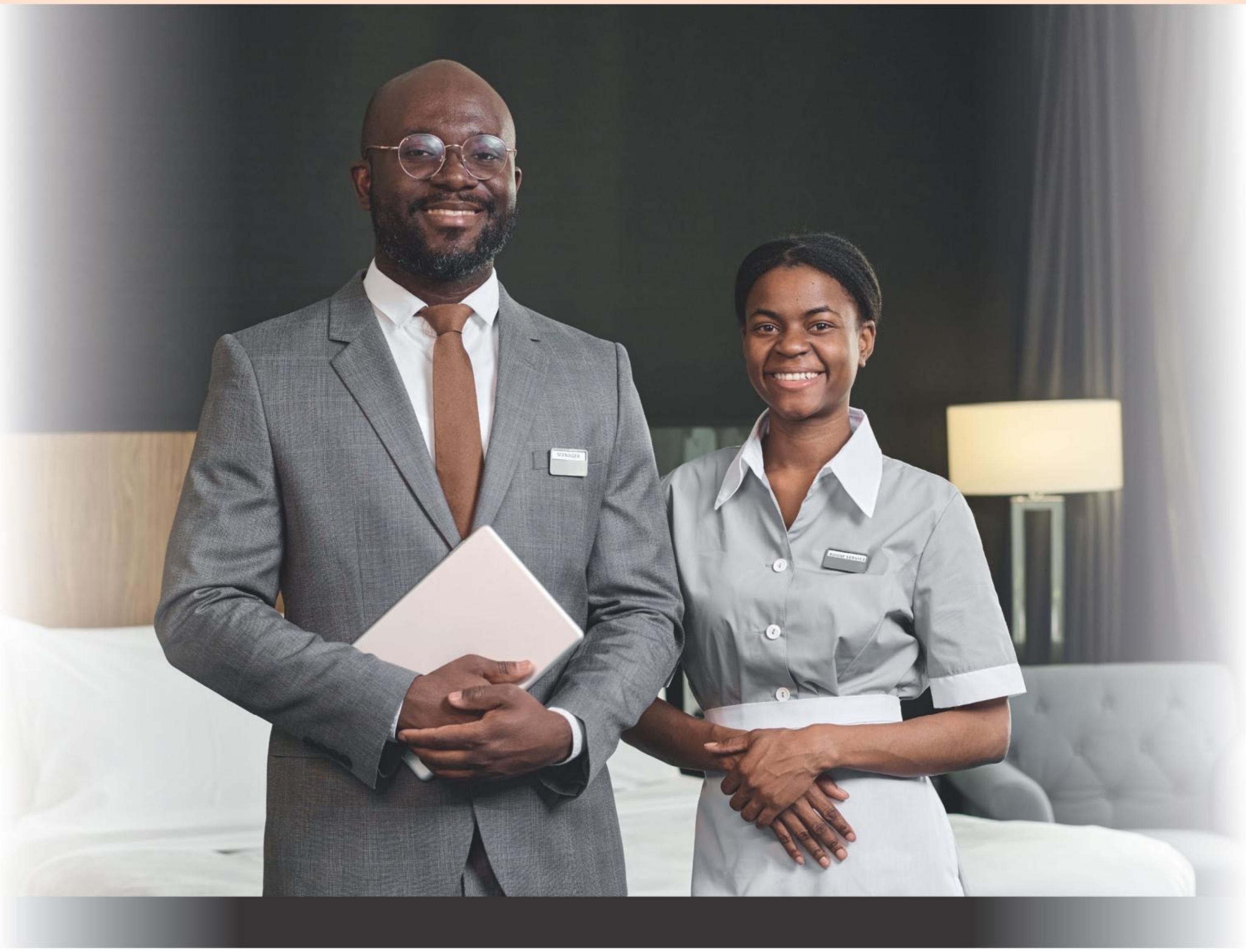
Highfield Level 2 End-Point Assessment for ST1420 Hospitality Accommodation Team Member

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST1420 Hospitality Accommodation Team Member

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Versions:

ST1420 / v1.0

HATM v1.1

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Hospitality Accommodation Team Member apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Hospitality Accommodation Team Member apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A hospitality accommodation team member will be responsible for delivering consistent, high quality food and beverage, housekeeping and guest services to guests in line with business standards. They will use a range of specialist equipment and technology and comply with multiple interacting regulations, legal requirements and internal metrics, standards, policies and processes to provide these services. They will be responsible for ensuring guest's needs are met and acting to meet targets for the delivery and profitability of accommodation services. They will contribute to planning and be responsive to unexpected situations to ensure business operations run smoothly. They will remain adaptable, flexible and resilient to the ever-changing needs of the business.

In their daily work, an employee in this occupation interacts with guests at hotels, inns, holiday parks, bed and breakfasts, restaurants or pubs with rooms and other hospitality accommodation businesses. They also interact with team members, staff from across the wider organisation and across other departments, managers, contractors, suppliers and other stakeholders.

This occupation is found in hotels, inns, holiday parks, bed and breakfasts (B&Bs), restaurants or pubs with rooms and other hospitality accommodation businesses offering accommodation to paying guests. Employers range from large to small. A hospitality accommodation team member is a multi-skilled occupation, working across front-of-house roles in dining and bar services, reception and housekeeping.

Roles/occupations may include general assistant, hospitality accommodation team member, hospitality team member or integrated team member.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Hospitality Accommodation Team Member apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress
- must either rotate between the 3 areas, bar and dining, housekeeping and guest services, spending a similar length of time in each area, or work day to day in a multi-skilled role across all 3 areas

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours (KSBs) assessed in the interview underpinned by portfolio.

It will typically contain **10 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence must be provided from work in all 3 departments of business covered by this apprenticeship: bar and dining, housekeeping and guest services.

Evidence sources for the portfolio may include:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes, the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources can be included. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
    - Guest safety, privacy and security
    - Handling of room keys and guest property
    - Food safety and allergen
    - Managing stock
    - Health and safety
    - Starting and finishing a shift
    - Support and promote equity, diversity and inclusion

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English
- Achieved level 1 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Hospitality Accommodation Team Member apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Guest journey		
Knowledge	**Skills**	**Behaviours**
K1 Techniques and information for **facilitating the guest journey** during a stay, particularly when guests move between teams e.g. bar to restaurant or reception to room. **K2 Techniques to maximise sales and improve guest experience**; cross selling, upselling, supporting guest loyalty.	**S1** Asks questions to support and direct the guest journey, and responds to, redirects, or escalates guest requests, taking opportunities to signpost other services e.g. dining, bar. **S3** Identifies and acts on opportunities to increase sales and guest loyalty.	**B2** Commercially aware.

Observation with questioning	
Pass criteria	**Distinction criteria**
GJ1 Asks questions to support and direct the guest journey, taking opportunities to increase sales and signpost other services. (K1, K2, S1, S2, B2)	***GJ2*** *Explains how they select and use* ***techniques to maximise sales and improve guest experience*** *(K2, S2, B2)*

Amplification and guidance

- **Facilitating the guest journey** refers to guiding and assisting guests at each stage of their experience, ensuring their needs are met and their expectations are exceeded, especially as they transition between various areas or departments, for example, from the reception desk to their room, from the bar to the restaurant. This could include:
  - communicate effectively between departments to ensure the guest's expectations are met
  - anticipate needs and inform the relevant teams ahead of time, making sure they are aware of any specific guest requests or preferences

- provide clear and accurate information to guests when they transition from one area to another, such as how to access services and what to expect during their stay
- ensure smooth transitions by making sure guests don't feel lost or confused when they need to move from one team or service area to another
- handle any issues swiftly and keep guests informed to maintain their satisfaction

- **Techniques to maximise sales and improve guest experience** could include:
  - cross selling/add-ons - this is the practice of suggesting additional services or products to a guest that complement their original purchase or booking
  - upselling - this involves encouraging a guest to purchase a more expensive product or service than originally planned, providing them with an upgraded experience
  - supporting guest loyalty - this involves encouraging guests to return by offering special perks, rewards or personalised service that makes them feel valued and appreciated
  - promoting special offers – this involves informing guests about special offers, packages or promotions, which can be an effective way to encourage purchases that add value to their stay
  - building long-term relationships - by offering exceptional service and rewards for loyalty, staff can encourage guests to return, fostering long-term relationships and increasing lifetime customer value
  - identifying opportunities for sales - being attentive to the needs or interests of a guest and identifying opportunities to sell relevant services or products is key to both increasing sales and improving the guest experience
  - personalising recommendations - doing this for guests increases the likelihood of sales and enhances their experience by tailoring the suggestions to their preferences and builds rapport

<table>
<tr><th colspan="6">Customer service</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K3 Methods of communication with guests, how to make a personal connection, and how to tailor communication to different needs and situations.

K4 Principles of customer service, and service mentality, and how individuals impact guest satisfaction.</td><td colspan="2">S3 Tailors communication to meet guest needs and build rapport.

S4 Delivers customer service to business standards, checks that guests are satisfied with products or service, and acts on feedback.</td><td colspan="2">B3 Customer focused.</td></tr>
<tr><th colspan="6">Observation with questioning</th></tr>
<tr><th colspan="3">Pass criteria</th><th colspan="3">Distinction criteria</th></tr>
<tr><td colspan="3">CS1 Uses tailored methods of communication and personal connection to increase guest satisfaction. (K3, K4, S3, S4, B3)</td><td colspan="3">CS2 Builds rapport with guests to closely tailor communication, quickly establishing and satisfying needs (K3, K4, S3, S4, B3)</td></tr>
<tr><th colspan="6">Amplification and guidance</th></tr>
<tr><td colspan="6">Methods of communication could include:
verbal communication:
speaking clearly
using appropriate language
adjusting the tone to fit the situation
face-to-face
phone calls
non-verbal communication:
body language
eye contact
facial expressions
gestures</td></tr>
</table>

- written communication:
    - emails
    - messages
    - in-app messaging
    - guest information flyers or brochures
    - notices and signs
- digital communication:
    - text messaging
    - social media

- **Principles of customer service** refer to the fundamental practices that guide the way businesses interact with their customers to meet or exceed their expectations. These principles help ensure that guests receive a positive experience and foster loyalty. This could include:
    - providing a consistent level of service across all interactions, which ensures that guests can rely on a certain standard every time they visit
    - listening attentively to what guests are saying and showing that you value their opinions
    - providing quick responses to queries or requests
    - problem ownership and taking responsibilities
    - demonstrating a high level of knowledge and expertise about products and services
    - demonstrating patience, especially when dealing with difficult or frustrated guests and when to escalate issues
    - being flexible in your approach being able to adapt
    - using positive, friendly and helpful language, which contributes to creating a welcoming environment
    - maintaining confidentiality and respecting guest privacy
    - having an understanding of the customer journey

- **Tailors communication** could include:
    - adapting to a guest's mood or emotional state:
        - when dealing with upset or frustrated guests, stay calm, use reassuring language, offer empathy and actively listen to their concerns
        - for guests who are excited or in a cheerful mood, mirror their enthusiasm and be livelier in your approach

- adjusting for different levels of formality:
  - use formal language for business or corporate guests or when dealing with high-level managers or VIPs
  - for more relaxed environments, such as when interacting with guests who are familiar or during casual conversations, adjust the language to be more informal and approachable
- understanding and using cultural sensitivity:
  - some cultures prefer more direct communication, while others may find this rude, therefore being aware of cultural nuances can help prevent misunderstandings
  - if the guest speaks a different language, use simple, clear language and be patient or offer a multilingual team member for assistance
- tailoring communication for special needs or disabilities:
  - if a guest has a hearing impairment, make sure to speak clearly, face them while talking or use written communication, sign language or hearing-aid assistance
  - for guests with sight impairments, offer to explain directions or information aloud rather than relying on visual signage
- adjusting to different communication preferences:
  - some guests may prefer to communicate via email or text message rather than face-to-face conversations
  - some guests may prefer direct communication and face-to-face interactions, so be ready to greet them and interact in person
- adjusting communication dependent of the situation:
  - in situations where guests have complaints or issues, use de-escalation techniques by staying calm, actively listening and offering solutions
  - when giving information, adjust your approach based on the guest's needs because some may want detailed explanations, while others prefer brief and to-the-point answers

<table>
<tr><th colspan="2">Payments and transaction</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K8 Process for handling transactions and payments securely.

K9 Different packages, allowances and process for implementing those packages and allowances, including payment if required.</td><td>S7 Handles transactions and payments securely.

S8 Applies packages and allowances to guest purchases, explains packages, allowances, and processes to guests, and takes payments if required.</td></tr>
<tr><th colspan="2">Observation with questioning</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>PT1 Demonstrates how to handle transactions or payments, applying relevant packages or allowances to guest purchases (K8, K9, S7, S8)</td><td>No distinction criteria.</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

- **Handling transactions and payments securely** could include:
  - ensure the use of secure data systems, such as point of sale (POS) systems, for processing card payments. These systems encrypt card details and help protect payment information during the transaction.
  - verify the identity of the guest when taking payments, especially for credit card transactions, to ensure the payment method belongs to them.
  - avoid storing or writing down customers' card details. Payment details should be entered directly into secure systems and not manually recorded.
  - encourage the use of contactless payments, for example, NFC cards and mobile wallets as these are often quicker, more secure and reduce the risk of fraud compared to manual card entry.
  - for online bookings, ensure that guests are directed to secure payment portals. Use secure encryption methods for processing online payments.
  - when dealing with cash, ensure it is counted in a secure area and keep it in a safe or secure drawer. Provide accurate change and issue receipts for cash transactions.
  - always provide guests with a receipt, whether the payment is made by card, cash or another method, ensuring a record of the transaction.

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- use fraud detection measures, such as checking for unusual or suspicious payment activity. This includes monitoring for mismatched billing addresses, large transaction amounts or foreign transactions.
- for refunds or cancellations, ensure that the process involves verifying the guest's identity and transaction details before any payment is refunded. Only issue refunds to the original payment method.
- ensure that all staff members are trained on secure payment handling procedures and are familiar with anti-fraud policies. They should be able to identify and report any suspicious activity.

- **Packages and allowances** could include:
  - packages:
    - room
    - all-inclusive
    - romantic or honeymoon
    - weekend break
    - event
    - family
    - corporate or business
    - holiday
  - allowances:
    - food and beverage
    - spa or wellness
    - parking
    - activity
    - laundry
    - gift or shopping
    - transportation (in-house vehicles or taxi transfers)

Teamwork and communication

Knowledge	Skills	Behaviours
K10 Central **role of communication within and between teams** in ensuring operational effectiveness and efficiency. **K25 Methods of planning own workload and prioritising tasks**.	**S9** Communicates within and between teams to ensure operational effectiveness and efficiency. **S23** Manages own time to ensure allocated tasks are completed.	**B5** Be team focused, working collaboratively with colleagues and other professionals.

Observation with questioning

Pass criteria	Distinction criteria
TC1 Communicates effectively within and between teams to ensure operational efficiency. (K10, S9, B5) **TC2** Demonstrates the ability to plan own workload to ensure tasks are completed. (K25, S23)	***TC3*** *Prioritises and sequences tasks efficiently, communicating effectively with team to ensure coordination of tasks (K10, K25, S9, S23)*

Amplification and guidance

- **Role of communication within and between teams** could include:
  - housekeeping and front desk communication - clear communication within teams ensures guest preferences are addressed, avoiding delays or errors and enhancing guest satisfaction. For example, the front desk receives a guest's special request, such as, extra pillows or a specific room temperature and communicating this promptly to the housekeeping team, they can prepare rooms accordingly, ensuring the guest's needs are met before their arrival.
  - shift handover - this communication with the team such as housekeeping, concierge or front desk ensures that there is no duplication of tasks and that the next team knows exactly what still needs to be done, improving efficiency. At the end of a shift, the outgoing housekeeping team communicates the status of room cleaning, noting which rooms are ready and if there are any issues.
  - kitchen and service staff communication - this ensures that waitstaff are prepared to handle any guest complaints or questions, preventing frustration and helping maintain guest satisfaction. For example, the kitchen staff informs the waitstaff about a delay in a specific dish's preparation time. The waitstaff then communicates this delay to guests, managing their expectations.

- front desk and security - co-ordinating across departments ensures safety, prevents security breaches and quickly resolves guest issues. For example, if a guest loses their keycard, the front desk team communicates the situation to security, who can help monitor the guest's access to ensure safety and avoid unauthorised entry.
- housekeeping and maintenance team - clear communication between teams helps resolve problems quickly, ensuring that guests do not experience any inconvenience or discomfort. For example, housekeeping notices a malfunctioning air conditioner in a guest room and immediately informs the maintenance team. Taking rooms out of use with room allocation teams and asking maintenance to send someone to repair it before the room is used again.

- **Methods of planning own workload and prioritising tasks** could include:
  - to-do lists - writing down all tasks for the shift, such as, room cleaning, laundry or guest requests and checking them off as they are completed
  - using time blocks - allocating specific time slots to specific tasks to stay focused and manage time effectively
  - task prioritising techniques - using methods to decide the order in which tasks should be completed based on urgency, importance and deadlines, being flexible with these and reprioritise if necessary
  - delegation - includes understanding when tasks can be shared with other team members, especially those who are better suited for certain tasks or have more availability
  - breaking down tasks - involves breaking larger tasks into smaller, more manageable tasks
  - setting deadlines - includes setting deadlines for each task helps ensure they are completed in a timely manner, keeping the overall workflow on track
  - use of digital tolls and technology - includes using digital platforms or apps, such as scheduling software or task management tools to organise and track progress on tasks

Professional standards	
Knowledge	**Behaviour**
K23 Professional standards for uniform, personal hygiene and appearance in line with business expectations.	**B6** Observe **professional standards** in own role e.g. time keeping and appearance.
Observation with questioning	
Pass criteria	**Distinction criteria**
PS1 Demonstrates **professional standards** in own role to meet the needs and expectations of the business. (K23, B6)	*No distinction criteria.*
Amplification and guidance	

- **Professional standards** are the expectations set by the employer or business regarding the appearance and behaviour of staff. Professional standards are designed to ensure that staff present a clean, tidy and well-groomed appearance, which reflects positively on the business. This could include:
    - uniform requirements:
        - clean and pressed uniform - uniform should be clean, free from wrinkles and fit well. For example, housekeeping staff may need to wear a specific uniform that is suitable for cleaning tasks, while front-of-house staff may be expected to wear a smart, formal uniform.
        - business logo - uniforms may include the business's logo or name, making it clear that you represent the establishment.
        - specific attire - certain roles may require additional items like aprons, gloves or hats. For example, kitchen staff may wear a chef's hat, while receptionists may need to wear formal attire or branded shirts.
    - personal hygiene:
        - hand hygiene - regular handwashing is essential, especially after handling food, waste or cleaning products. For example, housekeeping staff must wash their hands after cleaning guest rooms or changing bed linen to prevent contamination.
        - hair and grooming - hair should be clean and neatly styled, with long hair typically tied back for hygiene and safety purposes. For example, front-desk staff may be expected to have neat, well-groomed hairstyles and kitchen staff should secure their hair to avoid contamination of food.
    - appearance guidelines:

    - make-up and jewellery - in some settings, make-up and jewellery should be discreet and professional. For example, a hotel front-desk staff member may be encouraged to wear minimal jewellery to maintain a polished appearance.
    - Footwear - footwear should be comfortable, appropriate for the role and kept in good condition. For example, housekeeping staff might need to wear slip-resistant shoes, while front-of-house staff could be required to wear formal shoes.
- compliance with business standards:
    - every business will have specific guidelines for their staff's appearance. These could be based on the industry standards or the company's reputation. For example, luxury hotels often have stricter uniform and appearance codes than more casual accommodations.
    - in some specific department expectations there may be more stringent standards for uniforms and appearance. For instance, staff working in the kitchen may need to wear certain protective clothing, such as hairnets or gloves, while those working in the front office might need to adhere to a more formal dress code.

<table>
<tr><th colspan="2">Equipment and technology</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K15 Safe and efficient use of on site specialist equipment and technology e.g. cleaning equipment, computer systems relevant to business.</td><td>S14 Uses on site specialist equipment and technology relevant to business correctly and efficiently.</td></tr>
<tr><th colspan="2">Observation with questioning</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>ET1 Uses on site specialist equipment and technology safely and efficiently. (K15, S14)</td><td>No distinction criteria.</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

Safe and efficient use could include:

regular training - ensure staff are trained on how to safely use equipment and technology. Regular updates to training may be required when new equipment or software is introduced.
maintenance schedule - establish and follows a schedule for the maintenance and cleaning of equipment to ensure it operates at its best.
personal protective equipment (PPE) - ensure that staff are using appropriate PPE when operating machinery or handling hazardous substances, particularly with cleaning and chemical agents.
computer systems - staff must ensure they are using secure passwords and logging out after each session to maintain data security when accessing guest information in a property management system.
cleaning equipment - before using any cleaning machine, staff must check that all safety mechanisms are in place, for example, ensuring the vacuum cleaner has no exposed wiring and using the equipment according to the manufacturer’s guidelines.

On site specialist equipment and technology refer to tools, machines or technology used in the hospitality setting that are essential for specific tasks or within specific roles, such as cleaning, managing guest data or monitoring room conditions. This could include:

cleaning equipment, such as vacuum cleaners, floor scrubbers, steam cleaners or pressure washers
laundry equipment, such as washing machines, tumble dryers or ironing machines
guest room technology, such as keycard systems, room thermostats, in-room entertainment systems or lighting controls

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- property management systems (PMS), such as booking software, point of sale (POS) systems or guest communication platforms
- security equipment, such as CCTV systems, alarm systems or electronic lock systems
- food and beverage equipment, such as coffee machines, bar equipment and dishwashers
- guest service technology, such as self-check-in kiosks or guest feedback systems
- maintenance and housekeeping equipment, such as pressure cleaners, maintenance tools or environmental control systems

<table>
<tr><th colspan="2">Guest safety, privacy and security</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K6 Legislation, guidelines, and local policies on guest privacy and safety e.g. data protection, child protection, modern slavery.

K7 Procedures for handling room keys and guest property, including lost property.</td><td>S6 Handles room keys and guest property, including lost property, in line with business procedures.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>GSP1 Explains the legislation and local policies applied to ensure guest safety, privacy and security. (K6)

GSP2 Explains procedures for handling of room keys and guest property. (K7, S6)</td><td>No distinction criteria.</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

Legislation, guidelines, and local policies on guest privacy and safety could include:

Data Protection Act
General Data Protection Regulation (GDPR)
Children Act
Safeguarding Vulnerable Groups Act
Working Together to Safeguard Children
Modern Slavery Act
Health and Safety at Work etc. Act
Prevent Duty
Consumer Rights Act

Data protection refers to laws and practices that ensure guest personal information is processed lawfully, kept secure and used only for its intended purpose.

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- **Child protection** involves policies and procedures that safeguard children from harm or abuse. It ensures that any minors staying or visiting are cared for and protected.

- **Modern slavery** legislation aims to prevent exploitation and human trafficking by ensuring that business operations and supply chains do not involve forced or exploited labour.

- **Handling room keys and guest property** could include:
  - room keys:
    - issuing keys - room keys should be provided to guests upon check-in after verifying their identity and booking details.
    - key security - ensure that keys are stored securely when not in use, such as in a locked key cabinet or behind the reception desk, to prevent unauthorised access to guest rooms.
    - tracking - each key should be logged, noting the room number and guest details to ensure accountability.
    - lost keys - if a room key is lost or misplaced, a procedure should be in place for notifying management, reissuing a new key and reprogramming electronic locks, if applicable. Guests may be required to sign a key loss form.
  - guest property:
    - in-room property - staff should respect guests' property and ensure it is not moved or touched unless absolutely necessary, such as during room cleaning or maintenance.
    - damaged property - if guest property is accidentally damaged by staff, the guest should be informed immediately and the incident should be reported to management.
    - security of property - guest valuables, such as jewellery or important documents, should be stored in a secure safe, either in the guest room or at the front desk, if available.
    - the Hotel Proprietors Act - this act outlines the liability of hotels for the property of guests. Under this law, hotels are legally required to take reasonable care of guests' property that is brought into the hotel. If a guest’s property is lost or damaged while in the hotel’s possession, the hotel may be held liable, unless the loss was due to the guest’s own actions or negligence.
    - the Theft Act - this legislation governs theft and handling stolen goods. If a hotel staff member unlawfully takes or fails to report guest property that is lost or found, it may fall under the theft category.
  - lost property:

- reporting lost property - if an item is found, it should be immediately reported to the appropriate department, for example, housekeeping or reception. Items should be logged with a description and the location found.
- storage of lost property - lost items should be stored securely in a designated area to prevent theft or loss. The property should be clearly labelled and tracked.
- returning lost property - a system should be in place to contact the guest who lost the item, for example, using the guest's contact details provided at check-in. The item should be returned to the guest promptly or arrangements should be made for the item to be collected.
- timeframe for keeping lost property - there should be a clear policy on how long lost items will be kept before they are disposed of or donated. This can vary by business but is often in line with local regulations.

<table>
<tr><th colspan="2">Reporting issues</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K5 Principles of handling feedback complaints, and issues, including dispute de-escalation techniques.

K11 Process for reporting or recording faults, issues or damage, or escalating guest feedback.</td><td>S5 Assists in the resolution of feedback, complaints, and issues.

S10 Reports or records faults, issues or damage to e.g. equipment, rooms, and escalates guest feedback as appropriate.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>RI1 Explains how they resolve customer complaints and report any faults, issues or damage. (K5, K11, S5, S10)</td><td>RI2 Justifies their approach to resolving customer complaints. (K5, S5)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

Principles of handling feedback complaints, and issues could include:

listening actively - giving full attention to the customer and allowing them to explain their issue without interruption
remaining calm and professional - using a polite tone, maintaining positive body language and avoiding defensive reactions
apologising where appropriate - acknowledging the concern and expressing regret without assigning blame
finding a solution - offering a suitable resolution, such as replacing a meal, offering a refund or escalating to a manager if needed
following business procedures - keeping records of complaints, reporting recurring issues and ensuring resolutions align with company policies
examples of dispute de-escalation techniques could include:

using a calm tone - speaking slowly and clearly to reassure the customer
empathising - showing understanding by using specific phrases like ‘I can see why you’re upset’
offering solutions - providing practical options to resolve the issue
knowing when to escalate - involving a manager if the situation cannot be resolved at the team member level
keeping the customer informed of the progress of the complaint or issue

</td></tr>
</table>

- **Reporting or recording faults, issues or damage** could include:
    - following business procedures - using designated systems, forms or logbooks to report problems
    - providing clear details - including location, description of the fault and time of discovery
    - notifying the correct department - reporting maintenance issues to the facilities team, housekeeping concerns to supervisors and IT faults to technical support
    - recording urgent issues immediately - ensuring problems affecting safety or service are dealt with promptly, such as fire alarm failures or broken lifts
    - monitoring progress - checking that reported issues are resolved and updating records accordingly

- **Escalating guest feedback** could include:
    - acknowledge the feedback - listen attentively, show empathy and thank the guest for sharing their experience
    - record details accurately - note key information such as the guest's name, room number (if applicable), date, time and nature of the feedback
    - assess the urgency - identify whether the issue needs immediate action, for example, health and safety concerns or can be reviewed later
    - follow business procedures - use the correct reporting system, such as a feedback log, customer service report or digital system
    - escalate to the appropriate person - direct the feedback to a supervisor, manager or relevant department, depending on the nature of the issue
    - communicate any actions taken - inform the guest about steps being taken to resolve their concern, if appropriate
    - follow up where necessary - ensure the issue has been addressed and update the guest if required
    - use feedback for improvement - share insights with the team to enhance service quality and prevent recurring issues

- **Resolve customer complaints** could include:
    - listen and acknowledge - pay full attention to the customer and show empathy to understand their concern
    - apologise and reassure - offer a sincere apology and reassure the customer that their issue will be addressed
    - investigate and act - gather relevant details and take appropriate action based on business procedures
    - escalate when needed - if the issue cannot be resolved immediately, report it to a supervisor or manager
    - follow up - where possible, check with the customer to ensure they are satisfied with the resolution

Food service	
Knowledge	**Skills**
K12 Steps of food service e.g. set up, reset, touch points, sequence of service in line with business processes and standards.	**S11** Follows **steps of food service** for relevant business e.g. set up, reset, touch points, sequence of service.
Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
FS1 Describes the **steps of food service** in line with business processes and standards. (K12, S11)	***FS2*** *Explains how* ***steps of food service*** *contribute to meeting business standards. (K12, S11)*
Amplification and guidance	

- **Steps of food service** could include:
  - set up - laying tables with clean tableware, checking stock levels, preparing service stations and ensuring cleanliness
  - greeting customers - welcoming guests, offering menus and taking initial drink orders
  - touch points - key moments in the service where staff interact with customers, such as greeting, taking orders, serving food and checking satisfaction
  - taking orders - recording orders accurately, repeating them back for confirmation and communicating them to the kitchen
  - checking for any allergens when taking orders in line with organisational standards
  - sequence of service - the structured order in which food and drinks are served, ensuring efficiency and customer satisfaction
  - serving food and drinks - bringing drinks promptly, serving dishes in the correct order and checking customer satisfaction
  - clearing tables - removing used plates and cutlery discreetly and efficiently
  - processing payments - providing the bill, handling payments and thanking customers for their visit
  - reset - cleaning and resetting tables, restocking service areas and preparing for the next guests

Food safety	
Knowledge	**Skills**
K13 Food safety and allergen legislation and procedures including handling, labelling and temperature monitoring.	**S12** Follows food safety and allergen legislation e.g. handling, labelling, and temperature monitoring.
Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
FSA1 Explains how they comply with food safety and allergen procedures. (K13, S12)	*No distinction criteria.*
Amplification and guidance	

- **Food safety and allergen legislation and procedures**:
  - legislation could include:
    - Food Safety Act
    - Food Safety and Hygiene (England) Regulations
    - Food Information Regulations
    - Food Information (Amendment) (England) Regulations
    - Food allergen management
    - Natasha's Law
  - procedures could include:
    - personal hygiene - washing hands regularly, wearing clean uniforms and using gloves where appropriate to prevent contamination
    - safe food handling - storing raw and cooked food separately, using clean utensils and following correct cooking and cooling processes
    - cleaning and sanitising - regularly cleaning work surfaces, equipment and storage areas to maintain hygiene
    - temperature control - storing chilled food below 8°C, frozen food at -18°C or lower and hot food at 63°C or above
    - stock rotation - using First In, First Out (FIFO) to prevent food from expiring and ensure freshness
    - record keeping - logging fridge and freezer temperatures, cleaning schedules and food deliveries to ensure compliance
    - accurate labelling - clearly marking allergen information on menus, packaging and food labels

- preventing cross-contamination - using separate utensils, chopping boards and storage areas for allergenic ingredients
- handling special request - preparing allergen-free meals in a separate area with clean equipment
- checking supplier information - verifying ingredient lists and allergen content in delivered food items
- providing allergen information - ensuring staff can identify and communicate the 14 allergens to customers

Beverage service	
Knowledge	**Skills**
K14 Responsibilities of a server under the **licensing act** and **legislation related to weights and measures** when serving alcohol.	**S13 Prepares and serves alcoholic and non-alcoholic beverages** to business standards.
Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
BS1 Explains how to prepare and serve alcoholic and non-alcoholic beverages according to business standards and current legislation. (K14, S13)	*No distinction criteria.*
Amplification and guidance	

- **Licensing act** regulates the sale and supply of alcohol in England and Wales. It outlines the legal responsibilities of servers to ensure alcohol is sold and consumed safely.
  - The Licensing Act has 4 main objectives:
    - the prevention of crime and disorder
    - public safety
    - preventing public nuisance
    - protecting children from harm
  - Responsibilities under the Licensing Act could include:
    - servers must ensure alcohol is only sold to customers aged 18 or over. Acceptable ID includes a passport, driving licence or PASS-accredited proof-of-age card
    - it is illegal to serve alcohol to anyone under 18 unless an adult purchases it for them to drink with a meal (beer, wine or cider only) and is accompanying them
    - servers must not serve alcohol to people who are clearly drunk
    - servers must not sell alcohol to an adult if they believe they are purchasing it for an underage person
    - every venue has specific licensing conditions, including permitted alcohol sale hours and any local restrictions

        - servers must take reasonable steps to prevent alcohol-related incidents, such as fights or anti-social behaviour
        - encouraging customers to drink responsibly by offering smaller measures or non-alcoholic alternatives

- **Legislation related to weights and measures** sets the legal requirements for the quantities in which alcohol must be sold to ensure fairness and consumer protection. These are the Weights and Measures Act and the Measuring Instruments (Intoxicating Liquor) Regulations. This could include:
    - legal alcohol measures:
        - spirits (whisky, gin, vodka or rum) - must be served in single measure or multiples of these 25ml or 35ml (only 1 of these measurements can be used at 1 time on a premises)
        - wine - must be available in 125ml, 175ml or multiples thereof glass sizes
        - beer, cider and lager - must be served in one-third, half, two-thirds of a pint or full pint measures
        - fortified wine (for example, port, sherry or vermouth) - must be served in 50ml or 70ml measures
    - ensuring compliance:
        - alcohol must be served using government-approved measuring instruments, such as stamped spirit measures or lined glasses
        - customers must receive the correct quantity stated on the menu or price list
        - free pouring (serving without a measure) is not allowed unless using an automatic dispensing system or drinks containing 3 or more liquids (cocktails)

- **Prepares and serves alcoholic and non-alcoholic beverages** could include:
    - preparing alcoholic beverages:
        - wine - using a clean, appropriate glass, pouring to the correct level, for example, 125ml, 175ml or multiples thereof and offering to taste if required
        - cocktails - measuring spirits accurately using a jigger, shaking or stirring as required and garnishing appropriately, for example, adding a slice of lime to a mojito or free pouring if 3 or more (excluding water)
        - spirits and mixers - measuring the correct spirit quantity and adding the appropriate mixer with ice if requested
        - hot alcoholic drinks - preparing drinks like Irish coffee by layering coffee, whiskey, sugar and cream correctly
    - preparing non-alcoholic beverages:

- soft drinks - serving in a clean glass with ice and the appropriate garnish, for example, a slice of lemon in cola
- tea - using fresh boiling water, selecting the correct tea type and allowing it to brew for the recommended time
- coffee - using the correct grind size and brewing method, such as espresso for a latte or filter coffee for a black coffee
- mocktails - mixing fruit juices, syrups and soft drinks in the right proportions to create a balanced flavour, for example, a virgin mojito with lime, mint, sugar and soda water
- smoothies - blending fresh fruit, yoghurt and ice to achieve the right consistency

Housekeeping		
Knowledge	**Skills**	**Behaviour**
K16 Sequence for cleaning guest accommodation and public areas in line with business processes and standards. **K17 Hygiene management techniques** to maintain a safe, clean environment, including pest and virus control, following COSHH guidelines. **K18** Methods for the **safe and environmentally appropriate handling and disposal of waste** including; food, broken dish or glassware, biohazards, controlled substances, chemicals, general waste.	**S15** Follows **sequence for cleaning** guest accommodation and public areas in line with business processes and standards for relevant business e.g. touch points, sequence of service. **S16** Selects and applies **hygiene management techniques** to maintain a safe, clean environment, including pest and virus control, following COSHH guidelines. **S17** Handles and disposes of waste safely.	**B4** Be diligent in safe and hygienic working practices.

Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
H1 Describes the **sequence for cleaning** guest accommodation and public areas in line with business standards. (K16, S15) **H2** Explains how they select and apply **hygiene management techniques** and the safe and appropriate handling of waste in line with COSHH guidelines. (K17, K18, S16, S17, B4)	***H3*** *Justifies the choices of* ***hygiene management techniques*** *used. (K17, S16)*

Amplification and guidance

- **Sequence for cleaning** refers to the structured order in which guest accommodation and public areas are cleaned to ensure efficiency, hygiene and compliance with business standards. This could include:
    - preparation - gathering the correct cleaning materials, equipment and protective clothing before starting. For example, checking the housekeeping trolley to ensure it contains fresh linen, cleaning products and guest toiletries before entering a room.

- prioritising tasks - following a logical order to maintain hygiene and efficiency. For example, cleaning high-touch areas, such as door handles and light switches, before vacuuming the floor to prevent recontamination.
- top-to-bottom cleaning - cleaning from higher surfaces downwards to prevent dirt from falling onto already cleaned areas. For example, dusting shelves and wiping mirrors before cleaning surfaces and vacuuming the floor.
- cleaning guest accommodation - following a structured process to ensure all areas are cleaned and restocked. For example, stripping used bed linen, emptying bins, cleaning the bathroom, wiping surfaces, replacing amenities and vacuuming the floor.
- cleaning public areas - ensuring shared spaces are maintained to a high standard. For example, cleaning reception areas, corridors and lifts, ensuring high-touch areas like handrails and buttons are disinfected regularly.
- checking and finalising - inspecting the cleaned area to ensure all tasks meet the required standards. For example, checking that towels and toiletries are neatly arranged and reporting any maintenance issues before marking the room as ready.
- maintaining security - ensuring safe and secure practices while in guest rooms or areas. For example, propping the door open slightly with the cleaning trolley while inside the room.

- **Hygiene management techniques** involve practices and procedures that ensure a clean, safe and hygienic environment for guests and staff. This could include:
  - Cleaning and disinfection - the process of removing dirt, germs and contaminants from surfaces to prevent the spread of illness. For example, using an approved disinfectant to wipe down high-touch surfaces such as door handles, remote controls and lift buttons.
  - Pest control - measures taken to prevent and manage pests such as insects and rodents, which can pose health risks. For example, regularly checking and sealing gaps in doors and windows to prevent pests from entering and reporting signs of infestations to management.
  - Virus control - actions taken to minimise the spread of viruses, including proper hand hygiene and disinfection of shared spaces. For example, using antiviral cleaning products in communal areas and ensuring proper ventilation to reduce airborne transmission.
  - Control of Substances Hazardous to Health (COSHH) Regulations guidelines - regulations that ensure hazardous cleaning chemicals are stored, used and disposed of safely. For example, wearing gloves and following dilution instructions when using strong cleaning products and storing chemicals in a designated, locked cupboard.
  - Waste disposal - safe handling and removal of waste to prevent contamination and odours. For example, using colour-coded bin bags for different types of waste, such as general waste and recyclables and disposing of them in designated areas.

- **Safe and environmentally appropriate handling and disposal of waste** could include:
    - food waste - leftover or spoiled food that must be disposed of correctly to prevent contamination and pest infestations. For example, placing food waste in a designated food waste bin and ensuring it is removed regularly to avoid odours and bacteria growth.
    - broken dish or glassware - sharp objects that can cause injury if not handled and disposed of safely. For example, using a dustpan and brush to collect broken glass, placing it in a puncture-resistant container and labelling it before disposal.
    - biohazards - waste that may contain harmful bacteria or viruses, such as used tissues, sanitary waste or bodily fluids. For example, disposing of biohazardous waste in sealed bags or bins, wearing protective gloves and following workplace procedures for handling safely.
    - controlled substances - items that must be disposed of under specific regulations, such as certain cleaning chemicals or medication. For example, returning unused cleaning chemicals to designated storage areas or following workplace procedures for disposing of hazardous materials safely.
    - chemical waste - cleaning products or other substances that must be handled carefully to avoid harm to people and the environment. For example, disposing of unused or expired chemicals according to COSHH guidelines, ensuring they are not poured down sinks or drains.
    - general waste - non-recyclable and non-hazardous waste, such as packaging or non-food waste. For example, placing general waste in the appropriate bin and ensuring waste is collected regularly to maintain hygiene and cleanliness.

<table>
<tr><th colspan="2">Stock management</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K19 Stock management procedures across departments relevant to own role.</td><td>S18 Manage stock across departments in line with local procedures relevant to own role.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>SM1 Explains how they manage stock in line with procedures relevant to own role. (K19, S18)</td><td>No distinction criteria.</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">Stock management procedures refer to the processes used to monitor, control and maintain stock levels to ensure the right items are available when needed, while avoiding waste and unnecessary costs. This could include:
stock rotation, such as First In, First Out (FIFO) to use older stock first to prevent waste
tracking stock usage to identify any excessive use or waste and taking steps to manage resources efficiently
communicating with other departments to ensure stock is distributed effectively and meets business needs
following correct procedures for storing stock to maintain quality and prevent damage
regularly checking stock levels to ensure essential items, such as cleaning products, toiletries and linen, are available
requesting new stock when supplies run low, following the business’s ordering procedures and Periodic Automatic Replacement (PAR) levels</td></tr>
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<table>
<tr><th colspan="2">Health and safety</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K20 Health and safety legislation and local policies relevant to own role, including manual handling, fire safety, emergency evacuation, and lone working.</td><td>S19 Complies with health and safety legislation, regulations, security and safety guidelines and procedures, including manual handling, fire safety, emergency evacuation, and lone working.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>HS1 States ways to comply with health and safety legislation relevant to own role. (K20, S19)</td><td>No distinction criteria.</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

Health and safety legislation could include:

Health and safety at Work etc. Act
Manual Handling Operations Regulations
Regulatory Reform (Fire Safety) Order
Control of Substances Hazardous to Health (COSHH) Regulations
Hazard Analysis and Critical Control Points (HACCP)
The Management of Health and Safety at Work Regulations
Lone Working Safety Regulations
Personal Protective Equipment at Work Regulations
The Provision and Use of Work Equipment Regulations (PUWER)
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

Manual handling involves lifting, carrying, pushing or pulling objects. Health and safety legislation requires businesses to provide training on safe manual handling practices to prevent injury. It is important to understand the correct techniques for lifting and carrying heavy items can prevent back strain and other injuries.

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- **Fire safety** refers to the precautions and procedures to prevent, detect and respond to fires. It includes ensuring fire alarms and extinguishers are in place and that staff are trained in how to respond in case of a fire.

- **Emergency evacuation** procedures outline the steps to take in the event of an emergency, such as a fire, gas leak or other urgent situations. Employees must be familiar with evacuation routes, assembly points and the roles they play during an evacuation.

- **Lone working** refers to working by yourself without direct supervision or in isolated areas. In such situations, employers have a responsibility to ensure the safety of employees through risk assessments and providing suitable equipment or communication methods to ensure workers can raise an alarm if necessary.

<table>
<tr><th colspan="2">Key performance indicators (KPIs)</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K21 Key performance indicators and own responsibility for contributing to them in terms of efficiency, performance and profitability.</td><td>S20 Delivers to key performance indicators to support efficiency, performance and profitability within own area of responsibility.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>KPI1 Describes their own responsibility for contributing to KPIs in terms of efficiency, performance and profitability. (K21, S20)</td><td>KPI2 Evaluates the role of KPIs in driving efficiency, performance and profitability in the business. (K21, S20)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
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Key performance indicators (KPIs) are measurable values that demonstrate how effectively an individual or organisation is achieving key business objectives. These are often used to track efficiency, performance and profitability.

This could include:

room turnaround time - measures how quickly a room is cleaned and prepared for the next guest
guest satisfaction scores - typically gathered through feedback forms or surveys, this KPI tracks the quality of service and cleanliness from the guest's perspective
room occupancy rate - indicates the percentage of available rooms that are occupied, which reflects overall performance and profitability for the business
cost per room - measures the cost of cleaning and maintaining each room, as a lower cost per room while maintaining quality can improve profitability
employee productivity - tracks the number of tasks completed, for example, number of rooms cleaned per shift, helping to measure efficiency and performance
guest complaint resolution time - the average time taken to resolve guest complaints or issues, and a quick resolution can contribute to higher guest satisfaction and performance
waste reduction - measures how effectively resources (such as cleaning supplies or linens) are used, and reducing waste can lead to cost savings, contributing to profitability

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- profit per room - measures how much profit is generated from each room, considering the operational costs
- team collaboration and engagement - this could be measured through surveys or feedback, assessing how well the team works together to meet business goals
- upselling success rate - tracks the success of upselling additional services, such as room upgrades or amenities, which contribute to overall profitability

<table>
<tr><th colspan="6">Performance and personal development</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K22 How to use feedback from managers and team to improve own performance.

K24 Procedures for staying up to date with business information and new procedures and discussing implementation in your team.</td><td colspan="2">S21 Uses feedback from managers and team to improve own performance and meet personal goals.

S22 Attends team briefings and implements instructions, offering input or feedback where relevant within team.</td><td colspan="2">B1 Takes responsibility for own health, wellbeing and professional development, seeking support when appropriate.</td></tr>
<tr><th colspan="6">Interview underpinned by portfolio</th></tr>
<tr><th colspan="3">Pass criteria</th><th colspan="3">Distinction criteria</th></tr>
<tr><td colspan="3">PPD1 Explains how feedback from managers is used to improve own performance and meet personal goals. (K22, S21, B1)

PPD2 Explains how they stay up to date with business information and new procedures and discuss implementation within their team. (K24, S22)</td><td colspan="3">PPD3 Evaluates the impact of feedback and the use of support, training and development opportunities on their own performance. (K22, K24, S21, S22)</td></tr>
<tr><th colspan="6">Amplification and guidance</th></tr>
<tr><td colspan="6">Feedback is information provided about an individual’s actions, work or behaviour, which is intended to help improve performance. It can come in various forms, such as verbal comments, written assessments or through structured performance reviews.
Types of feedback could include:
positive feedback - this focuses on what has been done well. It acknowledges strengths and encourages continued good performance.
constructive feedback - these highlight areas for improvement while providing specific suggestions for how to improve. It is intended to help the individual grow and develop their skills.
negative feedback - this focuses on mistakes or areas that need improvement, often pointing out issues or shortcomings. While it can be discouraging, it can also be useful if it's specific and constructive.
360-degree feedback - this feedback comes from multiple sources, including supervisors, peers, subordinates and sometimes even guests. It provides a holistic view of the employee's performance from different perspectives.</td></tr>
</table>

    - formal feedback - this feedback is structured and often provided in a scheduled review or appraisal. It can be more detailed and is usually documented.
    - informal feedback - this is feedback given spontaneously or casually, often during day-to-day interactions. It can be just as valuable as formal feedback but is typically less structured.
    - peer feedback - feedback from colleagues or team members, which focuses on how the individual interacts with others in the workplace, collaborates and contributes to the team's overall performance.
    - self-feedback - this is feedback that individuals provide to themselves by reflecting on their own performance, identifying strengths and pinpointing areas where improvement is needed.
    - feedforward - rather than focusing on past performance, feedforward provides suggestions and advice for future actions. It is future-oriented and focuses on improvement.

- **Staying up to date with business information and new procedures** could include:
  - checking emails, intranet updates and staff noticeboards for company news, updates and new procedures regularly
  - attending regular meetings where managers or team leaders discuss changes to procedures, policies or business information
  - participating in training programmes or workshops designed to introduce new procedures or refresh existing knowledge
  - having regular check-ins with your manager to discuss updates on company policies, procedures and performance expectations
  - engaging in conversations with colleagues to share insights, ask questions and discuss how new procedures can be applied within the team
  - using social media and newswires

<table>
<tr><th colspan="2">Sustainability</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K26 Methods to sustainably reduce the waste of resources.</td><td>S24 Reduces the waste of resources, taking sustainability into account, in line with business expectations.</td></tr>
<tr><th colspan="2">Interview underpinned by portfolio</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>S1 Describes methods for reducing waste of resources in the business. (K26, S24)</td><td>S2 Evaluates the effectiveness of methods of improving sustainability. (K26, S24)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
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Methods to sustainably reduce the waste of resources could include:

recycling - collecting and processing materials that would otherwise be thrown away as waste and turning them into new products. For example, placing separate bins for paper, plastic and food waste in hotel rooms or staff areas to encourage recycling.
energy efficiency - using energy-efficient lighting, appliances or systems to reduce both energy consumption and the environmental impact. For example, installing LED light bulbs or using motion-sensor lights in guest rooms and corridors to minimise electricity use when not needed.
water conservation - reducing water usage through various means, such as fixing leaks, using low-flow taps, encouraging guests to reuse towels or linens or installing water-saving devices in bathrooms.
minimising single-use plastics - reducing the reliance on disposable plastics by switching to reusable or biodegradable alternatives, such as using refillable water bottles instead of single-use plastic bottles or providing guests with refillable water stations.
paper reduction - reducing the amount of paper used by shifting towards digital solutions, such as online booking systems, electronic communication or encouraging guests to opt for digital receipts instead of printed ones.
upcycling and repurposing - finding new uses for items that would otherwise be discarded. This could involve repurposing old furniture or décor for other functions in the workplace.

Sustainability refers to using resources in a way that meets present needs without compromising the ability of future generations to meet their own needs. This includes considering the environmental, economic and social impacts of resource use.

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Shift handover	
Knowledge	
K27 Procedures for starting and finishing a shift, including handover.	
Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
SH1 Describes the **procedures for starting and finishing a shift**. (K27)	*No distinction criteria.*
Amplification and guidance	

- **Procedures for starting and finishing a shift** could include:
  - starting a shift:
    - clocking in - the process of officially starting work by registering the time when you arrive. This ensures accurate record-keeping for payroll and attendance.
    - personal presentation - checking that uniforms are clean, neat and in good condition, as well as ensuring any personal protective equipment (PPE) is worn if required.
    - shift briefing - a meeting or update at the start of the shift where team leaders or supervisors provide important information about the day's tasks, expectations and any special requirements. For example, discussing room occupancy, VIP guests or any issues from previous shifts.
    - health and safety checks - ensuring the work environment is safe, including checking equipment, fire exits and any other safety protocols that need attention. This might involve reporting hazards to the appropriate team.
  - finishing a shift:
    - clocking out - similar to clocking in, this is the process of officially ending your shift by registering the time when you leave. This ensures correct recording of hours worked.
    - reviewing tasks completed - ensuring all assigned duties have been completed and that there is no unfinished work, such as checking that all rooms are cleaned, supplies are replenished and any maintenance issues are logged.

- handover - a key part of finishing a shift. This involves passing on any important information about tasks, ongoing issues or special requests to the team member taking over the next shift. This ensures continuity and prevents issues from being overlooked. For example, letting the night shift know that a particular room needs urgent maintenance.
- reporting - any incidents, problems or concerns should be documented in a shift report or handover log. This ensures the next team member is aware of any issues that need attention.

Equity, diversity and inclusion (EDI)	
Knowledge	**Skills**
K28 Legislation and **principles** relating to **equity**, **diversity** and **inclusion** in the workplace.	**S25** Follows **equity**, **diversity** and **inclusion legislation** and **principles**.
Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
EDI1 Explains how **legislation** and organisational policies have been followed to support and promote **equity**, **diversity** and **inclusion** in the workplace. (K28, S25)	***EDI2*** *Evaluates their approach to supporting **equity**, **diversity** and **inclusion** in the workplace. (K28, S25)*
Amplification and guidance	

- **Legislation** could include:
    - Equality legislation
    - Disability Discrimination Act
    - Employment Right Act
    - Human Rights Act
    - Sex Discrimination Act
    - Maternity and Parental Leave etc. Regulations
    - Protection from Harassment Act

- **Principles** could include:
    - fairness - treating everyone equally and ensuring that personal biases do not affect decision-making in the workplace
    - respect - acknowledging and valuing the diverse perspectives and experiences that individuals bring to the workplace
    - accessibility - ensuring that the workplace is physically, socially and emotionally accessible to all employees, regardless of their background or ability
    - accountability - ensuring that individuals and organisations are held responsible for promoting and maintaining an inclusive environment

  - transparency - creating an open environment where decisions, processes and actions are clear and accessible to all employees
  - empowerment - encouraging and supporting employees from all backgrounds to take an active role in their workplace, voice their opinions and feel confident in their abilities
  - collaboration - promoting teamwork and co-operation among employees from different backgrounds, fostering an inclusive environment where diverse ideas, perspectives and experiences are valued
  - flexibility - offering adaptable policies and practices that accommodate employees' different needs and circumstances, such as flexible working hours, remote work or leave for religious holidays
  - support and development - providing opportunities for employees to grow, learn and advance in their careers, regardless of their background

- **Equity** refers to fairness in treatment, opportunities and access to resources. It's about ensuring that individuals or groups are not disadvantaged based on characteristics such as gender, race, age or disability.

- **Diversity** refers to the presence of differences within a workplace, including but not limited to ethnicity, gender, age, religion, disability and sexual orientation.

- **Inclusion** refers to the practice of creating an environment where all individuals feel valued, respected and part of the team. For instance, implementing policies that ensure everyone's voice is heard, regardless of their background or role within the company.

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Assessment summary

The end-point assessment for the Hospitality Accommodation Team Member apprenticeship standard is made up of 2 assessment methods:

1. A 2-hour and 30-minute observation with questioning
2. A 90-minute interview underpinned by portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questioning

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The observation will be conducted in the apprentice's normal place of work.

Interview underpinned by portfolio

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The interview may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice must achieve at least a pass in all the assessment methods.

To achieve a merit, the apprentice must gain a distinction in 1 method and a pass in the other.

To achieve a distinction, the apprentice must achieve an overall distinction in both assessments.

The overall grade for the apprentice is determined using the matrix below:

Observation with questioning	Interview underpinned by portfolio	Overall grade awarded
Fail any of the 2 assessment methods		**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**
Distinction	Distinction	**Distinction**

Retake and resit information

If the apprentice fails 1 assessment method or more, they can take a resit or retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be resat or retaken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of a pass if they need to resit or retake 1 or more assessment methods, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the observation with questioning

An independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. The independent assessor must only observe 1 apprentice at a time. The apprentice must be given 2 weeks' notice of the observation with questioning.

The total duration of the observation assessment method is **2 hours and 30 minutes**. The total time for the observation element is **120 minutes**. The time allocated for questioning is **30 minutes**. The independent assessor can increase the time of the questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day. This includes breaks and moving between locations. The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- interaction with guests and customer service
- processing of payments and transactions
- team communication
- displaying compliance with professional standards
- use of equipment and technology

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

Questions must be asked after the observation. The independent assessor must ask at least **3 questions**. Follow-up questions are allowed where clarification is required. The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The observation with questioning must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available. They must be in good and safe working condition.

The observation should take place in the department which gives the apprentice the best opportunity to meet the KSBs mapped to this assessment. The apprentice can choose the department.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which hospitality accommodation team member criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observations with questioning criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria and all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Observation with questioning mock assessment

It is the employer/training provider’s responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questioning in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questioning should take place in a suitable location.
- a **2-hour and 30-minute** time slot should be available for the observation with questioning, if it is intended to be a complete mock observation with questioning covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questioning and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questioning with each apprentice.
- ensure that the apprentice’s performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a minimum of **3 structured, ‘open’ questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
    - guest journey
        - How do you support your business to improve its guest journey?
    - customer service
        - What method of communication do you use with customers to increase guest satisfaction?
    - payments and transactions
        - What are the different types of packages available for guests and how do you ensure they are applied correctly during a guest's stay?
    - team work and communication
        - How do you communicate with other departments to ensure smooth daily operations and guest satisfaction?

- professional standards
    - How do you ensure that you meet professional standards in your daily tasks, and how does this contribute to the overall success of the business?
- equipment and technology
    - How do you ensure the specialist equipment used in your role is operated safely and efficiently?

Observation with questioning criteria

Throughout the **2-hour and 30-minute** observation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Guest journey
To pass, the following must be evidenced.
GJ1 Asks questions to support and direct the guest journey, taking opportunities to increase sales and signpost other services. (K1, K2, S1, S2, B2)
To gain a distinction, the following must be evidenced.
GJ2 *Explains how they select and use techniques to maximise sales and improve guest experience (K2, S2, B2)*

Customer service
To pass, the following must be evidenced.
CS1 Uses tailored methods of communication and personal connection to increase guest satisfaction. (K3, K4, S3, S4, B3)
To gain a distinction, the following must be evidenced.
CS2 *Builds rapport with guests to closely tailor communication, quickly establishing and satisfying needs (K3, K4, S3, S4, B3)*

Payments and transactions
To pass, the following must be evidenced.
PT1 Demonstrates how to handle transactions or payments, applying relevant packages or allowances to guest purchases (K8, K9, S7, S8)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Team work and communication
To pass, the following must be evidenced.
TC1 Communicates effectively within and between teams to ensure operational efficiency. (K10, S9, B5) **TC2** Demonstrates the ability to plan own workload to ensure tasks are completed. (K25, S23)
To gain a distinction, the following must be evidenced.
TC3 *Prioritises and sequences tasks efficiently, communicating effectively with team to ensure coordination of tasks (K10, K25, S9, S23)*

Professional standards
To pass, the following must be evidenced.
PS1 Demonstrates professional standards in own role to meet the needs and expectations of the business. (K23, B6)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Equipment and technology
To pass, the following must be evidenced.
ET1 Uses on-site specialist equipment and technology safely and efficiently. (K15, S14)
To gain a distinction, the following must be evidenced.
No distinction criteria.

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Assessing the interview underpinned by portfolio

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- guest safety, privacy and security
- reporting issues
- food service
- food safety
- beverage service
- housekeeping
- stock management
- health and safety
- key performance indicators (KPIs)
- performance and personal development
- sustainability
- shift handover
- equity, diversity and inclusion (EDI)

The apprentice must be given 2 weeks' notice of the interview. The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the interview. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence, however, the portfolio of evidence is not directly assessed.

The interview must last for **90 minutes**. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least **14 questions**. Follow-up questions are allowed where clarification is required.

The interview must take place in a suitable venue selected by Highfield, for example, Highfield's or the employer's premises. The interview can be conducted by video conferencing. Highfield must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The interview should take place in a quiet room, free from distractions and influence.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the interview underpinned by portfolio

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview underpinned by portfolio criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Interview underpinned by portfolio mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview underpinned by portfolio in preparation for the real thing. The most appropriate form of mock interview underpinned by portfolio will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview underpinned by portfolio should take place in a suitable location.
- a **90-minute** time slot should be available to complete the interview underpinned by portfolio of evidence, if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview underpinned by portfolio and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a minimum of **14 structured, 'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    - guest safety, privacy and security
        - What steps do you take in your daily role to comply with legal and policy requirements for protecting guest safety, privacy and security?
    - reporting issues
        - Can you describe the process you follow when handling a guest complaint, ensuring their concerns are addressed professionally and in line with company policy?
    - food service
        - How do you ensure that food service is carried out efficiently while maintaining hygiene, safety and customer satisfaction?

- food safety
    - Can you explain the key food safety procedures you follow in your role to ensure compliance with hygiene and safety regulations?
- beverage service
    - What legal requirements must you follow when serving alcoholic beverages and how do you ensure compliance with these regulations in your role?
- housekeeping
    - Can you describe the step-by-step process you follow when cleaning a guest room to ensure it meets business standards?
- stock management
    - What procedures do you follow to check and manage stock levels in your role, ensuring that supplies are maintained efficiently?
- health and safety
    - When have you identified a potential health and safety risk in the workplace and how did you handle the situation?
- key performance indicators (KPIs)
    - Can you give an example of a time when you took action to improve efficiency or reduce costs in your role?
- performance and personal development
    - How does feedback from your manager help you improve your performance and achieve your personal development goals?
- sustainability
    - Can you describe how you receive and use feedback from your manager to improve your performance and meet your personal development goals?
- shift handover
    - What procedures do you follow at the end of your shift to ensure a smooth handover and proper completion of your responsibilities?
- equity, diversity and inclusion (EDI)
    - Can you explain the key legislation and organisational policies in place to support equity, diversity and inclusion in your workplace?

Interview underpinned by portfolio criteria

Throughout the **90-minute** interview underpinned by portfolio, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview underpinned by portfolio by considering how the criteria can be met.

Guest safety, privacy and security
To pass, the following must be evidenced.
GSP1 Explains the legislation and local policies applied to ensure guest safety, privacy and security. (K6) **GSP2** Explains procedures for handling of room keys and guest property. (K7, S6)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Reporting issues
To pass, the following must be evidenced.
RI1 Explains how they resolve customer complaints and report any faults, issues or damage. (K5, K11, S5, S10)
To gain a distinction, the following must be evidenced.
***RI2** Justifies their approach to resolving customer complaints. (K5, S5)*

Food service
To pass, the following must be evidenced.
FS1 Describes the steps of food service in line with business processes and standards. (K12, S11)
To gain a distinction, the following must be evidenced.
***FS2** Explains how steps of food service contribute to meeting business standards. (K12, S11)*

Food safety
To pass, the following must be evidenced.
FSA1 Explains how they comply with food safety and allergen procedures. (K13, S12)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Beverage service
To pass, the following must be evidenced.
BS1 Explains how to prepare and serve alcoholic and non-alcoholic beverages according to business standards and current legislation. (K14, S13)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Housekeeping
To pass, the following must be evidenced.
H1 Describes the sequence for cleaning guest accommodation and public areas in line with business standards. (K16, S15) **H2** Explains how they select and apply hygiene management techniques and the safe and appropriate handling of waste in line with COSHH guidelines. (K17, K18, S16, S17, B4)
To gain a distinction, the following must be evidenced.
***H3** Justifies the choices of hygiene management techniques used. (K17, S16)*

Stock management
To pass, the following must be evidenced.
SM1 Explains how they manage stock in line with procedures relevant to own role. (K19, S18)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Health and safety
To pass, the following must be evidenced.
HS1 States ways to comply with health and safety legislation relevant to own role. (K20, S19)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Key performance indicators (KPIs)
To pass, the following must be evidenced.
KPI1 Describes their own responsibility for contributing to KPIs in terms of efficiency, performance and profitability. (K21, S20)
To gain a distinction, the following must be evidenced.
***KPI2** Evaluates the role of KPIs in driving efficiency, performance and profitability in the business. (K21, S20)*

Performance and personal development
To pass, the following must be evidenced.
PPD1 Explains how feedback from managers is used to improve own performance and meet personal goals. (K22, S21, B1) **PPD2** Explains how they stay up to date with business information and new procedures and discuss implementation within their team. (K24, S22)
To gain a distinction, the following must be evidenced.
PPD3 *Evaluates the impact of feedback and the use of support, training and development opportunities on their own performance. (K22, K24, S21, S22)*

Sustainability
To pass, the following must be evidenced.
S1 Describes methods for reducing waste of resources in the business. (K26, S24)
To gain a distinction, the following must be evidenced.
S2 *Evaluates the effectiveness of methods of improving sustainability. (K26, S24)*

Shift handover
To pass, the following must be evidenced.
SH1 Describes the procedures for starting and finishing a shift. (K27)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Equity, diversity and inclusion (EDI)
To pass, the following must be evidenced.
EDI1 Explains how legislation and organisational policies have been followed to support and promote equity, diversity and inclusion in the workplace. (K28, S25)
To gain a distinction, the following must be evidenced.
EDI2 *Evaluates their approach to supporting equity, diversity and inclusion in the workplace. (K28, S25)*

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