of feedback from staff and customers			
		4.10 Describe how to collect and analyse feedback from staff and customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 Identify the types of recommendations that could be made to meet customer needs and improve efficiency 4.12 Identify who to present recommendations to 4.13 Explain how to support recommendations with appropriate evidence			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising linen services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise linen services	Observation Products of work Witness testimony Professional discussion	Observation sheets Videos/photos Notes of meetings with line manager Linen service records Correspondence Team briefing notes Work schedules Witness statements Records of professional discussion
2 Understand how to plan the linen service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand the importance of supervising the linen service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Learning outcomes	Examples of assessment methods	Examples of evidence
4 Understand how to supervise linen services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
1.5 Inform staff and customers about any service changes that may affect them	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.6 Manage problems that disrupt the linen service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 26: Supervise Off-site Food Delivery Service

Unit reference number: K/502/9558

Level: 4

Credit value: 4

Guided learning hours: 34

Unit summary

This unit is about the planning, preparation and co-ordination required to provide an efficient off-site food delivery service.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise off-site food delivery services	1.1 Ensure staff follow agreed procedures for the processing and delivery of food orders			
		1.2 Control packaging, containers and delivery times to ensure food is maintained in line with relevant legislation and quality control procedures			
		1.3 Co-ordinate activities to ensure the delivery service meets customer expectations			
		1.4 Ensure that staff have the information, knowledge and skills required to deliver food in line with the required standard of service			
		1.5 Deal with problems which arise in order to minimise disruption to the service			
		1.6 Implement contingency plans when food items and delivery times fail to reach required standards			
		1.7 Communicate with customers to investigate or update on problems that occur with food orders			
		1.8 Follow organisation's procedures when registering information relevant to off-site food delivery			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the procedures that need to be followed in own area of responsibility	2.1 Explain the industry specific regulations and codes of practices relevant to own area of responsibility			
		2.2 Explain how to implement up-to-date industry specific regulations and codes of practice in own area of responsibility			
		2.3 Describe the organisation's procedures relevant to the delivery of food to the customer			
		2.4 Explain own responsibilities in relation to food safety within the organisation including: – helping to check procedures – assisting with hazard analysis – allocating and supervising food safety responsibilities – identifying and meeting staff training needs – ensuring application and monitoring of control measures – ensuring corrective action is taken when control measures fail – following recording procedures			
		2.5 Explain the importance of monitoring delivery times to maintain: – food safety – the quality of the product – customer service expectations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Explain when to implement contingency plans and who needs to be notified 2.7 Describe procedures that need to be followed when communicating with customers to investigate or update on problems that occur with food orders 2.8 Identify the type of information that should be registered 2.9 Describe organisational procedures for registering information relevant to off-site delivery 2.10 Explain the consequences of failing to register required information relevant to off-site delivery			
3 Understand how to supervise off-site food delivery service	3.1 I Identify the roles and responsibilities of individuals within the organisation who are responsible for delivering food to the customer 3.2 Explain how individuals responsible for delivering food to the customer should work together 3.3 Describe the knowledge, information and skills that staff require to deliver food to meet: – industry codes of practice – organisational requirements – customer service standards 3.4 Explain how to communicate with own team and other colleagues in the organisation 3.5 Describe how to lead own team by example			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 Describe the methods that can be used to supervise activities and performance in relation to organisational procedures 3.7 Compare stock that is available in the department to what is required 3.8 Identify the packaging and containers that are available 3.9 Explain how the packaging and containers that are available: – maintain the quality of the food items – minimise the negative impact on the environment – maximise the positive impact on the environment 3.10 Explain how to monitor delivery times 3.11 Describe how to ensure the quality of food is maintained before and during delivery 3.12 Explain how to plan, prioritise and co-ordinate activities to ensure the delivery service meets customer expectations 3.13 Explain how to review and evaluate own operations 3.14 Describe the format for presenting information 3.15 Explain how to make recommendations to management on operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising off-site food delivery services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise off-site food delivery services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Staff rotas Videos Notes of meetings with line manager Internal and external correspondence Records of promotional activities Team briefing notes Work schedules Witness statements Records of professional discussion
2 Understand the procedures that need to be followed in own area of responsibility	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise off-site food delivery services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.5	Deal with problems which arise in order to minimise disruption to the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.6	Implement contingency plans when food items and delivery times fail to reach required standards	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7	Communicate with customers to investigate or update on problems that occur with food orders	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 27: Supervise Practices for Handling Payments

Unit reference number: D/502/9539

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about monitoring and controlling the handling of payments, collecting takings and processing payment information. This unit also requires maintaining security and dealing with difficulties that may arise in connection with payments and takings.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise practices for handling payments	1.1	Ensure staff have the resources, information and skills needed to carry out their responsibilities		
		1.2	Ensure that staff communicate with customers in a way that is likely to promote goodwill and understanding		
		1.3	Ensure staff handle payments and refunds according to the organisation's procedures		
		1.4	Ensure staff follow payment point safety and security procedures		
		1.5	Deal effectively with any problems which occur at payment points		
		1.6	Collect payment point contents in line with the organisation's procedures		
		1.7	Reconcile actual takings against recorded takings		
		1.8	Deal with discrepancies between takings following organisation's procedures and legal requirements		
		1.9	Complete documents relating to takings and process in line with the organisation's procedures		
		1.10	Process documents relating to takings and process in line with the organisation's procedures		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how payments should be handled	2.1 Describe the different roles and responsibilities of individuals in own area of responsibility in relation to handling payments and collecting takings 2.2 Explain limits of own authority when controlling payments 2.3 Identify the methods of payment that are: - accepted in the organisation - used in the hospitality industry 2.4 Identify the organisational guidelines and procedures that should to be followed when: - handling payments - processing payments - processing payment information - collecting takings 2.5 Describe how to present information relating to payment procedures to staff 2.6 Describe the confirmation systems that should be used when authorising payments 2.7 Identify the electronic point of sale systems (EPOS) used within own area of responsibility 2.8 Explain how to identify and deal with discrepancies 2.9 Explain how to complete documentation that is needed			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.14 Explain how to plan and implement the organisations security procedures to protect staff and takings 3.15 Identify who to gain security advice from 3.16 Explain how to deal with emergency situations including robbery and threats to safety			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising practices for payments.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise practices for handling payments	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Till and other financial records Team briefing notes Work schedules Witness statements Records of professional discussion
2 Understand how payments should be handled	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise practices for handling payments	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.5	Deal effectively with any problems which occur at payment points	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.8	Deal with discrepancies between takings following organisations procedure's and legal requirements	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 28: Supervise the Use of Technological Equipment in Hospitality Services

Unit reference number: F/502/9534

Level: 3

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about using and supporting staff in their use of new technology within a hospitality context. Examples of the types of technology that this unit covers include:

- complex cooking equipment
- complex drinks making equipment
- technical equipment involved in maintaining supplies
- reservation and booking systems and other computer applications.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise the use of technological equipment in hospitality services	1.1 Ensure that staff are competent in the operation of equipment that they have to use in own area of responsibility 1.2 Monitor the use of the equipment to ensure it is being used: – safely and efficiently – to the benefit of customers – to the benefit of the organisation – in line with the organisation’s and manufacturer’s guidelines 1.3 Deal with problems promptly and effectively within the limits of own authority 1.4 Seek help and guidance from the relevant people if unable to deal with problems 1.5 Ensure that maintenance activities are carried out correctly 1.6 Ensure records are completed accurately 1.7 Identify and report ways in which use of the technology could be improved			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the requirements that need to be met when using technological equipment in hospitality services	2.1 Describe the health and safety requirements and precautions in relation to the use of technology in own area of responsibility 2.2 Describe the operational procedures that staff in own area of responsibility should follow when using technology 2.3 Describe maintenance procedures for the technology in own area of responsibility 2.4 Describe organisational procedures and contingency arrangements in the event of the failure of the technology in own area of responsibility			
3	Understand how to supervise the use of technological equipment in hospitality services	3.1 List existing technology that support activities in own field of work 3.2 Compare the possible benefits and disadvantages of introducing new technologies in organisations 3.3 Explain how to overcome or minimise the disadvantages of introducing new technologies 3.4 Identify sources of information and best practice in relation to various types of technology used in the industry 3.5 Explain how to ensure that self and staff are competent in the operation of the technology 3.6 Explain how to identify and address training needs in connection with the use of technologies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.7 Explain how to empower staff members to deal with technological problems that are within their control and expertise 3.8 Explain how to manage change during the introduction of new technology 3.9 Explain how to monitor the use of equipment 3.10 Explain how to minimise negative effects on the environment when using new technology 3.11 Explain how to deal with a range of problems that might occur with the technology in own area of responsibility 3.12 Explain how to deal with customers when equipment failure causes disruption 3.13 Describe the systems used to record information on the maintenance of technology in own area of responsibility 3.14 Explain the importance of maintaining accurate records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supporting the use of technological equipment.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to support the use of technological equipment in hospitality services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2 Understand the requirements that need to be met when using technological equipment in hospitality services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise the use of technological equipment in hospitality services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.3	Deal with problems promptly and effectively within the limits of own authority	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.4	Seek help and guidance from the relevant people if unable to deal with problems	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 29: Supervise the Wine Store/Cellar and Dispense Counter

Unit reference number: R/502/9537

Level: 3

Credit value: 5

Guided learning hours: 24

Unit summary

This unit is about supervising staff to maintain wine in the best possible condition. It also deals with the maintenance of stock at the dispense counter.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to supervise the wine store/cellar and dispense counter	1.1 Carry out regular inspections to make sure staff are following established cellar and dispense counter procedures 1.2 Ensure wine and dispense counter stock is handled in a way that minimises damage to bottles, containers, packaging and content 1.3 Ensure that staff follow relevant legal requirements for the sale of wine 1.4 Store wine and dispense counter stock under the correct environmental conditions 1.5 Deal with damage, deterioration and loss of wine and dispense counter stock correctly 1.6 Ensure service equipment is clean, free from damage and stored in the correct place 1.7 Deal with unforeseen situations and problems 1.8 Record information so that it is available to the appropriate people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the procedures for the storage and dispensing of wine	2.1 Describe legislation, industry codes and best practice relating to the sale of wine			
		2.2 Explain how to ensure that legal requirements relating to the wine cellar operation are met			
		2.3 Explain the requirements for storing and maintaining different types of wine in own area of responsibility			
		2.4 Describe the procedures that need to be in place to ensure: – wine stock is stored correctly – damage to labels and bottles is minimised			
		2.5 Explain why wine stocks need specific methods of care			
		2.6 Explain the impact that the care of wine stocks can have on: – customers – employees – profitability of the organisation			
		2.7 Explain the importance of maintaining security needs within the wine cellar			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Explain the principles and procedures for the cleaning and disinfection of: – service areas – equipment – glassware 2.9 Explain the importance of contributing to the evaluation of procedures 2.10 Explain how to contribute to the evaluation of procedures in own organisation			
3 Understand how to supervise the storage and dispensing of wine	3.1 Explain how to identify damaged or sub-standard wine stock 3.2 Explain how to deal with damaged or sub-standard wine stock 3.3 Describe how to respond to faults with wines identified by customers 3.4 Identify the types of difficulties that are likely to arise in own area of responsibility 3.5 Describe how to prepare for difficulties in own area of responsibility 3.6 Explain how to ensure staff receive appropriate training to meet their responsibilities 3.7 Explain how to monitor staff involved in the storage and dispensing of wine 3.8 Identify the type of service equipment typically used in the sale of wine (including draft wine)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.9 Explain how service equipment should be used 3.10 Identify glassware appropriate for serving different wines 3.11 Explain how to maintain the environmental conditions required in the wine store/cellar 3.12 Explain how to monitor and maintain stock rotation systems 3.13 Explain how to control cross contamination of physical, chemical, microbial and allergen contaminants that affect wine stocks 3.14 Identify the information relating to the wine cellar/wine store that needs to be recorded 3.15 Describe how information relating to the wine cellar/wine store needs to be recorded			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising the wine store/cellar and dispense counter.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise the wine store/cellar and dispense counter	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Wine store/cellar records Team briefing notes Work schedules Witness statements Records of professional discussion
2 Understand the procedures for the storage and dispensing of wine	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise the storage and dispensing of wine	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.5	Deal with damage, deterioration and loss of wine and dispense counter stock correctly	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7	Deal with unforeseen situations and problems	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 30: Supervise Vending Service

Unit reference number: L/502/9536

Level: 3

Credit value: 5

Guided learning hours: 34

Unit summary

This unit is about the maintenance of the vending service. This unit deals with the monitoring and supervision of the service and involves briefing staff on procedures and work schedules, reviewing sales, inspecting vending machines and dealing with problems. The unit covers work to ensure food is maintained and dispensed in the best possible condition, meets the necessary requirements for food standards and hygiene and is adjusted to cater for requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to supervise vending services	1.1	Ensure staff have the resources needed to maintain the vending service		
		1.2	Assist with the development of procedures and work schedules		
		1.3	Update staff on any new procedures and work schedules		
		1.4	Carry out inspections to ensure staff are following procedures and work schedules that comply with legislation and organisation's policies		
		1.5	Manage problems that may disrupt the vending service		
		1.6	Inform staff and customers about any service changes that may affect them		
		1.7	Collect feedback on the service from staff and customers		
		1.8	Suggest how the service could be improved		
		1.9	Record information as required and make it available to the relevant people		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the procedures that need to be followed when providing a vending service	2.1 Describe the legal requirements that govern vending operations			
		2.2 Describe own organisation's policies for providing a vending service			
		2.3 Identify the resources needed for the hygiene, maintenance and operation of the vending service			
		2.4 Explain how to obtain the resources needed for the vending service			
		2.5 Describe the procedures used to monitor sales			
		2.6 Identify how frequently machines in own area of responsibility should be refilled			
		2.7 Describe the procedures that staff need to follow when: – cleaning machines containing cash – filling machines containing cash – emptying machines containing cash			
		2.8 Explain how to communicate procedures to staff			
		2.9 Describe the systems that are in place to ensure staff follow the correct procedures			
		2.10 Describe own organisation's policies for identifying faults, breaches of security and damage			
		2.11 Explain how products should be presented and displayed			
		2.12 Explain the importance of recording procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.13 Describe the recording procedures that apply to the maintenance and operation of the vending service			
3	Understand how to supervise a vending service	3.1 Identify the range of products provided by own organisation 3.2 Identify the type of machines used by own organisation 3.3 Explain the importance of reporting fluctuations in sales 3.4 Identify who to report fluctuations in sales to 3.5 Explain how to deal with cash discrepancies 3.6 Explain how to contribute to the development of procedures for the vending service 3.7 Explain the importance of maintaining the temperature of products in own area of responsibility 3.8 Identify the temperatures that should be maintained for products in own area of responsibility 3.9 Identify vended products that may cause allergic reactions 3.10 Explain the measures that can be taken to prevent reactions to potent allergens 3.11 Describe how to monitor and review the vending service 3.12 Explain the importance of contingency plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.13 Explain how to manage problems that may affect the vending service 3.14 Explain the importance of liaising with customers and staff			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising vending services.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
1 Be able to supervise vending services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Vending machine records Team briefing notes Work schedules Internal correspondence Witness statements Records of professional discussion
2 Understand the procedures that need to be followed when providing a vending service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1
3 Understand how to supervise a vending service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross-reference to learning outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies		Alternative assessment methods	Examples of evidence
1.5	Manage problems that may disrupt the vending service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.6	Inform staff and customers about any service changes that may affect them	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 31: Support Learning and Development Within Own Area of Responsibility

Unit reference number: M/600/9676

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about helping colleagues/staff to develop their skills through a variety of learning opportunities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify the learning needs of colleagues in own area of responsibility	1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills 1.2 Prioritise learning needs of colleagues 1.3 Produce personal development plans for colleagues in own area of responsibility			
2	Understand how to develop a learning environment in own area of responsibility	2.1 Explain the benefits of continual learning and development 2.2 Explain how learning opportunities can be provided for own area of responsibility			
3	Be able to support colleagues in learning and its application	3.1 Identify information, advice and guidance to support learning 3.2 Communicate to colleagues to take responsibility for their own learning 3.3 Explain to colleagues how to gain access to learning resources 3.4 Support colleagues to practise and reflect on what they have learned			
4	Be able to evaluate learning outcomes and future learning and development of colleagues	4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes 4.2 Support colleagues when updating their personal development plan			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: **Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector**

Unit reference number: T/601/7214

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standard to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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			
		2.5 Describe principles, policies and codes of practice used by own organisation and industry			
		2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:
qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please visit
www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory 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 and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment requirements/strategy

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)

1. 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 re-accredited. See 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. Feedback or comments on the sector assessment strategy can be emailed to 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**, ie 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** 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**.

4. Occupational expertise of assessors and verifiers

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

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**.

Appendix A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit Number	Unit Title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
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 L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

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 de-motivating 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. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer.
2	The learner's work activities reflect those found in the situation being represented	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner to as a real work situation	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage.

		- Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. - Consumer information is provided on products and services eg allergy advice on food products.
Gambling		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	- The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. - Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. - Industry trends are considered in the work situation represented.
2	The learner's work activities reflect those found in the situation being represented	- Learners operate in a professional capacity with corresponding job schedules and/or descriptions. - Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner to as a real work situation	- Customers are not prompted to behave in a particular manner. - Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities.	- Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. - There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. - Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. - Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

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, ie 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 Annex D).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	✓	✓	✓

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
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (<i>with food and drink units</i>)	✓		
Licensing	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.

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

Downloadable guidance on CPD can be found at www.ifl.ac.uk

Evidence requirements and assessment guidance for 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 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**, ie 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, ie 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 D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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