Qualification Specification

Highfield Level 2 Diploma in Hospitality (RQF)

Qualification Number: 603/4845/8

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Contents

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Highfield Level 2 Diploma in Hospitality (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 2 Diploma in Hospitality (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Key facts

Qualification number:	603/4845/8
Learning aim reference:	60348458
Credit value:	37
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	310
Total qualification time (TQT):	370

Qualification overview and objective

The Level 2 Diploma in Hospitality (RQF) has been developed to support learners completing the Hospitality Team Member Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviours of the standard (Hospitality Team Member: Assessment Plan, April 2016 – ST0233/AP01).

The objective of this qualification is to support a role in the workplace, giving learners employed in hospitality roles the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

There are eleven pathways available to learners for this qualification (of which **one** must be selected):

- Food and Beverage Service
- Alcoholic Beverage Service (with specialisms available in Wine Service, Beer/Cask Ale **or** Cocktails/Mixology)
- Barista
- Food Production
- Concierge and Guest Services
- Housekeeping
- Reception Services
- Reservation Services
- Conference and Events Operations

Entry requirements

It is advised that learners have a basic level of English and numeracy before enrolling onto this course.

This qualification is approved for delivery to learners aged 16+.

Please see 'Guidance on Delivery' section for further information regarding learners aged under 18 selecting units concerned with serving alcoholic beverages.

Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

Guidance on delivery

The total qualification time for this qualification is 370 hours and of this a minimum of 310 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Alcoholic Beverage Service pathways for learners aged 16 and 17

Please note, the units contained within the Alcoholic Beverage Service pathways of this qualification require learners to serve alcoholic beverages. According to licensing legislation, persons aged 16 and 17 are only permitted to serve alcohol if each sale is approved by an authorised person. Learners must only be permitted to select this pathway if suitable provisions are in place.

Guidance on assessment

This qualification is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. This may then be subject to external quality assurance by Highfield Qualifications. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed. Suggested assessment paperwork is available from the Highfield Qualifications website. If a centre would like to use alternative paperwork, this must be sent to the Quality Support team at Highfield Qualifications for approval before commencement of the course.

Learners must achieve all of the pass criteria across all mandatory units and the selected pathway unit, in order to be awarded an overall Pass for the qualification. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning

- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment as long as they are valid and reliable.

Unit 5: Hospitality Team Member in Practice requires learners to carry out a business project and submit the project as part of their portfolio of evidence. Further guidance on this is contained on page 19 onwards.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification meet the following:
- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and is suitable to the pathway being assessed
- hold (or be working towards) a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods

     – D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends nominated IQAs for this qualification meet the following:
- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and is suitable to the pathway being quality assured.
- hold (or be working towards) a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner'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, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Diploma in Hospitality Supervision (RQF)

Useful websites

- http://www.people1st.co.uk/

- https://www.food.gov.uk/

- https://www.gov.uk/government/collections/apprenticeship-standards

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:
https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:
• follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
• answer the questions
• click start

Appendix 1: Qualification structure

To complete the Highfield **Level 2 Diploma in Hospitality (RQF),** learners must complete the following:

- **all units** contained within the mandatory group, totaling 29 credits
- **1 pathway unit** from optional group, totaling 8 credits

Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
A/617/6882	Customer	2	60	7
F/617/6883	Business	2	80	9
L/617/6885	People	2	30	4
Y/617/6887	First Line Supervision/Team Leading	2	30	4
H/617/6889	Hospitality Team Member in Practice	2	40	5

Optional group A

Learners must achieve **1 unit** from this group depending on the pathway they have selected.

Unit reference	Unit title	Level	GLH	Credit
D/617/6891	Food and Beverage Service	2	70	8
K/617/6893	Alcoholic Beverage Service (Wine Service)	2	70	8
M/617/6894	Alcoholic Beverage Service (Beer/Cask Ale)	2	70	8
T/617/6895	Alcoholic Beverage Service (Cocktails/Mixology)	2	70	8
A/617/6896	Barista	2	70	8
F/617/6897	Food Production	2	70	8
J/617/6898	Concierge and Guest Services	2	70	8
L/617/6899	Housekeeping	2	70	8
T/617/6900	Reception	2	70	8
J/617/6903	Reservations	2	70	8
F/617/6902	Conference and Event Operations	2	70	8

Appendix 2: Qualification content

Mandatory Units

Unit 1: Customer			
Unit number: A/617/6882	**Credit: 7**	**GLH: 60**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Customer: Knowledge	CU1. Describe the **principles of hospitality** CU2. Explain **different customer types, needs and expectations** and their impact upon hospitality products and services CU3. Identify types of customer and their **needs in different hospitality situations** CU4. Describe the **principles of customer service** CU5. Describe the principles of **business/brand standards**, why they are implemented and why consistency and compliance is important CU6. Describe the **principles of meeting and exceeding customer needs and resultant impact** on self and organisation CU7. Describe the **principles of dealing with customer incidents, issues and complaints**		
Customer: Skills and Behaviour	CU8. Demonstrate **effective, two-way communication** CU9. **Establish customer needs through questioning**, confirm understanding of needs CU10. **Act on information** CU11. Deliver excellent service to the customer, meeting their needs or explaining why their needs cannot be met CU16. Use own initiative and have confidence in determining customers' needs CU17. Take feedback from customers seriously and actively improve own customer service in line with business/brand standards		

Unit 1: Amplification	

CU1	**Principles of hospitality**
	    o what hospitality means
	    o the culture of the industry
	    o why meeting and exceeding customer needs is so important

CU2	**Customer types, needs and expectations**
	    o types of customer e.g. new customer, potential customer, discount customer, loyal customer, family, leisure, business, single traveler, religious needs, couples, tourists
	    o internal and external customers
	    o cultural preferences
	    o accessibility for disabled persons

CU3	**Customer needs in different hospitality situations** o examples may include leisure guest in a hotel may want relaxation, whereas in a city centre the guests may want tourist information; cultural preferences; accessibility for disabled persons
CU4	**Principles of customer service** o characteristics of excellent customer service **-** e.g. behaviour, quality of service, product knowledge, timing, value, problem solving, teamwork, listening skills, asking open questions
CU5	**Business/brand standards** o standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience
CU6	**Principles of meeting and exceeding customer expectations and the impact** o benefits of providing excellent customer service - e.g. increased spend, repeat business, loyalty, feedback - word of mouth, reputation

CU7	**Principles of dealing with customer incidents, issues and complaints**
	    o understanding **delivery gap** – the gap between the customer's expectations of services and the actual services provided – and how this can lead to complaints
	    o understand how identify options to resolve complaints, issues and problems

	o understand authority to deal with issues and when to refer problems or complaints on to another member of staff o importance of negotiating with others to resolve problems
CU8	**Effective, two-way communication** o appropriate methods of communication for situation – e.g. verbal, non-verbal, written o positive body language – e.g. facial expression, body posture, gestures, eye contact o active listening o tailoring style of communication and the level of information given to the needs of your customers o establish rapport with customers by providing a friendly greeting, ensuring customers feel valued, treating customers courteously and helpfully and keeping customers informed and reassured
CU9	**Establish needs through questioning** o asking appropriate and relevant questions to establish needs o using open questions and deep dive questions o confirming with the customer that they have correctly understood needs and expectations
CU10	**Act on information** o according to timescales/urgency o respond to customers and react to information/situations within reasonable timeframes

Unit 2: Business			
Unit number: F/617/6883	**Credit: 9**	**GLH: 80**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Business: Knowledge	IN1. Describe culture of the industry and why delivering a **customer experience to meet and exceed customer's expectations** is so important to hospitality businesses IN2. Explain the importance of hospitality behaviours such as personal conduct, being adaptable, using initiative and communicating with a diverse range of people BU1/IN3. Describe the range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available BU2. Explain the **principles of upselling** BU3. Outline the principles of effective resource use, waste reduction and **cost saving measures** BU4. Explain the principles and importance of **personal conduct, behaviours and personal performance** BU5. Explain the importance of reputation and impact on the business BU6. Describe **health, safety and security** requirements BU7. Explain current **legislative requirements and responsibilities** that relate to the products and services of the business BU8. Describe **current environmental issues** within hospitality BU18. Outline the products/services that are offered by the business, their prices and special offers and how to match them to customers' needs BU19. Explain how the business aims to increase its market share and compete against its main competitors, for example its unique selling points, promotions and marketing campaigns		
Business: Skills and Behaviour	BU9. Actively deliver according to the **business/brand standards** BU10. Demonstrate the ability to meet deadlines BU11. Demonstrate ability to **take responsibility for self and work requirements** BU12. **Work within legislative guidelines** BU13. Maintain organisational standards BU14. **Work within required standards and procedures** BU17. Proactively support the reputation of the business and be aware of how it compares with its competitors		

Unit 2: Business			
Unit number: F/617/6883	**Credit: 9**	**GLH: 80**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
	BU20. Perform activities to positively promote **business/brand standards** and identify opportunities to increase sales and achieve customer loyalty BU21. Carefully handle payments, transactions, stock and packaging to minimise unnecessary financial loss BU22. Actively promote the unique selling points of the business and special offers available and promotions to customers BU23. Use **technology** appropriately, efficiently and responsibly in line with company policy in a way that supports customer service and ensure that faults and maintenance issues are reported promptly BU24. Take an interest in new technology developments that relate to own job role BU25. Demonstrate personal commitment to minimising the negative effect on the environment caused by work activities BU26. Fully participate in performance reviews and training and act on feedback relating to personal performance		

Unit 2: Amplification	
IN1.	**Why meeting and exceeding customers' expectations is important, e.g.** o increased spend and growth of business, repeat business, loyalty, feedback – word of mouth, reputation
IN3.	**Range of business and establishments** o including pathway specific and wider industry (e.g. hotels/accommodation, restaurants, coffee shops, cafes, venues)

BU2	**Principles of upselling**
	   o importance of choosing best method of communication and best time to inform customer of additional services and products and ensuring products suggested are appropriate to customers' needs
	   o importance of giving information to enable customers to decide on additional services and products and allowing time to ask questions

BU3	**Cost saving measures**
	o recycling, efficient use of resources, switching off lights/aircon where not required, portion control
	o importance of a responsible approach to the preparation, sale and service of products
BU4	**Personal conduct, behaviours and personal performance**
	o timekeeping, attendance, personal appearance, presentation, communication and behaviour and why this is important (e.g. negative behaviours could impact on the business' reputation)
BU6	**Health, safety and security**
	o common hazards and how to deal with them
	o legislative requirements
	o fire safety procedures
	o appropriate standards in relation to appearance, health and hygiene of employees
	o how to deal with risks, accidents and emergencies
	o importance of safe systems of work and security measures
BU7	**Legislative requirements and responsibilities**
	o knowledge of requirements and responsibilities relating to different legislation as applicable to the business and its products and services, for example: unfair trading, consumer rights, data protection and confidentiality, weights and measures, licensing and age-related sales, health and safety, COSHH, food safety and others as applicable
BU8	**Current environmental issues**
	o ways in which hospitality businesses can negatively affect the environment – e.g. energy consumption, use of resources and waste production, water consumption
	o ways hospitality businesses can decrease negative effects on environment – e.g. methods of managing energy consumption, methods of managing use of resources and disposal of waste, methods of managing water consumption
BU9/BU20	**Business/brand standards**
	o standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience

BU11	**Take responsibility for self and own work requirements**, for example, in the following areas: o timekeeping and attendance o communicating information to colleagues effectively and efficiently o maintaining effective working relationships o preparation and organisation skills o being proactive and productive
BU12	**Work within legislative guidelines** o working practices adhere to all relevant legislation as applicable to the business and its products and services, for example: unfair trading, consumer rights, data protection and confidentiality, weights and measures, licensing and age-related sales, health and safety, COSHH, food safety and others as applicable
BU14	**Work within required standards and procedures** o following safe systems of work – e.g. procedures developed from review of a current process that identify hazards and specify methods of work that will eliminate hazards or control risks arising from them o adhering to organisational policies and procedures
BU23	**Technology** used in the hospitality industry o e.g. booking and payment systems, online bookings, smartphone apps, email confirmations, handheld devices

Unit 3: People			
Unit number: L/617/6885	**Credit: 4**	**GLH: 30**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
People: Knowledge	PE1. Describe the **principles of communication** with customers and team members PE2. Explain factors that influence **team dynamics** and roles within a team PE3. Describe the **principles of diversity** in hospitality PE5. Explain how to work with people from a wide range of backgrounds and cultures		
People: Skills and Behaviour	PE4. **Welcome and support colleagues and customers** to ensure required information, goods and services are given		

Unit 3: Amplification	

PE1	**Principles of communication**
	     o appropriate methods of communication for situation – e.g. verbal, non-verbal, written
	     o positive body language – e.g. facial expression, body posture, gestures, eye contact
	     o active listening
	     o importance of tailoring style of communication and the level of information given to the needs of your customers or team members

PE2	**Team dynamics**
	     o team dynamics **–** invisible forces that operate between different people within a team influenced by various factors such as personality styles, team roles, office layout, organisation culture
	     o behaviours (that contribute to positive team dynamic) – e.g. supporting other team members, use of effective negotiation, communication and listening skills, sharing information, valuing difference of opinion

PE3	**Principles of diversity** o understanding equality and diversity and your own responsibilities

	o equality and diversity legislation o understanding how to work with, and provide services to, people from a wide range of backgrounds and cultures
PE4	**Welcome and support colleagues and customers to ensure required information, goods and services are given** o putting people at ease in all matters o helping people to feel welcome and supported and providing them with information that is relevant to their needs o supporting team members to ensure that the products and services delivered are of a high quality

Unit 4: First Line Supervision/Team Leading			
Unit number: Y/617/6887	**Credit: 4**	**GLH:30**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
First Line Supervision/Team Leading: Knowledge	FL1. Explain how to **contribute to the objectives of a team** FL2. Describe the **principles of first line supervision**		
First Line Supervision/Team Leading: Skills and Behaviour	FL3. Demonstrate **positive and encouraging behaviours** to maintain professionalism FL4. Demonstrate the ability to maintain personal and other team members' safety FL6. Contribute to meetings and planning shifts, support shift briefings and assist in the monitoring of standards to help ensure quality is maintained FL7. Demonstrate the ability and confidence to deputise for the line manager when necessary		

Unit 4: Amplification	
FL1	**Contribute to objectives of a team** o including factors and behaviours that contribute positively to working as a team member to achieve objectives e.g. supporting other team members, use of effective negotiation, communication and listening skills, sharing information and valuing difference of opinion
FL2	**Principles of first line supervision** o including communication, organisation skills, adapting and implementing change, team building skills, promoting key values and skills and behaviours required to deputise for line manager – e.g. leadership skills, responsibility, decision-making capability, ability to take ownership, communication skills

FL3	**Positive and encouraging behaviours**
	  o demonstrating correct level of service and standard of behaviour
	  o supporting team members
	  o monitoring standards to ensure quality is maintained

Unit 5: Hospitality Team Member in Practice			
Unit number: H/617/6889	**Credit: 5**	**GLH: 40**	**Level: 2**

Learning Outcome	Assessment Criteria (all knowledge criteria)
Introduction and Background	BP1. Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable) BP2. Explain how the business fits into the hospitality industry
Focus, Aims and Objectives	BP3. Outline the problem, challenge or opportunity identified BP4. State the aims and objectives of the project
Research	BP5. Explain how the research was undertaken BP6. Explain how to keep up to date with trends and the changing industry
Findings	BP7. Explain how suggested improvements will impact on customers and their experience, or improve business performance
Conclusion and Recommendations	BP8. Provide an indication of costs associated with the proposed recommendations BP9. Explain how the idea could be implemented BP10. Demonstrate an awareness of and understanding for the need for deadlines

Unit 5: Amplification
Unit 5: Hospitality Team Member in Practice is designed to showcase the candidate's understanding of today's industry and the business they are working in. The assessment of the Unit takes the form of a business project focussed on how a Hospitality Team Member might make an improvement to a business they work in or are familiar with. The project will contain all of the assessment criteria listed on the page above and can be undertaken within the work environment, during training as an apprentice or by using realistic simulations or scenarios.   The business project must be focused around an opportunity, challenge or idea that the apprentice considers will make an improvement to the business they are working in, or one that they are familiar with. The project will involve gathering/reviewing information and must lead to a coherent plan which would be appropriate for the business, match the organisation's objectives, identify improvements and make recommendations for implementation.

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The recommended word count for the project is 800-1200 words and must include details of how and what research was undertaken, costings and how the suggested improvements will impact on the customer experience or improve business performance. The project should be structured into sections as set out in the unit above: Introduction and Background; Focus, Aims and Objectives; Research; Findings; Conclusion and Recommendations.

BP1	• **Introduction and background** ○ should provide background/context for project

BP2	• **How business fits into hospitality industry**
	  ○ including:
	    - sector
	    - direct/indirect competition
	    - seasonal trading

BP3	• **Problem, challenge or opportunity** ○ relevant to business and provides a suitable opportunity to 'think through'/research an improvement
BP4	• **Aims and objectives** ○ should be relevant, realistic and clear

BP5	• **How research undertaken**
	  ○ methods used and who was consulted and why
	  ○ overview of findings

BP6	• **Keeping up to date with changing industry** ○ methods used e.g. trade magazines, PD log, websites, seminars etc.

BP7	• **How improvements will impact on business/customer, examples may include:**
	  ○ increase in customer spend
	  ○ increased sales

	o increased profit o reduction in waste o improved processes that save time o introduction of successful new products / service o improved use of technology to streamline processes
BP8	• **Costs** o reasonable approach taken to estimate costs
BP9	• **How idea could be implemented** o shows consideration of relevant factors and the business environment
BP10	• **Understanding of need for deadlines** o including project related deadlines/implementation timescales

Optional Pathway Units (1 <u>must</u> be selected)

Unit 6: Food and Beverage Service			
Unit number: D/617/6891	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Food and Beverage Service: Knowledge	FB1. Outline the characteristics of formal dining service FB2. Outline the characteristics of casual dining service FB3. Outline the characteristics of quick service dining FB4. Outline the characteristics of carvery/buffet dining service FB5. Describe the correct method of service for each service style listed: formal dining, casual dining, quick service dining and carvery/buffet dining FB6. Describe the principles of preparation of service areas and equipment for food and beverage service FB7. Describe the principles of preparing customer and dining areas for food and beverage service FB8. Describe the principles of clearing customer, dining and service areas after food and beverage service FB9. Describe the principles of greeting customers and taking orders FB10. Describe the principles of serving food and beverages to customers FB11. Describe the principles of maintaining the dining area FB12. Outline the requirements of **current legislation** regarding weights and measures, trades description and sale of goods FB13. Outline the requirements of **legislation** relating to the service of food and beverages FB14. Explain why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, cooking and service methods of food and beverages FB23. Explain basic food and beverage pairing in line with menu		
Food and Beverage Service: Skills and Behaviour	FB15. Prepare service areas and equipment for food and beverage service FB16. Prepare customer and dining areas for food and beverage service FB17. Greet customers and take orders FB18. Serve food and beverages FB19. Maintain the dining area during service FB24. Take a responsible approach to the preparation, sale and service of food and beverages		

Unit 6: Food and Beverage Service			
Unit number: D/617/6891	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
	FB25. Actively seek opportunities to delight and 'wow' customers in line with the business/brand standard		

Unit 6: Amplification	
FB12	**Current legislation, e.g.** ○ Consumer Protection from Unfair Trading Regulations ○ Consumer Rights Act ○ Weight and Measures Act
FB13	**Legislation relating to the service of food and beverages, e.g.** ○ food related legislation such as Food Safety Act 1990 and Food Safety and Hygiene Regulations 2013 ○ Licensing Act and knowledge relating to personal licence holders, premises licences, designated premises supervisors ○ Health and Safety legislation ○ Equality Act 2010 ○ Data Protection Act (in relation to payment by credit card etc)
FB15-FB19	**Service style** ○ All aspects of preparation and service should be demonstrated across all relevant criteria in at least one **service style** consistently (typically the style of the apprentice's organisation) e.g formal dining, casual dining, quick service dining, counter/buffet service, room service or conference and banqueting

Unit 7: Alcoholic Beverage Service (Wine Service)			
Unit number: K/617/6893	Credit: 8	GLH:70	Level: 2
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Wine Service): Knowledge	AW1. Outline the **different alcoholic beverages** available, their ingredients and **characteristics** AW2. Describe **optimum storage conditions** for **different alcoholic beverages**, including temperatures for different **types of wine** AW3. Describe legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol AW4. Describe the requirements of **current legislation** regarding weights and measures, trades description and sale of goods AW5. Outline **service standards** for **different alcoholic beverages** including equipment, measures, glasses, temperatures, accompaniments AW6. Describe the **types and styles of wine** AW7. List **common red and white grape varieties** which are used to make popular wines AW8. List **specialist equipment** and glassware necessary for the service of each type of wine AW9. Describe safe and hygienic working practices when preparing service areas, equipment and stock and when serving wine AW10. Explain what factors to consider when providing advice to customers on choice of wine: food matching, meeting the customers' expressed requirements, maximising sales for your workplace AW11. Describe the correct method of service for different **types of wines** AW12. Explain why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics and strength of their drink AW13. Describe what the indicators are in wine which is unsuitable for drinking AW14. Describe what symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this AW15. Explain how to deal with violent or disorderly customers AW16. Describe the types of unexpected situations that may occur when serving wine and how to deal with these		

Unit 7: Alcoholic Beverage Service (Wine Service)			
Unit number: K/617/6893	Credit: 8	GLH:70	Level: 2
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Wine Service): Skills and Behaviour	AW17. **Prepare service areas**, **equipment and stock** for wine service AW18. Greet customers, provide **accurate information** to determine customer requirements for wine and take orders AW19. **Present and serve wine** AW20. Maintain the service area and stock during service AW24. Take a responsible approach to the preparation, sale and service of food and beverages AW25. Actively seek opportunities to delight and 'wow' customers in line with business/brand standards AW26. Store alcoholic beverages (including different wines) in the correct manner		

Unit 7: Amplification	
AW1/AW2/AW5	**Different alcoholic beverages** o including beers, wines (including range of types and styles of wines), spirits, cocktails/mixology, liqueurs
AW1	**Characteristics** o e.g. in relation to wine - aroma and flavour; appearance; mouthfeel – such as, body, astringency, texture and persistence; ABV%; background information, such as type of grape, origin, fermentation, pressing, maturation; complexity and structure
AW2	**Optimum storage conditions** • how and where to store different beverages (including different wines) in the organisation • correct temperatures and conditions for different beverages (including different wines) • any equipment needed to store beverages

AW2/AW6/AW11	**Types of wine** o red, white, rose
AW4	**Current legislation, e.g.** o Consumer Protection from Unfair Trading Regulations o Consumer Rights Act o Weight and Measures Act
AW5	**Service standards** for different alcoholic beverages o e.g. appropriate equipment, measures, glassware, temperatures, accompaniments and quality considerations in the service of different alcoholic beverages
AW6	**Styles of wine** o still, sparkling, fortified
AW7	**Common red and white grape varieties** o e.g. Cabernet Sauvignon, Chardonnay, Merlot and the characteristics of the wines made with them
AW8	**Specialist equipment** o e.g. wine buckets/coolers, bottle openers, napkins, stands, carafes, different types of glassware depending on wine type
AW17	**Prepare service areas, equipment and stock** o ensuring sufficient stock of linen, table items, service equipment and wine lists o ensuring all items are clean and ready for use o ensuring sufficient wine stock and checking it is free from damage and is at recommended serving temperature o following organisational procedures relating to preparing service areas, equipment and stock
AW18	**Accurate information** o *characteristics* – e.g. aroma and flavour, appearance, ABV%, background information – e.g. origin and complexity o *types of information* – e.g. strengths, ingredients, prices, sizes, offers or promotions

AW19	**Present and serve wine**
	o should cover range of styles and types of wine (red, white, rose, still, sparkling, fortified), and screw cap/corked bottles
	o using appropriate specialist equipment, measures and glassware
	o correct service temperatures
	o adding appropriate accompaniments
	o using appropriate preparation and service methods
	o drinks and ingredient being of the correct quality and presentation being of the correct standard

Unit 8: Alcoholic Beverage Service (Beer/Cask Ale)			
Unit number: M/617/6894	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Beer/Cask Ale): Knowledge	AB1. Outline the **different alcoholic beverages available**, their ingredients and characteristics AB2. Describe **optimum storage conditions** for **different alcoholic beverages**, including time, preparation and temperatures required for cask and keg beer AB3. Describe legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol AB4. Describe the requirements of **current legislation** regarding weights and measures, trades description and sale of goods AB5. Outline the **service standards** for **different alcoholic beverages** including equipment, measures, glasses, temperatures, accompaniments AB6. Describe safe and hygienic working practices when preparing areas, equipment and stock and when serving beer AB7. Explain why it is important to follow food safety requirements when preparing beer AB8. Explain why it is important to prepare beer casks/kegs in advance AB9. Describe the types of unexpected situations that may occur when preparing the area and equipment for serving beer AB10. Explain why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics and strength of their drink AB11. Describe what the techniques for pouring and serving a range of beer products are AB12. Describe what symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this AB13. Explain how to deal with violent or disorderly customers AB14. Describe the types of unexpected situations that may occur when pouring and serving beer and how to deal with these		

Unit 8: Alcoholic Beverage Service (Beer/Cask Ale)			
Unit number: M/617/6894	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Beer/Cask Ale): Skills and Behaviour	AB15. Prepare service areas, equipment and stock for service AB16. Greet customers, provide **accurate information** to determine customer requirements for drinks and take orders AB17. **Prepare and serve a range of alcoholic and soft drinks, including keg/cask beer** AB18. Maintain the service area and stock during service AB22. Follow correct **cellar procedures and conditions** and help to maintain appropriate conditions AB23. Take a responsible approach to the preparation, sale and service of food and beverages AB24. Actively seek opportunities to delight and 'wow' customers in line with business/brand standards AB25. Store alcoholic beverages (including bottled, keg, and cask beer/ales) in the correct manner		

Unit 8: Amplification	
AB1/AB2/AB5	**Different alcoholic beverages** o including beers (including different types of beer/cask ale – bottled, cask and keg), wines, spirits, cocktails/mixology, liqueurs
AB2	**Optimum storage conditions** o how and where to store different beverages (including different beers/cask ales) in the organisation o correct temperatures and conditions for different beverages (including different beers/cask ales) o any equipment needed to store beverages
AB4	**Current legislation, e.g.** o Consumer Protection from Unfair Trading Regulations o Consumer Rights Act o Weight and Measures Act

AB5	**Service standards** for different alcoholic beverages ○ e.g. appropriate equipment, measures, glassware, temperatures, accompaniments and quality considerations in the service of different alcoholic beverages
AB16	**Accurate information** ○ *characteristics* – e.g. aroma and flavour, appearance, ABV%, background information – e.g. origin and complexity ○ *types of information* – e.g. strengths, ingredients, prices, sizes, offers or promotions
AB17	**Prepare and serve a range of alcoholic and soft drinks, including keg/cask beer** ○ able to correctly open, pour, draught and/or serve a variety of beers (including bottled, keg and cask beers/ales) and other alcoholic beverages and soft drinks as required using appropriate equipment e.g. glassware, coolers, bottle openers, barrels, and beer/cask ale equipment ○ ensure beers and ales are served at correct temperatures ○ ensure presentation is of correct standard
AB22	**Cellar procedures and conditions** ○ e.g. – ensuring cellar surface free from dirt, rubbish, spillages, mould; floors are clean and gullies and sumps free from blockages; ensuring cellar equipment is clean, hygienic and in good working order; using recommended cleaning equipment and materials and storing them correctly after use; maintaining environmental condition in line with service operations; ensuring cellar is secured against unauthorised access

Unit 9: Alcoholic Beverage Service (Cocktails/Mixology)			
Unit number: T/617/6895	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Cocktails/Mixology): Knowledge	AC1. Outline the **different alcoholic beverages** available, their ingredients and characteristics AC2. Describe **optimum storage conditions** for **different alcoholic beverages** AC3. Describe legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol AC4. Describe the requirements of **current legislation** regarding weights and measures, trades description and sale of goods AC5. Outline **service standards** for **different alcoholic beverages** including equipment, measures, glasses, temperatures, accompaniments AC6. Describe safe and hygienic working practices when preparing areas, equipment and stock and when serving cocktails AC7. Explain why it is important to follow food safety requirements when preparing cocktails AC8. Explain why it is important to prepare cocktail ingredients, equipment and garnish prior to service AC9. Describe the types of unexpected situations that may occur when preparing the area and equipment for serving cocktails AC10. Describe what the **techniques** for making **a range of alcoholic and non-alcoholic cocktails** are AC11. Explain why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics and strength of their drink AC12. Describe what symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this AC13. Explain how to deal with violent or disorderly customers AC14. Describe the types of unexpected situations that may occur when mixing and serving cocktails and how to deal with these		

Unit 9: Alcoholic Beverage Service (Cocktails/Mixology)			
Unit number: T/617/6895	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Alcoholic Beverage Service (Cocktails/Mixology): Skills and Behaviour	AC15. Prepare service areas, equipment and stock for service AC16. Greet customers, provide **accurate information** to determine customer requirements for drinks and take orders AC17. **Prepare and serve a range of alcoholic and soft drinks, including cocktails** AC18. Maintain the service area and stock during service AC22. Take a responsible approach to the preparation, sale and service of food and beverages AC23. Actively seek opportunities to delight and 'wow' customers in line with business/brand standards AC24. Store alcoholic beverages and cocktail ingredients in the correct manner		

Unit 9: Amplification	
AC1/AC2/AC5	**Different alcoholic beverages** o e.g. beers, wines, spirits, cocktails/mixology (including key ingredients for different types of cocktail), liqueurs
AC2	**Optimum storage conditions** o how and where to store different beverages (including key ingredients for different types of cocktail) in the organisation o correct temperatures and conditions for different beverages (including key ingredients for different types of cocktail) o any equipment needed to store beverages
AC4	**Current legislation, e.g.** o Consumer Protection from Unfair Trading Regulations o Consumer Rights Act o Weight and Measures Act

AC5	**Service standards for different alcoholic beverages** ○ e.g. appropriate equipment, measures, glassware, temperatures, accompaniments and quality considerations in the service of different alcoholic beverages
AC10	**Techniques** ○ e.g. shaking, straining, stirring, muddling, blending, building, layering, flaming
AC11	**A range of alcoholic and non-alcoholic cocktails** ○ e.g. spirit-based, non-alcoholic, cream-based, Champagne-based, fruit juice based
AC15	**Prepare service areas, equipment and stock** ○ having correct ingredients on hand ○ ensuring all equipment and glassware is clean and ready for use ○ following organisational procedures relating to preparing service areas, equipment and stock
AC16	**Accurate information** ○ *characteristics* – e.g. aroma and flavour, appearance, ABV%, origin ○ *types of information* – e.g. strengths, ingredients, prices, sizes, offers or promotions
AC17	**Prepare and serve a range of alcoholic and soft drinks, including cocktails** ○ ability to prepare a range of drinks correctly, including using a range of ingredients to prepare and serve a variety of cocktails (including spirit-based, non-alcoholic, cream-based, Champagne-based, fruit juice based) using a range of different techniques (e.g. shaking, straining, stirring, muddling, blending, building, layering, flaming) ○ including free pouring/optic pouring ○ using correct specialist equipment (e.g. glassware, coolers, bottle openers, shakers, sieves, mixers, blenders, cocktail glasses) ○ adjust cocktails to customer preference ○ finishing and serving cocktails and other beverages to correct standards including using appropriate accompaniments

Unit 10: Barista			
Unit number: A/617/6896	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Barista: Knowledge	BA1. Outline the different **specialist coffee beverages** available, their ingredients and characteristics BA2. Describe the optimum storage conditions for coffee beans, ground coffee and other beverage ingredients, including time, preparation and temperatures BA3. Describe the requirements of **current legislation** regarding weights and measures, trades description and sale of goods BA4. Describe the service standards for specialist **hot beverages** including equipment, measures, crockery/glassware, temperatures, accompaniments BA5. Explain why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics and strength of their drink BA6. Explain the **characteristics of foamed milk and how foamed milk relates to each hot drink** BA7. Describe what the techniques for pouring and serving a range of **hot drink products** are BA8. Describe the types of unexpected situations that may occur when pouring and serving **hot drink products** and how to deal with these BA16. Describe the types of **specialist equipment** used to prepare hot and cold drinks, how it is used and how to keep it clean BA17. Describe the **main categories of hot and cold beverages** and the origins of their **key ingredients**		
Barista: Skills and Behaviour	BA9. **Prepare service areas, equipment and stock for service** BA10. Greet customers, provide **accurate information** to determine customer requirements for drinks and take orders BA11. Prepare and serve **a range of hot and cold specialist drinks** BA12. Maintain the service area and stock during service BA18. Take a responsible approach to the preparation, sale and service of food and beverages BA19. Actively seek opportunities to delight and 'wow' customers in line with business/brand standards BA20. Ensure ingredients are stored correctly		

Unit 10: Amplification	
BA1	**Specialist coffee beverages** o for example, cappuccino, mocha, latte, flat white, espresso, macchiato etc and iced espresso-based drinks
BA3	**Current legislation, e.g.** o Consumer Protection from Unfair Trading Regulations o Consumer Rights Act o Weight and Measures Act
BA4/BA7/BA8	**Hot beverages/hot drink products** o including different specialist coffees, and other beverages such as teas and hot chocolates
BA6	**Characteristics of foamed milk and how foamed milk relates to each hot drink** o understanding how and why different amounts and types of foam are used in different drinks o characteristics of foamed milk o temperatures to correctly foam milk o how to foam milk for use in different drinks
BA16	**Specialist equipment** o may include espresso machine and grinder, tamper, milk steamer, water boiler, coffee filter, blender
BA17	**Main categories of hot and cold beverages** o espresso-based drinks o blended ice drinks o hot chocolate o varieties of tea and iced teas o juices, soft drinks and smoothies
BA17	**Key ingredients** o e.g. coffee beans, ground coffee, tea blends and bags

BA9	**Prepare service areas, equipment and stock for service**
	o ability to set up, calibrate, clean and close (as applicable) specialist equipment used for mixing and preparing hot beverages in the organisation. This may include (as appropriate to the organisation):
	▪ espresso machine and bean grinder
	▪ milk steamer
	▪ water boiler
	▪ thermometer
	▪ knock out box
BA10	**Accurate information**
	o characteristics – e.g. aroma and flavour, appearance, origin
	o types of information – e.g. strengths, ingredients, prices, sizes, offers or promotions
BA11	**Prepare and serve a range of hot and cold specialist drinks**
	o use specialist equipment correctly as appropriate to the type of drink
	o use drink building techniques
	o ensure correct accompaniments are used and drink meets organisation's presentation standards
	o foam milk to the correct temperature
	o pour milk correctly
	o correctly use flavours
	o correctly use toppings
	o preparing a variety of different drinks **must** include:
	▪ a range of espresso and espresso-based drinks, including espresso, latte and cappuccino
	o in addition, learners should prepare range of other hot/cold beverages according to the menu, which may include:
	▪ iced espresso or tea-based drink
	▪ blended ice drink
	▪ hot chocolates
	▪ teas

Unit 11: Food Production			
Unit number: F/617/6897	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Food Production: Knowledge	FP1. Describe the different **food groups** commonly used in food production FP2. Identify **common allergens and dietary requirements** FP3. Describe the optimum storage conditions for different food commodities, including time, preparation and temperatures FP4. Describe the requirements of **current legislation** regarding weights and measures, trades description and sale of goods FP5. Describe safe and hygienic working practices when preparing areas, equipment and stock and when producing food FP6. Explain why it is important to follow food safety requirements when producing food FP7. Explain why it is important to ensure the correct quality and quantity of ingredients prior to producing food FP8. Describe the types of unexpected situations that may occur when preparing the area and equipment for serving food production FP9. Explain why it is important to give customers (directly or through team members) accurate information about special offers, promotions, the ingredients, basic characteristics and allergens in food FP10. Outline **common preparation, processing and cooking techniques** and methods in food production FP11. Describe the types of unexpected situations that may occur when producing food and how to deal with these FP18. Describe kitchen procedures and how to follow them to maintain food safety and quality FP19. Describe how to use **equipment** safely and correctly in the production of food		
Food Production: Skills and Behaviour	FP12. Prepare ingredients, service areas, equipment for service FP13. Provide **accurate information** to team members/customers and effectively communicate about orders/customer requirements FP14. **Prepare and present a range of food items** for service FP15. Maintain the service area and stock during service		

Unit 11: Amplification	
FP1	**Food groups** ▪ e.g. dairy, fruits, grains, meat, vegetables – foods that have similar biological classifications or nutritional properties
FP2	**Common allergens and dietary requirements** ▪ e.g. substances or ingredients that may cause an allergic reaction e.g. milk, egg, peanuts, tree nuts, shellfish ▪ dietary requirements such as vegan, vegetarian, low fat etc.
FP4	**Current legislation, e.g.** o Consumer Protection from Unfair Trading Regulations o Consumer Rights Act o Weight and Measures Act

FP10	**Common preparation, processing and cooking techniques and methods**
	o Preparation
	    • Compiling (e.g. cold desserts and sandwiches)
	    • Measuring and weighing
	    • Cutting (e.g. paring, peeling, chopping, slicing, dicing)
	    • Mixing and blending (e.g. mixing, beating, stirring, tossing, creaming)
	
	o Cooking
	    • Grilling
	    • Pan-frying
	    • Deep-frying
	    • Boiling
	    • Roasting
	    • Baking
	    • Poaching

	• Simmering
	• Steaming
	• Searing
	
	o Regeneration
	   • Reheating
	   • Rehydrating
	   • Defrosting

FP19	**Equipment** o e.g. knives and utensils, oven, grill, hobs, microwave, food processor
FP13	**Accurate information** o *characteristics* – e.g. aroma and flavour, appearance, origin of ingredients, allergens and ingredients, cooking methods o *types of information* – e.g. prices, sizes, offers or promotions

FP14	**Prepare and present a range of food items**
	o demonstrate correct preparation, cooking and/or regeneration of a range of basic food products available on the organisation's menu.
	   Basic food products may include:
	
	   • hot or cold sandwiches
	   • basic compiled desserts
	   • toasted items
	   • dried foods such as soups, sauces, cake mix, batter mix
	   • frozen foods such as desserts
	   • savory products such as pies, quiches and sausage rolls
	   • basic fresh meals/cooked items such as jacket potato, soups, vegetables, meats, eggs, salads
	   • canned foods such as soups
	
	In preparing and cooking dishes, candidates should demonstrate use of a range of different methods and equipment.

Unit 12: Concierge and Guest Services			
Unit number: J/617/6898	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Concierge and Guest Services: Knowledge	CG1. Describe the requirements for **local and national information** and where to access it CG2. Describe the procedures for procurement of **additional products and services** to meet customer and workplace requirements CG3. Describe the procedures for storing customer property and the importance of following them CG4. Describe the procedures for room service to meet customer and workplace requirements CG5. Describe the requirements of current legislation regarding data protection, disability discrimination and sale of goods CG6. Outline the **types of services** you may be asked to book and the procedures you should follow CG7. Explain why it is important to give accurate verbal and written information to customers CG8. Explain why confirmation and deposits are required from customers CG9. Outline the right way to take property from the customer, requirements for safe storage and theft prevention and why it might be important to give the customer a proper receipt for their property CG10. Explain how to recognise a suspicious item of property and how this should be dealt with CG11. Describe lifting and handling techniques you should use to stop you injuring yourself and others and damaging property CG12. Explain why it might be important to keep storage records and how to fill these in why you should keep storage areas secure, clean, tidy and hygienic and how you should do this CG13. Describe the types of unexpected situations and problems that may occur and how to deal with these		

Unit 12: Concierge and Guest Services			
Unit number: J/617/6898	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Concierge and Guest Services: Skills and Behaviour	CG14. Provide accurate information to customers and effectively communicate information about services/bookings/customer requirements CG15. Book **additional services** for customers CG16. Provide confirmation to the customer and update necessary records CG17. Receive and store/move customer/organisational property CG21. Take every opportunity to ensure customers get the best out of their stay CG22. Use discretion and maintain customer confidentiality at all times CG23. Coordinate with suppliers of guest services, other organisations and internal departments to support the customer's experience		

Unit 12: Amplification	
CG1	**Local and national information** and where to access it o e.g. places of interest, restaurants, leisure facilities, local facilities such as banks/petrol stations and transport links, pubs and nightlife, sightseeing tours, event such as theatre and opera. Information can be gained from a variety of sources such as the internet, colleagues, information centres, hotel information brochures.
CG2/CG6/CG15	**Additional products and services/types of service** o e.g. valet parking, luggage storage/transfers, arranging or procuring spa services, transportation, restaurant reservations, special events tickets, theatre tickets, opera tickets, and addressing any other relevant customer needs or requests

Unit 13: Housekeeping			
Unit number: L/617/6899	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Housekeeping: Knowledge	HK1. Describe the current legislation regarding the use of chemicals (COSHH) HK2. Outline the organisation's standards for linen and bed coverings, making and re-sheeting beds HK3. Explain the importance of maintaining clean, ample supplies, sorting linen and the correct way to deal with soiled linen HK4. Explain why it is important to use the correct type of bed, pillow or bed linen for individual customers or guests HK5. Describe how to spot and what procedures to use, if encountering bedbugs or other infestations HK6. Explain the **environmental implications** connected to the use of bed and bathroom linen HK7. Describe safe working practices when working alone HK8. Explain the importance of communicating the status of rooms to other departments, e.g. reception HK9. Explain how to recognise a suspicious item of property and how this should be dealt with HK10. Describe lifting and handling techniques you should use to stop you injuring yourself and others and damaging property HK11. Explain why it might be important to keep storage records and how to fill these in HK12. Explain why you should keep storage areas secure, clean, tidy and hygienic and how you should do this HK13. Describe the types of unexpected situations and problems that may occur and how to deal with these HK21. Explain the importance of responsible use of cleaning equipment, techniques and chemicals		
Housekeeping: Skills and Behaviour	HK14. Communicate with team leader to accurately establish work to be done HK15. Prepare for housekeeping duties, including preparation of **equipment**, linen and other items HK16. Clean and service a **range of areas** HK17. Accurately complete records and communicate successful completion of tasks to relevant people HK22. Use discretion and maintain customer confidentiality at all times		

Unit 13: Amplification	
HK6	**Environmental implications** ○ e.g. effect of water and detergent use, effect of disposal of linen and towels that are no longer usable, use of cleaning chemicals

HK15	**Equipment** – may include:
	
	   ○ Electrical
	        • Vacuum cleaners
	        • Portable vacuum cleaners
	        • Wet extraction cleaners
	        • Hot water extraction machines
	        • Rotary floor cleaners
	        • Floor polishers
	
	   ○ Manual equipment
	        • Wet mops
	        • Dry mops
	        • Cloths/dusters
	        • Buckets
	        • Brushes

HK16	**Range of areas** ○ including beds, bathrooms/wash rooms/toilets, bedrooms and public areas including, furniture, fixtures and fittings and soft and hard flooring

Unit 14: Reception			
Unit number: T/617/6900	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Reception: Knowledge	R1. Outline the products, facilities and services common to the hospitality industry and common ways to source the information required on them and how to communicate this to customers, staff and visitors R2. Explain the importance and purpose of the receptionist function as first point of contact between the organisation and customer R3. Describe the **current legislation** regarding all reception functions R4. Explain how to identify **internal customers** and their needs and understand the importance of their role within the organisation R5. Describe the purpose and value of the receptionist function as the first point of contact between the public/client and the organisation R6. Describe how to present a positive image of self and the organisation, the organisation's structure and lines of communication and when and how to refer to them if necessary R7. Explain the purpose of confidentiality guidelines and how to implement them R8. Explain the purpose of entry and security procedures and how to implement them R9. Describe the organisational emergency procedures and your role within them R10. Explain why additional duties are carried out during quiet periods, if they arise R20. Describe **business procedures for delivering reception operations** R23. Describe procedures for processing personal and sensitive data in line with requirements		

Unit 14: Reception			
Unit number: T/617/6900	Credit: 8	GLH: 70	Level: 2

Learning Outcome	Assessment Criteria
Reception: Skills and Behaviour	R11. Provide accurate information to customers and effectively communicate information about services/bookings/customer requirements R12. Promote and coordinate **products and services** within the business R13. Ensure a **smooth check in** for the customer, including retrieval of customer booking details, offering alternatives for any services that are not available as requested and completing the registration process correctly R14. Check the customer is happy with the service provided and politely conclude the customer visit R21. Act as the link between visitors, staff and guests R22. Actively seek opportunities to make a great guest experience

Unit 14: Amplification	
R3	**Current legislation** o e.g. data protection legislation, Hotel Proprietors Act, Equality Act, Health and Safety Act, Consumer Protection from Unfair Trading Regulations, Consumer Rights Act
R4	**Internal customer** o a member of an organisation, or someone directly connected, who relies on assistance from another internal member of the organisation to complete work duties – usually internal customers are stakeholders, suppliers, contractors, employees or shareholders
R12	**Products and services** o e.g. room service, restaurant opening times, spa facilities etc.
R13	**Ensure a smooth check in** o this can be through direct check in or through assisting with automated check in

R20	**Business procedures for delivering reception operations** o including check in/check out, processing payments, provision of information/services

Unit 15: Reservations			
Unit number: J/617/6903	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Reservations: Knowledge	R1. Outline the **principles of taking individual and group reservations** R2. Outline the principles of accommodation pricing and effective **yield management** R3. Outline the products, facilities and services common to the hospitality industry and common ways to source the information required on them and how to communicate this to customers, staff and visitors R4. Describe the **current legislation** regarding all reservation functions R5. Explain the importance of providing accurate information to customers R6. Describe the types of **unexpected situations and problems** that may occur with bookings, and how to deal with these correctly R7. Explain the importance of intelligent and appropriate **upselling**, room/product rates, **added value**, rate negotiation limits and **yield management** and how these apply to your work role R8. Explain what **over booking** is, how to deal with this and why it happens R9. Explain why it is important to get and record booking details accurately R10. Explain why it is important to take the opportunity to sell products and services R11. Explain why confirmations and deposits may be required from customers R12. Explain why it is essential to follow up unconfirmed bookings R20. Describe the **pricing policy of the organisation** and how this ensures effective **yield management** R23. Describe procedures for processing personal and sensitive data in line with requirements		

Unit 15: Reservations			
Unit number: J/617/6903	Credit: 8	GLH: 70	Level: 2
Learning Outcome	**Assessment Criteria**		
Reservations: Skills and Behaviour	R13. Provide accurate information to customers and effectively communicate information about services/bookings/customer requirements R14. **Take a selection of reservations**, checking details and ensuring confirmation is taken according to organisational requirements R15. Book **additional services** for customers R16. Provide confirmation to the customer and update necessary records R21. Provide support as required with planning events, including showing customers available facilities and providing information on the typical procedure for running events R22. Actively seek opportunities to make a great guest experience		

Unit 15: Amplification	
R1	**Principles of taking individual and group reservations, for example** • where reservations may come from, such as individuals, tour operators, travel agencies, organisations and how to deal with different reservation sources • methods of communication that may be used to book and reply to booking requests within the organisation • organisational procedures for dealing with different types of reservations • individual, group and event reservations
R2/R7/R20	**Yield management** ○ a strong and widely used mechanism that involves flexible pricing – supply and demand. It can lead to price discrimination whereby two sets of guests pay a different price for the same standard room and package. Used as a key performance indicator (KPI)

R4	**Current legislation**	
	o e.g. data protection legislation, Hotel Proprietors Act, Equality Act, Health and Safety Act, Consumer Protection from Unfair Trading Regulations, Consumer Rights Act	
R6	**Unexpected situation and problems with bookings**	
	o e.g. overbooking, no record of booking, incorrect booking	
R7	**Upselling**	
	o promoting additional relevant products and services to increase the profitability of a sale e.g room upgrades and add-ons	
R7	**Added value**	
	o e.g. complimentary breakfasts or additional items, free upgrades, welcome amenities	
R8	**Over booking**	
	o practice of accepting more reservations than are actually available	
R14	**Take a selection of reservations**	
	• ensuring all booking details are gathered, confirmed and recorded accurately	
	• following up unconfirmed bookings according to procedures	
	• taking payments accurately and according to procedures	
	• adhering to legislation and organisational procedures relating to the bookings process	
R15	**Additional services**	
	o e.g. arranging or procuring spa services, transportation and taxis, restaurant reservations, special events tickets, theatre tickets	
R20	**Pricing policy of the organisation**	
	o how pricing is set	
	o any tariffs etc that apply within the organisation – for example accommodation tariffs such as room only, half board, full board, all inclusive	

Unit 16: Conference and Event Operations			
Unit number: F/617/6902	**Credit: 8**	**GLH: 70**	**Level: 2**
Learning Outcome	**Assessment Criteria**		
Conference and Event Operations: Knowledge	CE1. Explain how to source, check and arrange **resources** according to customer and organisation requirements and the dismantling and storage of items after use CE2. Describe the current legislation regarding safe lifting and handling, health and safety and data protection and security CE3. Describe **common room layouts** for conferences and events CE4. Describe the principles of preparation and servicing of meeting and conference rooms CE5. Explain how to clear meeting and conference rooms CE6. Outline common set up requirements and lay outs for events CE7. Identify commonly used **audio visual and other equipment** used for conference and events CE8. Explain why rooms and equipment should be set up in advance of customers' arrival CE9. Explain why having a key contact on the day of a conference/event is important CE10. Outline **extra services** conference guests may require CE11. Explain why having a timed plan for the conference and event is import and what to do if this needs to change CE12. Identify common timings for conferences, events and weddings CE23. Describe how to adapt your approach to customers depending on the nature of their visit and **type of event**		

Unit 16: Conference and Event Operations			
Unit number: F/617/6902	**Credit: 8**	**GLH: 70**	**Level: 2**

Learning Outcome	Assessment Criteria
Conference and Event Operations: Skills and Behaviour	CE13. Follow instructions for arranging furniture and equipment prior to the conference/event CE14. Get equipment ready for the customer to use CE15. Check that environmental systems are working, and that the room is clean, tidy and well stocked CE16. Deliver all agreed products, services and refreshments on time and to the agreed standard CE17. Accurately record all charges and pass to the appropriate person CE24. Support the delivery of a variety of events according to brand standards CE25. Actively seek opportunities to make a great guest experience CE26. Co-ordinate with customers, suppliers and team members to ensure the correct resources are in place

Unit 16: Amplification	
CE1	**Resources** o may include catering services, staffing and security services, cleaning services and/or equipment, guest speakers or performers; venue decoration and set up which may include equipment such as seating, table settings, flowers, lecterns, flipcharts; signage to direct guests to appropriate areas and inform guests of timings, locations and different elements of the event
CE3	**Common room layouts** o Theatre o U-shape o Boardroom o Open square o Wedding o Cabaret o Classroom

CE7	**Audio visual and other equipment** o may include screens, projectors, microphones, sound systems, mixer boards, lecterns, flipcharts, lighting
CE10	**Extra services** o may include arranging accommodation, transport or parking
CE23	**Types of events** o may include weddings, press conference, exhibition, seminars and training, business conferences

Appendix 3 Sample assessment material

Highfield has produced an assessment pack which can be used to support learners in gathering the evidence required within their portfolio. The assessment pack is available to download from the members' area of the Highfield Qualifications website. Examples of assessment pack documentation are included below.

Assessment/Action Plan Sheet

Learner Name		Assessor Name				
Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved		Completed (assessor signature)
	.					

Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

Assessment Record Sheet

Learner		Assessor	
Date		Location	

Assessment Method*	

EV Ref	Details of the type of evidence and assessment criteria covered

Assessor Signature:

Learner/Witness Signature:

* Assessment method key:					
Obs	Observation	Sim	Simulation/assignment	O	Other
Pe	Product evidence	WT	Witness testimony	D	Discussion
Q	Questioning	R	RPL		

We *listen* and *respond*

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Evidence Tracking Sheet

Unit template

Learner Name	
Centre Name	

Unit:	

Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date

Assessment method key:

Obs	Observation	WT	Witness testimony
PE	Product evidence	R	RPL
Q	Questioning	O	Other
Sim	Simulation/assignment	PD	Professional Discussion