

SVQ3 in Hospitality Supervision and Leadership at SCQF Level 7

Qualification handbook

City & Guilds

www.cityandguilds.com
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Qualification handbook

Version and date	Change detail	Section
1.1 July 2012	Core skills signposting added	Appendix 3
1.2 October 2014	Updated last registration and certification dates	1. Introduction

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	SVQ3 in Hospitality Supervision and Leadership at SCQF Level 7
City & Guilds qualification number	7140-07
SQA accreditation number	GA40 23
Last registration date	31.01.2016
Last certification date	31.01.2019

The SVQ3 in Hospitality Supervision and Leadership at SCQF Level 7 aims to:

- meet the needs of candidates who work or want to work in a supervisory or leadership role within the hospitality sector
- provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence.

1.1 Qualification structure

To achieve the SVQ3 in Hospitality Supervision and Leadership at SCQF Level 7, learners must **five** from the mandatory units and a minimum of **three** from the optional units available.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

SVQ3 in Hospitality Supervision and Leadership at SCQF Level 6

To attain the qualification candidates would have to complete 8 units in total. This comprises of:

- all of the mandatory units in Section A
- at least one unit from Section B
- the remaining two units can come from either Section B or C

SECTION A MANDATORY UNITS		Credit Value
301 (HSL1)	Provide leadership for your team (MSC B5)	9
302 (HSL2)	Develop productive working relationships with colleagues (MSC D1)	9
303 (HSL3)	Contribute to the control of resources	6
304 (HSL4)	Maintain the health, hygiene, safety and security of the working environment	5
305 (HSL5)	Lead a team to improve customer service (ICS 42)	8

SECTION B OPTIONAL UNITS		
307 (HSL7)	Supervise food production operations	4
308 (HSL8)	Supervise functions	8
310 (HSL10)	Supervise food services	3

311 (HSL11)	Supervise drink services	7
317 (HSL17)	Supervise housekeeping services	4
320 (HSL20)	Supervise portering and concierge services	4
321 (HSL21)	Supervise reception services	5
322 (HSL22)	Supervise reservation and booking services	5

Candidates that select any of the following units, HSL7, HSL10 or HSL11 from Section B are strongly recommended to take unit HSL30.

SECTION C OPTIONAL UNITS		
306 (HSL6)	Contribute to promoting hospitality services and products	5
309 (HSL9)	Contribute to the development of recipes and menus	3
312 (HSL12)	Supervise off-site food delivery services	3
313 (HSL13)	Supervise cellar and drink storage operations	5
314 (HSL14)	Manage the receipt, storage or dispatch of goods (SfL WS20)	6
315 (HSL15)	Supervise the wine store/cellar and dispense counter	6
316 (HSL16)	Supervise vending services	6
318 (HSL18)	Supervise linen services	5
319 (HSL19)	Monitor and solve customer service problems (ICS 32)	7
323 (HSL23)	Improve relationships with customers (ICS 26)	8
324 (HSL24)	Provide learning opportunities for colleagues (MSC D7)	11
325 (HSL25)	Supervise the use of technological equipment in hospitality services	5
326 (HSL26)	Supervise practices for handling payments	5
327 (HSL27)	Contribute to the development of a wine list	6
328 (HSL28)	Manage the environmental impact of work (MSC E9)	4
329 (HSL29)	Contribute to the selection of staff for activities	5
330 (HSL30)	Ensure food safety practices are followed in the preparation and serving of food and drink (People1st 3GEN1)	5
331 (HSL31)	Lead meetings (MSC D11)	4

1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Diploma in Advanced Professional Cookery (7100-83)
- Or to higher education

Description

Fast track approval forms/generic fast track approval form

Candidate logbook

How to access

www.cityandguilds.com or from catering@cityandguilds.com

www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Hospitality Supervision 7247 or Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) 7250 may apply for approval for the SVQ3 in Hospitality Supervision and Leadership at SCQF Level 7 7140 using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age restrictions for learners to undertake this qualification, however, we strongly recommend that learners should ideally be 17+.

3 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications www.register.ofqual.gov.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Provide leadership for your team (HSL1)

What is this unit about?

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

What you have to do

To meet the national standard you must:

1. Set out and positively communicate the purpose and objectives of the team to all members.
2. Involve members in planning how the team will achieve its objectives.
3. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
4. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
5. Win, through your performance, the trust and support of the team for your leadership.
6. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team.
7. Encourage and recognise creativity and innovation within the team.
8. Give team members support and advice when they need it especially during periods of setback and change.
9. Motivate team members to present their own ideas and listen to what they say.
10. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
11. Monitor activities and progress across the team without interfering.

Behaviours which underpin Effective Performance

- a) You create a sense of common purpose.
- b) You take personal responsibility for making things happen.
- c) You encourage and support others to take decisions autonomously.
- d) You act within the limits of your authority.
- e) You make time available to support others.
- f) You show integrity, fairness and consistency in decision making.
- g) You seek to understand people's needs and motivations.
- h) You model behaviour that shows respect, helpfulness and co-operation.

What you have to know**General knowledge and understanding**

- K1. Different ways of communicating effectively with members of a team.
- K2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- K3. How to plan the achievement of team objectives and the importance of involving team members in this process.
- K4. The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- K5. The existence of different styles of leadership.
- K6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.
- K7. Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.
- K8. The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9. The benefits of and how to encourage and recognise creativity and innovation within a team.

Industry/sector specific knowledge and understanding

- K10. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

- K11. The members, purpose, objectives and plans of your team.
- K12. The personal work objectives of members of your team.
- K13. The types of support and advice that team members are likely to need and how to respond to these.
- K14. Standards of performance for the work of your team.

Unit 302

Develop productive working relationships with colleagues (MSC D1) (HSL2)

What is this unit about?

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

Which other units does this unit link to?

This unit is linked to all other units in the Hospitality Supervision and Leadership suite of standards.

This unit is Unit D1 in the Management Standards Centre suite of standards. This unit is a mandatory unit in the Team Leading qualification at Level 2 and an optional unit in the MSC Management Qualification at Level 3.

What you have to do

1. Establish working relationships with all colleagues who are relevant to the work being carried out.
2. Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements.
3. Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.
4. Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
5. Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.
6. Fulfil agreements made with colleagues and let them know.
7. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
8. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.
9. Exchange information and resources with colleagues to make sure that all parties can work effectively.
10. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

Behaviours which underpin Effective Performance

- a) You present information clearly, concisely, accurately and in ways that promote understanding.
- b) You seek to understand people's needs and motivations.
- c) You make time available to support others.
- d) You clearly agree what is expected of others and hold them to account.
- e) You work to develop an atmosphere of professionalism and mutual support.
- f) You model behaviour that shows respect, helpfulness and co-operation.
- g) You keep promises and honour commitments.
- h) You consider the impact of your own actions

What you have to know**General knowledge and understanding**

- K1. The benefits of developing productive working relationships with colleagues.
- K2. The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
- K3. The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward.
- K4. Principles of effective communication and how to apply them in order to communicate effectively with colleagues.
- K5. How to identify disagreements with colleagues and the techniques for sorting them out.
- K6. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.
- K7. How to take account of diversity and inclusion issues when developing working relationships with colleagues.
- K8. The importance of exchanging information and resources with colleagues.
- K9. How to get and make use of feedback on your performance from colleagues.
- K10. How to provide colleagues with useful feedback on their performance.

Industry/sector specific knowledge and understanding

- K11. Regulations and codes of practice that apply in the industry or sector.
- K12. Standards of behaviour and performance in the industry or sector.
- K13. Working culture of the industry or sector.

Context specific knowledge and understanding

- K14. Current and future work being carried out.
- K15. Colleagues who are relevant to the work being carried out, their work roles and responsibilities.
- K16. Processes within the organisation for making decisions.
- K17. Line management responsibilities and relationships within the organisation.
- K18. The organisation's values and culture.
- K19. Power, influence and politics within the organisation.
- K20. Standards of behaviour and performance

on others.

i) You say no to unreasonable requests.

j) You show respect for the views and actions of others.

expected in the organisation.

K21. Information and resources that different colleagues might need.

K22. Agreements with colleagues.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit. This unit is linked to all other units in the Hospitality Supervision & Leadership suite of standards and has particular links with HSL28.

What you have to do

1. Identify the resources available to you.
2. Identify the resources you need for your work and follow the correct procedures for obtaining them.
3. Deal with any problems in obtaining resources, following agreed procedures and keeping relevant people informed.
4. Check the quality, quantity and suitability of resources before you need to use them.
5. Make sure equipment and materials are correctly stored and maintained.
6. Encourage your colleagues to make efficient use of resources and to minimise waste.
7. Monitor the use of resources in your area of responsibility.
8. Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements.
9. Identify ways of making better use of resources and action or pass on the information according to your organisational requirements.
10. Keep your records about resources up-to-date, accurate and in the specified place.

Behaviours which underpin Effective Performance

- a) You make best use of available resources and proactively seek new sources of support when necessary.
- b) You prioritise objectives and plan work to make the best use of time and resources.
- c) You recognise changes in circumstances promptly and adjust plans and activities accordingly.
- d) You take personal responsibility for making things happen.

What you have to know**General knowledge & understanding**

- K1. The equipment, colleagues and supplies that are used in your area of responsibility.
- K2. How to check the resources that are currently available to you and make sure they are suitable for the work you have to carry out.
- K3. The importance of working within agreed spending limits.
- K4. Procedures that need to be followed if you need to go beyond agreed spending limits.
- K5. A basic awareness of the cost of the resources you use and the organisation's financial targets.
- K6. A basic awareness of the impact that using some resources can have on the environment.
- K7. Your organisation's policies for ordering, using resources, controlling waste and recycling.
- K8. The health and safety requirements for the resources that you are responsible for.
- K9. How to ensure that the resources that you are responsible for are stored and handled correctly, safely and securely as appropriate.
- K10. Who the organisation's regular suppliers are.
- K11. Who is responsible for ordering supplies.
- K12. What the normal consumption levels are.
- K13. How to work out what resources you will need for your work.
- K14. How to collect information on resources that are available to you.
- K15. The correct procedures to follow to obtain required resources.
- K16. How to store resources.
- K17. The appropriate lifting methods/techniques for moving resources.
- K18. Why it is important to get management approval when you need to go beyond your agreed spending limits and how to do so.
- K19. What records on the use of resources are required by your organisation.
- K20. The advantages of using computerised stock control systems.
- K21. How to count, check and monitor the use of resources and why this is important.
- K22. The importance of keeping waste to a minimum and how to do so.
- K23. How to encourage efficient use of resources for the benefit of your organisation and the wider environment.
- K24. How to motivate others to use resources efficiently.
- K25. How to present recommendations to decision makers.

Unit 304

Maintain the health, hygiene, safety and security of the working environment (HSL4)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit. This unit is linked to all other units in the Hospitality Supervision & Leadership suite of standards.

Supervisors working directly with food and drink should also refer to unit HSL30 which focuses specifically on food safety, covering the topic at a more in depth level appropriate to their area of work.

Unit 304

Maintain the health, hygiene, safety and security of the working environment (HSL4)

What you have to do

1. Make sure that you have information on health, hygiene, safety and security procedures that apply to your area of responsibility.
2. Make sure colleagues have relevant information on health, hygiene, safety and security issues within your area of responsibility.
3. Make colleagues aware of the importance of following health, hygiene, safety and security procedures.
4. Check that colleagues follow the health, hygiene, safety and security procedures that apply to your area of responsibility.
5. Monitor your area of responsibility for risks to health, hygiene, safety and security.
6. Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff.
7. Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures.
8. Pass on information relating to how procedures are working and how they can be improved with regards to identified health, hygiene, safety and security risks.

Behaviours which underpin Effective Performance

- a) You respond quickly to crises and problems with a proposed course of action.
- b) You identify people's information needs.
- c) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- e) You are vigilant for possible risks and hazards.
- f) You take personal responsibility for making things happen.
- g) You identify the implications or consequences of a situation.

What you have to know

General knowledge & understanding

- K1. Your responsibilities for health, hygiene, safety, and security.
- K2. The main areas of health, hygiene, safety law and regulations that affect the work for which you are responsible.
- K3. The statutory authorities that enforce these health, hygiene, and safety laws and regulations.
- K4. Your organisation's health, hygiene, safety and security procedures that are relevant to your work.
- K5. The implications of breaking the law on health, hygiene and safety both for you and your organisation.
- K6. The person who is responsible for first aid, health, hygiene, safety and security in your organisation and their responsibilities.
- K7. Your responsibilities for the health, hygiene, safety, and security of permanent and temporary staff and the importance of making sure they are aware of relevant procedures.
- K8. How to communicate with colleagues on issues to do with health, hygiene, safety, and security.
- K9. The types of information about health, hygiene, safety and security that you should record and store.
- K10. The procedures you should follow to record and store information about health, hygiene, safety and security.
- K11. Other people and organisations that need to have access to your information about health, hygiene, safety and security.
- K12. The information on health, hygiene, safety and security you might have to give to external authorities.
- K13. The procedures you should follow to make recommendations about health, hygiene, safety and security and to whom you should make them.
- K14. Your organisation's emergency procedures.
- K15. How to identify report or deal with faults with the equipment you are responsible for.
- K16. The limits of your authority when directly dealing with risks and hazards – what you can do yourself and what you need to report.
- K17. How to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur.

h) You act within the limits of your authority.

i) You constantly seek to improve performance.

K18. How to monitor your area of responsibility to make sure you maintain the health, hygiene, safety and security of employees, customers and other members of the public.

K19. How frequently you should carry out health, hygiene, safety and security inspections.

K20. The typical health, hygiene, safety and security hazards that exist, or may exist, in your area of responsibility.

K21. How to assess the risks associated with these hazards.

K22. How to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards.

K23. What to do in the event of an emergency, including: (i) bomb alert, (ii) fire.

K24. Evacuation procedures that relate to you and your staff in the area of work.

Unit 305

Lead a team to improve customer service (ICS42) (HSL5)

What is this unit about?

This unit is about looking at both your organisation and your staffing resources and bringing these together in a constructive way to improve overall customer service. You need to give support and guidance to your team to encourage them to improve their customer service delivery. It is about having a passion for customer service and sharing this enthusiasm with your colleagues and staff team. It is about leading by example.

Which other units does this unit link to?

This unit is linked to all other units in the Hospitality Supervision and Leadership suite of standards.

This unit is Unit 42 in the level 3 Institute of Customer Service Framework.

Unit 305

Lead a team to improve customer service (ICS42) (HSL5)

What you have to do

1. Treat team members with respect at all times.
2. Agree with team members their role in delivering effective customer service.
3. Involve team members in planning and organising their customer service work.
4. Allocate work which takes full account of team members' customer service skills and the objectives of the organisation.
5. Motivate team members to work together to raise their customer service performance.
6. Give team members support and direction when they need help.
7. Encourage team members to work together to improve customer service.
8. Check that team members understand what they have to do to improve their work with customers and why that is important.
9. Check with team members what support they feel they may need throughout this process.
10. Provide sensitive feedback to team members about their customer service performance.
11. Encourage team members to discuss their customer service performance.
12. Discuss sensitively with team members action they need to take to continue to improve their customer service performance.

Behaviours which underpin effective performance

- a) You show respect for the views and actions of others.
- b) You set demanding but achievable objectives for yourself and others.
- c) You empower staff to solve customer problems within clear limits of authority.
- d) You encourage and support others to make best use of their abilities.
- e) You constantly seek to improve performance.
- f) You give feedback to others to help them improve their performance.
- g) You work to develop an atmosphere of professionalism and mutual support.

What you have to know

General knowledge and understanding

- K1. The roles and responsibilities of your team members and where they fit in with the overall structure of the organisation.
- K2. How team and individual performance can affect the achievement of organisational objectives.
- K3. The implications of failure to improve customer service for your team members and your organisation.
- K4. How to plan work activities.
- K5. How to present plans to others to gain understanding and commitment.
- K6. How to facilitate meetings to encourage frank and open discussion.
- K7. How to involve and motivate staff to encourage teamwork.
- K8. How to recognise and deal sensitively with issues of underperformance.

Unit 306

Contribute to promoting hospitality services and products (HSL6)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:

HSL1-5, HSL8, HSL11, HSL12, HSL16, HSL19, HSL21, HSL22, HSL23, & HSL27

What you have to do

1. Identify possible activities to promote the services and products in your area of responsibility.
2. Identify promotional activities and the likely sales improvements activities could generate.
3. Consult with relevant colleagues about your ideas for promotional activities.
4. Make sure these activities are consistent with your targets, your organisation's objectives and values, social responsibility practices and legal requirements.
5. Collect and organise relevant information to support your ideas for promotional activities, taking account of the resources that will be available.
6. Help to develop and implement plans effectively.
7. Brief relevant colleagues, as appropriate on planned activities.
8. Monitor activities to make sure that targeted customers are being reached and promotional activities are run according to agreed plans and standards.
9. Collect information about the promotional activities and evaluate their effectiveness.

Behaviours which underpin Effective Performance

- a) You seek out and act on new promotional opportunities.
- b) You identify clearly the value and benefits to people of a proposed course of action.
- c) You deploy a range of legitimate strategies and tactics to influence people.
- d) You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
- e) You identify and raise any identified ethical concerns.
- f) You reinforce the links between specific objectives, areas of work and strategic goals.

What you have to know**General knowledge and understanding**

- K1. Relevant laws that you need to take account of when developing and implementing promotional activities, for example Trades Descriptions Act, Health and Safety at Work Act, Discrimination Acts, Copyright Law, COSHH, Food Hygiene etc.
- K2. What may happen if your promotion breaks these laws.
- K3. Social responsibility practices, 'Best Practice' principles and ethical considerations that need to be considered in promoting hospitality services and products.
- K4. What to include and how to write terms and conditions associated with promotions.
- K5. Your organisation's target markets which are relevant to your area of responsibility.
- K6. Your organisation's sales targets which are relevant to your area of responsibility.
- K7. Your organisation's main competitors which are relevant to your area of responsibility.
- K8. Your organisation's other promotional plans that are relevant to your work.
- K9. What resources are available for promotional activities.
- K10. How to cost promotional activity to ensure profitability is maintained and improved.
- K11. Where to obtain possible additional resources.
- K12. Who you need to consult in your organisation to obtain additional resources.
- K13. How to present your promotional ideas effectively to other people in your organisation.
- K14. The nature of the product being promoted and any other materials that feature in the promotion.
- K15. Any possible adverse results that the promotion, products and other materials may have and how to avoid these.
- K16. What information you need to support suggested promotional activities.
- K17. What your organisation's procedures are for implementing promotional activities.
- K18. Which colleagues need to be briefed in relation to different types of promotional plans and the different kinds of information that they should be given.
- K19. When and how product and organisational logos, trademarks and branding should be used to support promotional activities.
- K20. The types of things that may disrupt your promotional activities

and how to deal with these.

K21. How to measure the effectiveness of promotional activities.

K22. Who you should make recommendations for improving promotional activities to.

What is this unit about?

This unit is about supervising food production to ensure that the customer receives their order within reasonable timescales and to quality standards. The unit is about making sure staff have the necessary skills, knowledge and resources required to carry out their work. It is also about monitoring work, dealing with food production problems and supervising operations to ensure the quality of the product. A holistic approach to food safety is an essential aspect of this quality and this is addressed in detail in Unit HSL30.

Which other units does this unit link to?

It is strongly recommended that HSL30 which covers food safety hygiene in the preparation and serving of food and drink is undertaken in conjunction with this unit. This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards: HSL1-5, HSL9, HSL12, HSL16, HSL19, HSL25 & HSL28.

What you have to do

1. Make sure that the stages of food production follow relevant legislation and organisational policies.
2. Ensure your staff have the relevant skills, knowledge and resources required to carry out their work.
3. Encourage your staff to ask questions about any instructions they do not fully understand.
4. Carry out and record regular checks to make sure that your procedures are being followed as planned.
5. Collect feedback that may help to identify any problems with procedures.
6. Promptly take action to minimise the effect of problems that could delay food production or affect the standard of food service.
7. Make sure that staff's agreed targets are achieved.
8. Implement procedures to meet control points following relevant legislation and organisational policy.
9. Encourage your staff to report any actual or possible problems with the control points.
10. Record relevant information and deal with it according to your organisation's procedures.

Behaviours which underpin Effective Performance

- a) You protect your own and others' work against negative impacts.
- b) You take pride in high quality, accurate work.
- c) You focus personal attention on specific details that are critical to achieving successful results.
- d) You identify the implications or consequences of a situation.
- e) You are vigilant for possible hazards.
- f) You clearly agree what is expected of others and hold them to account.
- g) You keep confidential information secure.
- h) You encourage others to share information and knowledge efficiently within the constraints of confidentiality.

What you have to know**General knowledge & understanding**

- K1. Relevant legislation and other industry specific regulations and codes of practice.
- K2. Why quality is important to the success of the food production operation and how to assess the quality of your own and other people's work.
- K3. The different roles and responsibilities of people in your area of responsibility and in other parts of the organisation that are relevant to food production.
- K4. How to organise your team and manage their time so that food production operations are efficient.
- K5. How to motivate staff to achieve the required standards of quality.
- K6. What the food production timescales are.
- K7. What skills are required to implement your organisation's procedures for food production and how these compare with the skills that are available to you.
- K8. The acceptable format for presenting and storing information in your area of responsibility.
- K9. Why confidentiality is important and how to ensure that confidential information is secure.
- K10. When it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams.
- K11. How to estimate the resources you need for food production operations.
- K12. The main principles of portion control and why portion control is essential in food production operations.
- K13. How to minimise wastage.
- K14. Who to approach to get approval for additional resources.
- K15. How to make best use of available resources.
- K16. How to monitor activities and performance against organisational standards and targets.
- K17. What to do when performance does not match up to standards and targets.
- K18. How, and when, to provide information to management.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL11, HSL19, HSL27 and HSL28.

What you have to do

1. Obtain all the necessary information about the function, customer requirements and your responsibilities.
2. Plan procedures to ensure that requirements are met and contingencies are developed.
3. Make sure that the equipment and materials needed for the function are on site in good time and are available to the staff that will need to use them.
4. Inspect the function venue to make sure that it has been prepared as agreed.
5. Familiarise yourself with all the necessary health and safety and other legal requirements and communicate these clearly to customers.
6. Ensure staff have the skills, knowledge and resources to carry out their responsibilities
7. Liaise with relevant people throughout the function to make sure that the arrangements meet customer requirements.
8. Monitor the function to make sure that it is running to plan and deal with any problems that threaten to disrupt operations.
9. Make sure the function and all associated activities comply with relevant legislation and your organisation's standards.
10. Record all relevant information in a suitable format and make this information available to the relevant people.

Behaviours which underpin Effective Performance

- a) You prioritise objectives and plan work to make the best use of time and resources.
- b) You accurately calculate risks and make provision so that unexpected events do not impede the achievement of objectives.
- c) You take personal responsibility for making things happen.
- d) You display a good understanding of how different factors in the work context relate to each other.
- e) You identify the implications or consequences of a situation.
- f) You work to develop an atmosphere of professionalism and mutual support.

What you have to know**General knowledge & understanding**

- K1. What your organisation's customer care policy is.
- K2. How and why it is important to assess the impact that the function is likely to have on others (e.g. customers, residents, local business etc.) and action that can be taken to minimise disturbance.
- K3. The variety of information required to plan different types of functions including: customers' specific requirements, staffing, equipment, budget, venue capacity & other specifications.
- K4. How to deal with special requirements for different client groups including: children, older people and people with disabilities.
- K5. The types of specific requirements your customers may have, for example, for food, drinks, marketing or table planning.
- K6. Sources of reliable information and how to ensure the effective, efficient and safe organisation of appropriate products and services to support a variety of functions.
- K7. How to ensure appropriate appointment and how to manage the types of contractors likely to be employed in your area of responsibility.
- K8. How to ensure that staff (including contractors) have the required skills knowledge and resources to carry out their responsibilities.
- K9. Factors that need to be considered in arranging food and beverages for the function.
- K10. Food safety measures that need to be employed for different types of functions, arrangements and environments.
- K11. How to manage the available resources for events.
- K12. How to ensure effective management of staff for the event including: allocation of responsibilities, briefing and supervision.
- K13. Factors that can be used to adjust the atmosphere for functions.
- K14. How to inspect the venue to ensure preparations are in order.
- K15. Why it is important to anticipate problems, the types of problems that may occur during functions and how you should deal with these.
- K16. The health and safety and other legal requirements that affect the function and those that need to be communicated to customers.
- K17. How to carry out a risk assessment of the premises and what to do with the information.
- K18. How to evacuate the premises effectively and safely in the event

of an emergency.

K19. What legal requirements cover the clearing of the venue.

K20. How to monitor the function and who you should liaise with during the function to make sure things are going as planned.

K21. How to carry out an inspection of equipment used during functions.

K22. The types of records that should be maintained for functions and your organisation's procedures in relation to this.

K23. How information about the function should be communicated to customers.

K24. Why it is important to communicate with the organiser of the function and how you should do this.

K25. Who is responsible for storing equipment and reporting loss or damage.

K26. The types of problems that may occur when a function has finished, how to identify and report these.

K27. How to respond to requests or complaints.

Unit 309

Contribute to the development of recipes and menus (HSL9)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-7, HSL28, HSL30 and HSL31

Unit 309

Contribute to the development of recipes and menus (HSL9)

What you have to do

1. Take account of food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions.
2. Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities.
3. Identify suitable suppliers or supply sources.
4. Identify methods of presenting, holding and distributing the product.
5. Cost recipe suggestions and take account of available resources.
6. Register and pass on relevant information about the suitability of the new menu item according to organisational systems in your place of work.
7. Offer suggestions on menu layout and presentation.
8. Introduce recipe suggestions in accordance with the style and policy of your organisation, available resources and the expectations and standards of your customers.
9. Make sure staff have the information, skills and resources required to support the introduction of the new menu item, according to the individual jobs that they do.
10. Collect and take account of feedback from staff and customers.

Behaviours which underpin Effective Performance

- a) You develop and monitor products that are sustainable over the medium and long term.
- b) You identify and work with people and organisations that can provide support for your work.
- c) You make best use of existing sources of information.
- d) You check the validity and reliability of information.
- e) You recognise the opportunities presented by the diversity of people.
- f) You present information clearly, concisely, accurately and in ways that promote understanding.
- g) You keep people informed of plans and developments.

What you have to know

General knowledge and understanding

- K1. What the existing style and policy of your organisation is in relation to recipes and menus.
- K2. How location and styles of operation can affect proposed menu items.
- K3. What the concept of a balanced diet is and why it is important to good health.
- K4. Current government guidelines for healthy eating and how to stay abreast of this information.
- K5. The types, combinations and proportions of ingredients that make up a healthy dish and how to select them.
- K6. The nutritional benefits of minimising the fat, sugar and salt content of dishes.
- K7. The nutritional benefits of starchy foods, fruit, vegetables and pulses.
- K8. Healthier flavourings that can be used as alternatives to salt and sugar.
- K9. The affect supplier choice can have on food quality and how to identify and assess suitability of suppliers or supply sources.
- K10. Who to consult to gain feedback on proposed recipes.
- K11. How to carry out and evaluate test runs of recipes.
- K12. How to record information relating to proposed recipes.
- K13. Who to make records of proposed recipes available to.
- K14. What quality standards are required for each recipe item you are considering including.
- K15. How to assess the quality of potential ingredients.
- K16. How available equipment can affect the production of food items.
- K17. The factors that need to be considered in identifying presentation, holding and distribution methods.
- K18. How to cost proposed recipes and work out gross profit
- K19. What lead times are required by your organisation for the implementation of new menu items.
- K20. Why staff skills should be assessed prior to proposing new recipes and menu items.
- K21. What training may be needed to support the implementation of new menu items.
- K22. How to brief your staff on new menu items and implementation plans.
- K23. How to gain feedback from your staff on operational problems which may arise.

K24. How to estimate lead times for the preparation of new menu items.

K25. How to allocate resources to your staff to enable them to implement new menu items.

K26. Why measures should be closely monitored when introducing new items.

K27. Why it is important to gain feedback from customers on new items and ways of doing this.

What is this unit about?

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

Which other units does this unit link to?

It is strongly recommended that HSL30 which covers food safety hygiene in the preparation and serving of food and drink is undertaken in conjunction with this unit. This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-8, HSL11, HSL15, HSL16, HSL19, HSL25, HSL24, HSL26, HSL27, & HSL28

What you have to do

1. Make sure you have relevant up-to-date information about food safety procedures.
2. Ensure staff have the required skills, knowledge and resources to carry out their work.
3. Check service equipment is ready for use and correctly located and that service areas are stocked in preparation for service.
4. Make sure staff follow the procedures for clearing, cleaning and stocking service areas.
5. Carry out preparations in sufficient time to allow an effective service to be provided.
6. Make sure the immediate environment meets customer requirements and any special customer areas are arranged as agreed.
7. Liaise with relevant people and departments to ensure effective delivery of the service.
8. Monitor and address conduct and communications with customers to ensure that they are clear and likely to promote goodwill and understanding between customers and staff.
9. Deal with problems that may affect the standard of food service.
10. Provide feedback on the effectiveness of procedures in your area of responsibility to the appropriate person in your organisation.

Behaviours which underpin effective performance

- a) You identify people's information needs.
- b) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- c) You are vigilant for possible risks and hazards.
- d) You clearly agree what is expected of others and hold them to account.
- e) You monitor the quality of work and progress against plans and take appropriate corrective action where necessary.
- f) You confront performance issues and resolve them directly with the people involved.
- g) You take pride in delivering a high quality service.
- h) You work to develop an atmosphere of professionalism and mutual support.

What you have to know**General knowledge and understanding**

- K1. The industry specific regulations & codes of practice that relate to the food service operation & how to obtain it to ensure procedures are kept up-to-date.
- K2. Your organisation's procedures and standards for the food service and customer care and how to ensure that staff follow these.
- K3. How staff should communicate with customers and conduct themselves in the food service area.
- K4. How to communicate operational procedures to staff.
- K5. How to ensure staff receive the correct training to support their responsibilities.
- K6. How to organise staff depending on service requirements.
- K7. How to identify trends in levels of demand which influence staffing requirements.
- K8. How to identify and obtain the resources that you need for food service.
- K9. How to check that equipment is ready for use and what to do in the event of equipment failure.
- K10. Who to consult and how to identify and evaluate possible solutions to problems that may occur during food service.
- K11. How to develop contingency plans.
- K12. How to minimise disruptions to the service caused by problems.
- K13. How to correct and report failures according to organisational standards and procedures.
- K14. How to regulate the time you have available and how to prioritise tasks.
- K15. The roles and responsibilities of different people within your department and how these affect food service.
- K16. How food service operations integrate with other activities / departments in the organisation.
- K17. Who to liaise with when you are organising the food service.
- K18. The information that customers need about the food service and how to provide this effectively.
- K19. How to identify, deal with and report breaches of legislation, regulations and codes of practice.

What is this unit about?

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

Which other units does this unit link to?

It is strongly recommended that HSL30 which covers food safety hygiene in the preparation and serving of food and drink is undertaken in conjunction with this unit. This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards: HSL1-6, HSL8, HSL10, HSL13-15, HSL19, HSL26 & HSL31

What you have to do

1. Make sure staff follow procedures for preparing and restocking the drink service area.
2. Make sure that the attractiveness and comfort of the drinking areas meet customer needs and expectations.
3. Ensure staff have the skills knowledge and resources to carry out their responsibilities.
4. Liaise with other relevant people and departments to ensure the delivery of an effective drinks service.
5. Carry out your preparations in good time to allow the scheduled drink service to be provided.
6. Make sure specified standards and procedures for the service of products is maintained and that the drink service complies with social responsibility practices and relevant legislation.
7. Make sure that communication with customers takes place in a manner that is appropriate to them and the situation.
8. Carry out all activities with consideration for the comfort and well-being of other customers and local residents.
9. Monitor drink service areas and take prompt and effective action to deal with any problems.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers.
- b) You give feedback to others to help them improve their performance.
- c) You agree achievable objectives for yourself and give consistent and reliable performance.
- d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- e) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
- f) You use cost-effective, time effective and ethical means to gather, store and retrieve information.
- g) You model behaviour that shows respect, helpfulness and co-operation.
- h) You make appropriate information and knowledge available promptly to those who need and have a right to it.
- i) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

What you have to know**General knowledge and understanding**

- K1. The basic legal requirements that affect the drink service in relation to:
- _ Permitted hours
 - _ Closing time
 - _ Licences
 - _ Residents and non-residents
 - _ Diners and non-diners
 - _ Young persons, service and employment
 - _ Right to eject and duty to refuse service
 - _ Gaming, betting and lotteries
 - _ Public entertainment
 - _ Weights and measures
 - _ Price lists, notices and payment for drinks
 - _ Drugs
 - _ Trades descriptions and consumer protection laws
- K2. How to implement the basic legal requirements that affect the drink service and the implications of a failure to do so.
- K3. How deviations from legislation and industry specific regulations can be identified and put right.
- K4. Where information about licensing legislation can be found.
- K5. Your organisation's procedures and policies that are relevant to the drink service.
- K6. The various procedures that need to be followed for the preparation of the drink service area, including those relating to: clearing, stocking products and equipment.
- K7. How to ensure the preparation of the drink service area is done in time.
- K8. The range of products in your area of responsibility and how to prepare and serve them.
- K9. How to vary practise according to quiet periods, busy periods and delivery of service to customers with special requirements.
- K10. The different roles and responsibilities of people in your area of responsibility and in other parts of the organisation that are relevant to the drink service.
- K11. The skills and knowledge necessary to ensure staff are equipped to carry out their responsibilities effectively.
- K12. How to monitor and supervise staff practice in order to maintain standards.
- K13. How an effective service is related to the profitability of the drink service and customer satisfaction.
- K14. What methods can be used to monitor the preparation of the drink service area effectively.

j) You identify and work with people and organisations that can provide support for your work.

K15. What action to take when preparation and delivery standards are not met.

K16. What problems can affect the drink service and the preparation of areas and how to address these.

K17. How to develop contingency plans to reduce the impact of these problems.

K18. How you can reallocate work to different members of your staff to reduce the impact of problems on service.

K19. An understanding of alcohol misuse and its possible consequences.

K20. Best practice in the refusal of service.

K21. How to communicate and deal effectively with the range of customer groups, (including those who are experiencing the effects of alcohol) and why this is important.

Unit 312 Supervise off-site food delivery services (HSL12)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-7, HSL11, HSL19, HSL23, HSL24 & HSL30

Unit 312

Supervise off-site food delivery services (HSL12)

What you have to do

1. Make sure staff follow agreed procedures for the processing of food orders.
2. Make sure food safety practices for processing and delivery of food orders are followed at all times.
3. Control packaging and containers and monitor delivery times to make sure that food is maintained in line with relevant legislation and quality control procedures.
4. Plan, prioritise and co-ordinate activities to ensure an efficient delivery service which meets customer expectations.
5. Make sure that staff have the information, knowledge and skills required to deliver food in line with the required standard of service.
6. Deal with problems which arise in order to minimise disruption to the service.
7. Implement your contingency plans when food items and delivery times fail to reach required standards.
8. Communicate with customers to investigate or update on problems that occur with food orders.
9. Register information relevant to off-site food delivery according to your organisation's procedures.

Behaviours which underpin Effective Performance

- a) You identify people's information needs.
- b) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- c) You are vigilant for possible risks and hazards.
- d) You clearly agree what is expected of others and hold them to account.
- e) You monitor the quality of work and progress against plans and take appropriate corrective action where necessary.
- f) You confront performance issues and resolve them directly with the people involved.
- g) You take pride in delivering a high quality service.
- h) You work to develop an atmosphere of professionalism and mutual support.

What you have to know

General knowledge and understanding

- K1. Your organisation's procedures that are relevant to the delivery of food to the customer.
- K2. The roles and responsibilities of yourself and your colleagues in delivering food to the customer and how you should work together.
- K3. Industry specific regulations and codes of practices relevant to your area of responsibility and how to keep up-to-date with and implement them.
- K4. Your specific responsibilities in relation to food safety within your organisation including: *helping to check procedures, assisting with hazard analysis; allocating and supervising food safety responsibilities; identifying and meeting staff training needs; ensuring application and monitoring of control measures; ensuring corrective action is taken when control measures fail; following recording procedures.*
- K5. The methods that can be used to supervise activities and performance in relation to organisational procedures.
- K6. How to monitor delivery times and why this is important to food safety, the quality of the product and customer service expectations.
- K7. How to monitor and ensure that the quality of food is maintained before and during delivery.
- K8. Procedures for communicating with customers to investigate or update on problems that occur with food orders.
- K9. How to review and evaluate your operations, and make recommendations to management.
- K10. What stock is available within the department and how this compares to what is required.
- K11. When to implement contingency plans and who to notify.
- K12. How to communicate with members of your team and other colleagues in the organisation.
- K13. How to lead your team by example.
- K14. What packaging and containers are available, how they maintain the quality of the food items you are responsible for and the extent to which they minimise the negative and maximise the positive impact on the environment.
- K15. How to plan, prioritise and co-ordinate activities to ensure an efficient delivery service which meets customer expectations.
- K16. The knowledge, information and skills that

staff require to deliver food to meet industry codes of practise, organisational requirements and customer service standards.

K17. Organisational procedures for registering information relevant to off-site delivery, the type of information that should be registered and the possible consequences of failing to do so.

K18. The format that information should be presented in.

Unit 313

Supervise cellar and drink storage operations (HSL13)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-5, HSL11, HSL14, HSL19 & HSL25

Unit 313

Supervise cellar and drink storage operations (HSL13)

What you have to do

1. Make sure your staff follow agreed cellar and drink storage procedures to maintain the quality of drink products.
2. Suggest ways of improving the efficiency of procedures to the relevant person in your organisation.
3. Make sure all activities in the cellar area comply with relevant legislation and organisational policy.
4. Encourage staff to look for and report problems when they occur.
5. Take effective action to address problems relating to cellar and drink storage.
6. Implement contingency plans to minimise any risks resulting from problems.
7. Record details of problems and corrective action taken in a suitable format and make them available to the relevant people according to organisational systems and procedures.

Behaviours which underpin Effective Performance

- a) You respond positively and creatively to setbacks.
- b) You agree achievable objectives for yourself and give consistent and reliable performance.
- c) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- d) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
- e) You use cost-effective, time effective and ethical means to gather, store and retrieve information.
- f) You make appropriate information and knowledge available promptly to those who need and have a right to it.
- g) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

What you have to know

General knowledge and understanding

- K1. The health, safety and hygiene legislation and codes of practice which relate to cellar and drink storage operations.
- K2. How to obtain and stay up-to-date with legislation and codes of practice relevant to your role.
- K3. The organisational procedures which relate to the cellar and drink storage operation and why they are important.
- K4. The economic impact of following or failing to follow cellar and drink storage procedures on the organisation, its employees and its customers.
- K5. The environmental benefits of effective cellar and drink storage operations.
- K6. How cellar and drink storage operations can be monitored and how to apply this to your area of responsibility.
- K7. How new procedures can be identified and put into practice.
- K8. The types of products typically kept in cellars and drink stores and the specific products in your area of responsibility.
- K9. Procedures appropriate to the storage of typical products, including those in your area of responsibility.
- K10. The skills and knowledge required by staff to carry out cellar and drink storage operations and to encourage commitment to procedures.
- K11. Effective methods of communicating procedures to relevant members of staff regarding cellar and drink storage operations.
- K12. How staff can be encouraged to report problems that might occur.
- K13. The types of problems that may occur and how you can put these right.
- K14. What the limits of your authority are in relation to dealing with drink storage problems.
- K15. How to identify, record and report failures to implement the correct procedures and industry codes of practice and the action that you can take in response to this.
- K16. How disruption to service can be minimised in response to problems that arise.
- K17. How to develop contingency plans and how they can be used to minimise negative effects.

Unit 314

Manage the receipt, storage or dispatch of goods (SfL WS20) (HSL14)

What is this unit about?

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

Which other units does this unit link to?

This unit has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:

HSL3, HSL7, HSL8, HSL11, HSL13, HSL15, HSL17, HSL18, HSL20, HSL21, HSL22, HSL26, HSL30

This unit is Unit WS20 in the Skills for Logistics Warehouse & Storage suite of standards.

What you have to do

1. Confirm the quantity and type of goods being managed.
2. Determine the storage conditions and equipment required to manage the goods.
3. Assess the capacity of the storage facility, and identify appropriate areas for receiving, storing, or dispatching goods.
4. Organise the movement or rotation of goods to assist receiving, storing, or dispatching goods.
5. Ensure any monitoring activities, tests, and other storage arrangements required for the goods are carried out in accordance with organisational procedures.
6. Identify and confirm requirements for facilities and equipment to be used with the goods.
7. Utilise and maintain the organisation's logistics resources effectively to manage the receipt, storage, and dispatch of goods.
8. Provide information on the goods and their requirements to all relevant people using appropriate communication methods.
9. Identify any relevant health, safety, and security issues relating to the management of the goods.
10. Identify any problems with managing the goods, and take the appropriate action to deal with them.
11. Report work activities and record them in the appropriate information systems according to organisational procedures.
12. Comply with all relevant work and safety legislation, regulations, standards, and organisational procedures.

Behaviours which underpin Effective Performance

- a) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.
- b) You reflect regularly on your own and other's experiences, and use these to inform future action.
- c) You are vigilant for possible hazards.
- d) You calculate risks, and develop contingencies to deal with unexpected events which may impede the achievement of objectives.
- e) You focus personal attention on specific details that are critical to achieving successful results.
- f) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

What you have to know

General knowledge and understanding

- K1. Sources of information on the capacity and limitations of a storage facility.
- K2. Types of goods to be received, stored, or dispatched.
- K3. Storage areas relevant to the type of goods to be received, stored, or dispatched.
- K4. Special requirements relating to the receipt, storage, or dispatch of goods.
- K5. Monitoring and testing systems and procedures.
- K6. Methods of stock rotation and movement.
- K7. Resources available in the organisation.
- K8. Types of problem arising from managing the processing of goods.
- K9. Sources of information on legislation and regulations.
- K10. Legislation and regulations that apply to own area of responsibility.
- K11. Legal requirements for the storage and distribution of specific goods and materials.
- K12. Reporting responsibilities and information systems used by the organisation for specific work activities.
- K13. Working practices, operating procedures, guidelines, and codes of practice.
- K14. Roles and responsibilities of different colleagues.

Unit 315

Supervise the wine store/cellar and dispense counter (HSL15)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:

HSL1-6, HSL11, HSL13, HSL19, HSL25, HSL26, HSL27, & HSL28

Unit 315

Supervise the wine store/cellar and dispense counter (HSL15)

What you have to do

1. Carry out regular inspections to make sure your staff are following established cellar and dispense counter procedures.
2. Store wine and dispense counter stock under the correct environmental conditions.
3. Make sure you and your staff handle wine and dispense counter stock in a way that minimises damage to bottles, containers, packaging or their content.
4. Deal with damage, deterioration and loss of wine and dispense counter stock correctly.
5. Make sure service equipment is clean, free from damage and stored in the correct place.
6. Deal with unforeseen situations and problems.
7. Make sure that your staff follow relevant legal requirements for the sale of wine.
8. Record information and make it available to the appropriate people as required.

Behaviours which underpin Effective Performance

- a) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- b) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
- c) You use cost-effective, time effective and ethical means to gather, store and retrieve information.
- d) You make appropriate information and knowledge available promptly to those who need and have a right to it.
- e) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

What you have to know

- K1. Health, safety and hygiene legal requirements that relate to wine cellar operation and how to ensure that these are met in your area of operation.
- K2. The impact that the care of wine stocks can have on customers, employees and the profitability of the organisation.
- K3. How to monitor staff and ensure they receive appropriate training to meet their responsibilities.
- K4. The types of wine for which you are responsible and the particular requirements for storing and caring for these.
- K5. Why wine stocks need specific methods of care.
- K6. The procedures that need to be in place to ensure the correct storage of wine stock and to minimise damage to labels and bottles.
- K7. How to maintain correct environmental conditions in the wine store/cellar.
- K8. How to monitor and maintain stock rotation systems.
- K9. How to implement procedures for the monitoring of wine stocks.
- K10. How to identify damaged or sub-standard wine stock and action that should be taken in response to findings.
- K11. Why security needs to be maintained within the wine cellar.
- K12. Legislation, industry codes and Best Practice relating to the sale of wine.
- K13. The type of service equipment typically used in the sale of wine (including draft wine) and how these should be used.
- K14. The principles and procedures required for the satisfactory cleaning and disinfection of service areas, equipment and glassware.
- K15. Glassware appropriate to serving different wines.
- K16. How to respond to faults with wines identified by customers.
- K17. Physical, chemical, microbial and allergen contaminants and how to control cross-contamination in your area of responsibility.
- K18. The types of difficulties that are likely to arise in your area of responsibility and how to prepare and deal with these.
- K19. The information relating to the wine cellar/wine store that needs to be recorded and how this should be done.
- K20. The importance of contributing to the evaluation of procedures and how to do so in your organisation.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL14, HSL19, HSL23,

What you have to do

1. Ensure staff follow procedures and work schedules to ensure the vending service complies with legislation and your organisation's policies.
2. Help to develop procedures and work schedules and ensure staff are updated on any new requirements.
3. Make sure the resources you need to maintain the vending service are available to your staff.
4. Carry out inspections to make sure procedures are being followed.
5. Monitor and review the service to identify how the service could be improved.
6. Take effective action to manage problems that may disrupt the vending service.
7. Inform your staff and customers about any changes to the service that may affect them.
8. Collect feedback on the service from staff and customers.
9. Record information as required and make it available to the relevant people.

Behaviours which underpin Effective Performance

- a) You identify people's information needs.
- b) You present information clearly, concisely, accurately and in ways that promote understanding.
- c) You find practical ways to overcome barriers.
- d) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- e) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- f) You encourage and welcome feedback from others and use this feedback constructively.
- g) You recognise changes in circumstances promptly and adjust plans and activities accordingly.
- h) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.
- i) You continuously improve products and services and seek to diversify where appropriate.

What you have to know

- K1. What legal requirements govern vending operations.
- K2. What your organisation's policies are for providing the vending service.
- K3. What range of products is provided by your organisation.
- K4. What types of machines are used by the organisation.
- K5. How to monitor and review the service, including collecting feedback from customers and staff and reviewing sales.
- K6. Why it is important to liaise with customers and staff.
- K7. What procedures you should use to monitor sales.
- K8. Why you should report fluctuations in sales and who you should report these fluctuations to.
- K9. What vended products can cause allergic reactions.
- K10. What measures need to be taken to prevent reactions to potent allergens.
- K11. How to contribute to developing procedures for the vending service.
- K12. How to communicate procedures to your staff.
- K13. The resources you require for the operation of the vending service and how to obtain these.
- K14. What resources you need to ensure the hygiene and maintenance of the vending service.
- K15. What the types of problems are that may affect the vending service and how to manage these.
- K16. Why you need contingency plans to deal with problems with the vending service.
- K17. What your organisation's policies are for identifying faults, breaches of security and damage.
- K18. What procedures staff should follow for cleaning, filling and emptying machines of cash.
- K19. How to deal with cash discrepancies.
- K20. How products should be presented and displayed.
- K21. How frequently you should refill the machines in your area of responsibility.
- K22. What temperatures should be maintained for the products you are responsible for and why this is important.
- K23. The recording procedures which apply to the maintenance and operation of the service (including cash takings, temperature control and complaints) and why this is important.
- K24. What systems are in place to ensure staffs

are following correct procedures and how you should apply these.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL14, HSL18, HSL19, HSL23, HSL24 & HSL29

What you have to do

1. Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines.
2. Make sure staff have the skills, knowledge and resources when they are needed to carry out their duties.
3. Ensure staff are aware of the standard of behaviour acceptable to the organisation.
4. Ensure staff are aware of how they should communicate with customers and other staff members whilst at work.
5. Schedule housekeeping procedures to take place at intervals which are suitable for maintaining the standards of the housekeeping service.
6. Monitor and review the service to ensure that staff follow the correct housekeeping procedures and the housekeeping service meets the needs of customers.
7. Inform your staff and customers about any changes to the service that may affect them.
8. Take effective action to manage problems that may disrupt the housekeeping service when they occur.
9. Collect feedback on the service from staff and customers.
10. Pass on feedback and recommend improvements to the relevant people according to your organisation's requirements.
11. Make sure the required records are completed and processed.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers.
- b) You give feedback to others to help them improve their performance.
- c) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- d) You demonstrate a clear understanding of different customers and their real and perceived needs.
- e) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- f) You monitor the quality of work and progress against plans and take appropriate corrective

What you have to know

- K1. The roles and responsibilities of different people in your organisation and department for procedures in relation to the housekeeping service.
- K2. How legislation affects housekeeping procedures.
- K3. How the housekeeping service integrates with other departments and the problems that may arise if the housekeeping service and other departments do not work together.
- K4. The economic importance of an effective customer focussed housekeeping service to the organisation and its staff members.
- K5. How your organisation's policies can affect the development of procedures for the housekeeping service.
- K6. How to allocate work to staff and monitor responsibilities to ensure standards are maintained.
- K7. How to identify training needs and ensure that staff have the skills and knowledge to carry out their work effectively.
- K8. How to choose appropriate methods to brief your staff, for example verbal instructions, written instructions, demonstrations or diagrams.
- K9. How to give feedback to staff in a way that motivates them.
- K10. How to monitor the allocation and use of resources.
- K11. The different cleaning agents, materials and tools used in the housekeeping service and how to use and store these.
- K12. How the different surfaces and materials in your area of responsibility should be cleaned / cared for.
- K13. Standards of personal presentation, customer care and behaviour for staff.
- K14. How to monitor the work of the housekeeping service.
- K15. The types of problems that may occur in the housekeeping service and how to deal with and report these.
- K16. The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each.
- K17. The limits of your authority when dealing with problems.
- K18. Why you should maintain confidentiality when collecting feedback.

action, where necessary.

g) You use cost-effective, time effective and ethical means to gather, store and retrieve information

h) You model behaviour that shows respect, helpfulness and co-operation.

i) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

K19. How to report feedback.

K20. The importance of collecting feedback from staff and customers.

K21. Procedures for obtaining and recording feedback from customers and staff and why it is essential to the improvement of services and the overall management of the organisation.

K22. Why it is important to review procedures and how to do so.

K23. How to identify and suggest possible ways of improving the housekeeping service.

K24. How to alter work allocation in response to feedback.

K25. What the legal requirements are in relation to storing information about customers, staff and their comments.

K26. Why the implications of legal requirements need to be regularly reviewed.

K27. The health and safety standards that need to be followed with regards to the housekeeping service and the impact that a breach of these standards could have on customers, staff & the organisation.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL14, HSL17, HSL19, HSL23, HSL24 & HSL29

What you have to do

1. Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines.
2. Make sure staff have the skills, knowledge and resources when they are needed to carry out their duties.
3. Encourage staff to ask questions if there is information that they do not understand.
4. Ensure staff conduct and presentation promotes goodwill and understanding with customers and complies with organisational policy and legal requirements.
5. Monitor and review procedures to ensure the linen service meets the needs of customers and complies with relevant legislation and organisational policy.
6. Inform your staff and customers about any changes to the service that may affect them.
7. Collect feedback on the service from staff and customers.
8. Take effective action to manage problems that may disrupt the linen service when they occur.
9. Pass on feedback and recommend improvements to the relevant people according to your organisation's requirements.
10. Complete records to support the service according to your organisation's procedures.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers
- b) You give feedback to others to help them improve their performance.
- c) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- d) You demonstrate a clear understanding of different customers and their real and perceived needs.
- e) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- f) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
- g) You use cost-effective, time effective and ethical means to gather, store and retrieve information.

What you have to know

- K1. The roles and responsibilities of different people within your department and in the organisation that relate to running the linen service.
- K2. Your organisation's objectives and policies that are relevant to the running of the linen service.
- K3. How the linen service integrates with other departments in the organisation.
- K4. What may happen if the linen service and other departments do not work together.
- K5. How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice.
- K6. What action you should take when legal requirements are not met.
- K7. How to communicate effectively with others.
- K8. How to collect and analyse feedback.
- K9. How to estimate the time required for activities in the linen service.
- K10. How to estimate your requirements for other resources for activities in the linen service.
- K11. Why it is important to have contingency plans and how to develop them.
- K12. How to write procedures and work instructions.
- K13. How to explain procedures to staff, taking account of their abilities and circumstances.
- K14. Who to approach to get approval for the use of additional resources.
- K15. Why it is important to seek views and gain feedback from your staff and customers.
- K16. How to monitor staff performance against your organisation's standards.
- K17. The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each.
- K18. The types of problems that are likely to occur when running a linen service and how to deal with them.
- K19. What the limits of your own authority are when dealing with problems.
- K20. Who to approach when you do not have the authority to implement a solution to a problem.
- K21. The types of recommendations that could be made to meet customer needs and improve efficiency.

- h) You model behaviour that shows respect, helpfulness and co-operation.
- i) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

K22. Who to present recommendations to and how to support them with appropriate evidence.

Unit 319 Monitor and solve customer service problems (ICS 32) (HSL19)

What is this unit about?

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

Which other units does this unit link to?

This unit has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:

HSL1-6, HSL8 - HSL10, HSL11, HSL16, HSL17, HSL20, HSL21, HSL22, HSL23, & HSL26

This unit is Unit 32 in the Level 3 framework of the Institute of Customer Services standards.

What you have to do

When you monitor and solve customer service problems you must consistently:

1. Respond positively to customer service problems following organisational guidelines.
2. Solve customer service problems when you have sufficient authority.
3. Work with others to solve customer service problems.
4. Keep customers informed of the actions being taken.
5. Check with customers that they are comfortable with the actions being taken.
6. Solve problems with service systems and procedures that might affect customers before they become aware of them.
7. Inform managers and colleagues of the steps taken to solve specific problems.
8. Identify repeated customer service problems.
9. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.
10. Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation.
11. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.
12. Action your agreed solution.
13. Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems.
14. Monitor the changes you have made and adjust them if appropriate.

Behaviours which underpin Effective Performance

- a) You recognise changes in circumstances promptly and adjust plans and activities accordingly.
- b) You develop and tailor products and services to ensure customers' needs are met.
- c) You generate and recognise imaginative and innovative solutions.
- d) You keep people informed of plans and

What you have to know**General knowledge and understanding**

To be competent at monitoring and solving customer service problems you need to know and understand:

- K1. Organisational procedures and systems for dealing with customer service problems.
- K2. Organisational procedures and systems for identifying repeated customer service problems.
- K3. How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers.
- K4. How to negotiate with and reassure customers while their problems are being solved.

developments.

e) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

f) You identify and work with people and organisations that can provide support for your work.

g) You act within the limits of your own authority

Unit 320

Supervise portering and concierge services (HSL20)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:

HSL1-6, HSL14, HSL19, HSL23 & HSL24

Unit 320

Supervise portering and concierge services (HSL20)

What you have to do

1. Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines.
2. Encourage staff to ask questions if there is information that they do not understand.
3. Ensure staff conduct and presentation promotes goodwill and understanding with customers and complies with organisational policy.
4. Make sure staff have the skills, knowledge and resources when they are needed to carry out their duties.
5. Monitor and review procedures to ensure the service meets the needs of customers and complies with relevant legislation and organisational policy.
6. Inform your staff and customers about any changes to the service that may affect them.
7. Collect feedback on the service from staff and customers.
8. Take effective action to manage problems that may disrupt the portering and concierge service when they occur.
9. Pass on feedback and recommend improvements to the relevant people according to your organisation's requirements.
10. Complete records to support the service according to your organisation's procedures.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers.
- b) You give feedback to others to help them improve their performance.
- c) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- d) You demonstrate a clear understanding of different customers and their real and perceived needs.
- e) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- f) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
- g) You use cost-effective, time effective and ethical means to gather, store and retrieve information.
- h) You model behaviour that shows respect, helpfulness and co-operation.

What you have to know

General knowledge and understanding

- K1. Your organisation's policies and standards for customer service.
- K2. How industry codes of practice and legislation directly affect portering and concierge procedures.
- K3. The limits of your authority when it comes to developing procedures and managing the service.
- K4. How you can allocate work to your members of staff to ensure standards of service are maintained.
- K5. How and when to brief your staff.
- K6. Who you should communicate with in your organisation when you are developing new procedures.
- K7. Standards of conduct and personal presentation for staff.
- K8. How to monitor the allocation and use of resources.
- K9. How to make sure that standards of customer service are being maintained.
- K10. Why relationships with your internal customers need to be monitored to ensure an efficient service is provided.
- K11. What the limits of your authority are when staff do not follow procedures and when dealing with problems.
- K12. How to minimise the effects of problems which might occur with the service.
- K13. How the portering service integrates with other departments.
- K14. Why it is important to give people accurate information.
- K15. Why it is important to give your staff information about changes to work routines and about problems, and how to do so.
- K16. The information you need to run the portering and concierge service and how to collect and check it.
- K17. Why it is essential to maintain confidentiality when dealing with information about staff and guests.
- K18. How to make sure the portering and concierge service complies with legislation and your organisation's procedures.
- K19. The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each.
- K20. Why feedback from customers and staff is essential in developing services.

i) You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

K21. What the organisational procedures are for recording and reporting feedback and how you should develop and present recommendations for improvements.

K22. How feedback can contribute to the management of your organisation and improve services further.

K23. Why you should review your work procedures.

K24. How to give feedback to team members.

K25. How the organisation can meet new customer needs and expectations.

K26. What legislation covers storing information about customers and staff.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL14, HSL19, HSL23, HSL24, HSL25, HSL26

What you have to do

1. Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines.
2. Make sure staff have the skills, knowledge and resources they need when they need them.
3. Encourage staff to ask questions if there is information that they do not understand.
4. Ensure staff are aware of how to present themselves and of the standard of behaviour acceptable to the organisation.
5. Make sure that your staff follow the reception procedures and maintain the appearance of the reception area according to organisational requirements.
6. Make sure your staff communicate with customers in a manner that promotes goodwill and understanding.
7. Make sure the reception service complies with relevant legislation and organisational policy.
8. Inform your staff and customers about any changes to the service that may affect them.
9. Take effective action to manage problems that may disrupt the reception service when they occur.
10. Collect feedback on the service from staff and customers and monitor and review procedures to ensure the service meets the needs of customers.
11. Pass on feedback and recommend improvements to the relevant people according to your organisation's requirements.
12. Complete the required records and report on performance and procedures as required.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers.
- b) You give feedback to others to help them improve their performance.
- c) You demonstrate a clear understanding of different customers and their real and perceived needs.
- d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and

What you have to know**General knowledge and understanding**

- K1. The roles and responsibilities of different individuals within your organisation and department and how they affect the reception service.
- K2. How to communicate with customers and suppliers.
- K3. How the reception service integrates with other departments in the organisation.
- K4. What may happen if the reception service and other departments do not work hand in hand.
- K5. How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice.
- K6. How to build effective teams.
- K7. What services are available to customers.
- K8. What customer needs and expectations are.
- K9. How to obtain information on guests – including, where appropriate, guest histories.
- K10. What the department's service targets and standards are and how to assess performance of staff against them.
- K11. How to estimate the time and other resources required for activities and ways of preparing contingency plans.
- K12. Who to approach when you need approval for the use of additional resources.
- K13. How to write procedures and work instructions effectively.
- K14. How to brief your staff taking account of the abilities and circumstances of individuals.
- K15. What the relevant channels of communication are for establishing and updating procedures.
- K16. What your organisation's discount policy is and how promotional offers should be handled.
- K17. Organisational standards for the reception area and the personal presentation and behaviour of staff.
- K18. Ways of handling customer complaints.
- K19. How to monitor staff performance against organisational standards.
- K20. How to monitor, supervise and take action to ensure staff performance.
- K21. How to encourage staff to make decisions for themselves within the limits of their authority.
- K22. What the limits of your own authority are when it comes to solving problems.
- K23. How to deal with customers when fully booked and when their requirements cannot be

professional codes.

accommodated.

e) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

f) You use cost-effective, time effective and ethical means to gather, store and retrieve information.

g) You model behaviour that shows respect, helpfulness and co-operation.

h) You make best use of available resources and proactively seek new sources of support when necessary.

Unit 322

Supervise reservations and bookings services (HSL22)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL16, HSL14, HSL19, HSL21, HSL23 & HSL24

Unit 322

Supervise reservations and bookings services (HSL22)

What you have to do

1. Brief staff on duties, relevant procedures and any variations relating to their work routines.
2. Make sure staff have the skills, knowledge and resources they need when they need them.
3. Encourage staff to ask questions if there is information that they do not understand.
4. Ensure staff are aware of how to present themselves and of the standard of behaviour acceptable to the organisation.
5. Make sure that your staff follow the reservation and booking procedures.
6. Make sure your staff communicate with customers in a manner that promotes goodwill and understanding.
7. Make sure the reservation and booking service complies with relevant legislation and organisational policy.
8. Inform your staff and customers about any changes to the service that may affect them.
9. Take effective action to manage problems that may disrupt the reservation and booking service when they occur.
10. Collect feedback on the service from staff and customers and monitor and review procedures to ensure the service meets the needs of customers.
11. Pass on feedback and recommend improvements to the relevant people according to your organisation's requirements.
12. Complete the required records and report on performance and procedures as required.

Behaviours which underpin Effective Performance

- a) You find practical ways to overcome barriers.
- b) You give feedback to others to help them improve their performance.
- c) You demonstrate a clear understanding of different customers and their real and perceived needs.
- d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and

What you have to know

General knowledge and understanding

- K1. The roles and responsibilities of different individuals in your organisation and department and how these affect the reservation and booking service.
- K2. What organisational policies apply to the running of the reservation and booking service and the review of procedures.
- K3. How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice.
- K4. What the organisation's product is and what services are available to the customer.
- K5. What the organisation's discount policy is and how promotional offers should be handled.
- K6. What guest facilities are available in the organisation where the booking is being made.
- K7. What the organisation's overbooking policy is and the policy for out-booking guests when full.
- K8. How to communicate with customers.
- K9. How to estimate the time and other resources required for reservation and booking activities and ways of preparing contingency plans.
- K10. Who to approach when you need approval for the use of additional resources.
- K11. How to develop reservation and booking procedures to meet requirements.
- K12. How to monitor your staff's performance against your organisation's standards and what to do if performance does not meet these standards.
- K13. What action to take when staff performance falls below your organisation's standards.
- K14. How to identify possible solutions to problems and the limits of your authority when implementing these.
- K15. Why it is important to seek the views of staff and customers and gain their feedback.
- K16. The information you need to maintain and improve the reservation and booking service and how to collect it.
- K17. The different ways of completing and storing records – computerised and paper-based – and the advantages and

professional codes.

e) You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

f) You use cost-effective, time effective and ethical means to gather, store and retrieve information.

g) You model behaviour that shows respect, helpfulness and co-operation.

h) You make best use of available resources and proactively seek new sources of support when necessary.

disadvantages of each.

K18. How to assess customers' needs.

K19. How to review and update plans, targets, objectives, activities and work performance.

K20. How to collect and analyse feedback.

K21. How to give feedback to your staff.

K22. How to present recommendations.

K23. How to assess whether the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice are being met.

K24. What action should be taken in response to breaches of requirements.

Unit 323

Improve the customer relationship (ICS 26) (HSL23)

What is this unit about?

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

Which other units does this unit link to?

This unit is linked to all other units in the Hospitality Supervision & Leadership suite of standards.

This unit is Unit 26 from the Institute of Customer Services suite of standards.

Unit 323

Improve the customer relationship (ICS 26) (HSL23)

What you have to do

When you monitor and solve customer service problems you must consistently:

1. Select and use the best method of communication to meet your customers' expectations.
2. Take the initiative to contact your customers to update them when things are not going to plan or when you require further information.
3. Adapt your communication to respond to individual customer's feelings.
4. Meet your customers' expectations within your organisation's service offer.
5. Explain the reasons to your customers sensitively and positively when their expectations cannot be met.
6. Identify alternative solutions for your customers either within or outside the organisation.
7. Identify the costs and benefits of these solutions to your organisation and to your customers.
8. Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation.
9. Take action to satisfy your customers with the agreed solution.
10. Make extra efforts to improve your relationship with your customers.
11. Recognise opportunities to exceed your customers' expectations.
12. Take action to exceed your customers' expectations within the limits of your own authority.
13. Gain the help and support of others to exceed your customers' expectations.

Behaviours which underpin Effective Performance

- a) You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.
- b) You demonstrate a clear understanding of different customers and their real and perceived needs.
- c) You keep people informed of plans and developments.
- d) You generate and recognise imaginative and innovative solutions.
- e) You recognise the limits of your own authority.

What you have to know

General knowledge and understanding

To be competent at monitoring and solving customer service problems you need to know and understand:

- K1. How to make best use of the method of communication chosen for dealing with your customers.
- K2. How to negotiate effectively with your customers.
- K3. How to assess the costs and benefits to your customer and your organisation of any unusual agreement you make.
- K4. The importance of customer loyalty and/or improved internal customer relationships to your organisation.

Unit 324

Provide learning opportunities for colleagues (MSC D7) (HSL24)

What is this unit about?

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

Which other units does this unit link to?

This unit is linked to all other units in the Hospitality Supervision & Leadership suite of standards.

This unit is Unit D7 in the Management Standards Centre suite of standards.

Unit 324

Provide learning opportunities for colleagues (MSC D7) (HSL24)

What you have to do

1. Promote the benefits of learning to staff members and make sure that their willingness and efforts to learn are recognised.
2. Give staff members fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
3. Work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.
4. Help staff members to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
6. Recognise and seek to find out about differences in expectations and working methods of any staff members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.
7. Discuss and agree with each staff member, a plan for development which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
8. Work with staff members to recognise and make use of unplanned learning opportunities.
9. Seek and make use of specialist expertise in relation to identifying and providing learning for staff members.
10. Support staff members in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
11. Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.

What you have to know

General knowledge and understanding

- K1. The benefits of learning for individuals and organisations and how to promote these to colleagues.
- K2. Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.
- K3. Why it is important to encourage colleagues to take responsibility for their own learning.
- K4. How to provide fair, regular and useful feedback to colleagues on their work performance.
- K5. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
- K6. How the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning.
- K7. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.
- K8. The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.
- K9. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
- K10. How/where to identify and obtain information on different learning activities.
- K11. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
- K12. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).
- K13. Sources of specialist expertise in relation to identifying and providing learning for colleagues.
- K14. What type of support colleagues might need to undertake learning activities, the

12. Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes.

13. Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned.

Behaviours which underpin Effective Performance

- a) You recognise the opportunities presented by the diversity of people.
- b) You find practical ways to overcome barriers.
- c) You make time available to support others.
- d) You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.
- e) You encourage and support others to make the best use of their abilities.
- f) You recognise the achievements and the success of others.
- g) You inspire others with the excitement of learning.
- h) You confront performance issues and sort them out directly with the people involved.
- i) You say no to unreasonable requests.
- j) You show integrity, fairness and consistency in decision making.

resources needed and the types of obstacles they may face and how they can be resolved.

K15. How to evaluate whether a learning activity has achieved the desired learning objectives.

K16. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.

K17. How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.

Industry/sector specific knowledge and understanding

K18. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.

K19. Learning issues and specific initiatives and arrangements that apply within the industry/sector.

K20. Working culture and practices of the industry or sector.

Context specific knowledge and understanding

K21. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.

K22. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.

K23. The current knowledge, understanding and skills of colleagues.

K24. Identified gaps in the knowledge, understanding and skills of colleagues.

K25. Identified learning needs of colleagues.

K26. Learning style(s) or combinations of styles preferred by colleagues.

K27. The written development plans of colleagues.

K28. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.

K29. Learning activities and resources available in/to your organisation.

K30. Your organisation's policies in relation to equality and diversity.

K31. Your organisation's policies and procedures in relation to learning.

K32. Your organisation's performance appraisal systems.

Unit 325

Supervise the use of technological equipment in hospitality services (HSL25)

What is this unit about?

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

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-5, HSL7, HSL10-17, HSL19, HSL24, HSL26, HSL28, HSL30

Unit 325

Supervise the use of technological equipment in hospitality services (HSL25)

What you have to do

1. Ensure that staff in your area of responsibility are competent in the operation of technology that they have to use.
2. Monitor the use of the technology to ensure it is being used:
 - efficiently and to the benefit of customers and the organisation
 - safely and in line with the organisation's and manufacturer's guidelines
3. Deal promptly and effectively with problems within your control, and seek help and guidance from the relevant people if you have problems that you cannot resolve.
4. Check that maintenance activities are carried out according to manufacturer's instructions, health and safety guidelines and organisational procedures.
5. Ensure accurate completion of any required records.
6. Identify and report any ways in which use of the technology could be improved.

Behaviours which underpin Effective Performance

- a) You constantly seek to improve performance.
- b) You find practical ways to overcome barriers.
- c) You present information clearly, concisely, accurately and in ways that promote understanding.
- d) You make time available to support others.
- e) You take personal responsibility for making things happen.
- f) You focus personal attention on specific details that are critical to achieving successful results.

What you have to know

General knowledge and understanding

- K1. The type of technology that exists to support work activities in your field of work.
- K2. The possible benefits and disadvantages of introducing new technologies in organisations.
- K3. Ways in which the disadvantages of introducing new technologies can be overcome or minimised.
- K4. Sources of information and best practice in relation to various types of technology used in the industry.
- K5. Organisational procedures and contingency arrangements in the event of the failure of the technology in your area of responsibility.
- K6. How to deal with customers in the event of disruption due to equipment failure.
- K7. How to manage change during the introduction of new technology.
- K8. How to ensure that you and your staff are competent in the operation of the technology that they use.
- K9. How to identify and address training needs in connection with the use of technologies.
- K10. Operational procedures that staff should follow in their use of technology in your area of responsibility.
- K11. Health and safety requirements and precautions in relation to the use of technology in your area of responsibility.
- K12. Maintenance procedures for the technology you are working with.
- K13. How to monitor the use of new technologies in the workplace and ensure they are being used correctly.
- K14. How to ensure the technology in your area of responsibility is being used efficiently and that it is being used to the benefit of customers and the organisation.
- K15. How to use the new technology in your area in a way which minimises any negative effects on the environment.
- K16. The typical range of problems that might occur with the technology in your area of responsibility and how to deal with these.
- K17. How to empower staff members to deal with technological problems that are clearly within their control and expertise.
- K18. Recording systems for the use and maintenance of technological equipment in your area of responsibility and why it is important that these are accurately maintained.

Unit 326

Supervise practices for handling payments (HSL26)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-5, HSL8, HSL10, HSL11, HSL21 & HSL22

Unit 326

Supervise practices for handling payments (HSL26)

What you have to do

1. Make sure staff have sufficient resources to carry out the service.
2. Make sure staff have the information and skills in order to carry out their work effectively.
3. Make sure that staff communicate with customers in a way that is likely to promote good will and understanding.
4. Make sure staff handle payments according to your organisations procedures and payments and refunds are correctly authorised.
5. Make sure that staff follow payment point safety and security procedures.
6. Deal effectively with any problems which occur at payment points.
7. Collect payment point contents following your organisation's procedures.
8. Reconcile actual takings against recorded takings and follow your organisations procedures and legal requirements to deal with any discrepancies.
9. Complete all documents relating to takings and process in line with your organisation's procedures.

Behaviours which underpin Effective Performance

- a) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- b) You clearly agree what is expected of others and hold them to account.
- c) You focus personal attention on specific details that are critical to achieving successful results.
- d) You check the validity and reliability of information.
- e) You make appropriate information and knowledge available promptly to those who need it and have a right to it.
- f) You respond quickly to crises and problems with a proposed course of action.

What you have to know

General knowledge and understanding

- K1. The different roles and responsibilities of people in your area of work in relation to handling payments and collecting takings.
- K2. Which organisational procedures relate to handling payments.
- K3. What the limits of your authority are when controlling payments.
- K4. How to plan the security of staff and takings.
- K5. Who to gain security advice from.
- K6. Electronic point of sale systems (EPOS).
- K7. The various payment methods used in the industry, for example, cheques, credit cards, charge cards, 'smart' cards, chip and pin, vouchers and how to process them.
- K8. The types of payment accepted by the organisation and how to process them according to your organisations guidelines.
- K9. What confirmation systems are available when authorising payments.
- K10. How to estimate the till items you need for handling payments and who to gain approval from when you require additional ones.
- K11. How to control the issue and use of till items.
- K12. How to present information concerning the payment procedures.
- K13. The types of problems that may occur when controlling payment practices and how to deal with these effectively.
- K14. How to deal with suspected dishonesty in the organisation.
- K15. How to monitor staff performance against organisational standards.
- K16. What action to take when staff performance falls below standards.
- K17. How to operate the payment points and equipment used in your organisation.
- K18. How to deal with fraudulent payments.
- K19. How to deal with emergency situations, robbery and threats to safety.
- K20. Which organisational procedures relate to the collection of takings.
- K21. How to operate payment points to obtain till readings.
- K22. How to record information legibly and who this information should be passed on to.
- K23. How to implement your organisation's security procedures.
- K24. Which organisational procedures relate to processing payment information.
- K25. How to communicate with staff to gain

information about discrepancies.

K26. What documentation must be completed and how to do so.

K27. What action is appropriate in response to discrepancies.

Unit 327

Contribute to the development of a wine list (HSL27)

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1-6, HSL19, HSL23 & HSL24

Unit 327

Contribute to the development of a wine list (HSL27)

What you have to do

1. Gather and evaluate information that will help to develop the wine list.
2. Support your suggestions for the wine list with all the information and feedback you have gathered and evaluated.
3. Assist decision makers to agree the final wine list.
4. Record the decisions taken according to your organisation's procedures.
5. Collect the information needed to introduce the new wines.
6. Make sure staff have the information, skills and resources required to support the introduction of the new wines, according to the individual jobs that they do.
7. Collect and take account of feedback from staff and customers on the introduction of the new wines.
8. Analyse feedback and report it to the relevant people according to your organisational requirements.

Behaviours which underpin Effective Performance

- a) You anticipate likely future scenarios based on a realistic analysis of trends and developments.
- b) You use cost-effective, time-effective and ethical means to gather, store and retrieve information.
- c) You identify people's information needs.
- d) You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.
- e) You present ideas and arguments convincingly and in ways that strike a chord with people.
- f) You encourage and welcome feedback from others and use this feedback constructively.
- g) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

What you have to know

General knowledge and understanding

- K1. The legal requirements for weights and measures, trades descriptions and licensing legislation.
- K2. How to implement these legal requirements.
- K3. The different roles and responsibilities of people within your organisation in relation to developing a wine list.
- K4. Which organisational procedures apply to the development of a wine list.
- K5. What the current and future trends in wine style and wine consumption are and how the wine list can be adjusted according to findings.
- K6. What your direct competitors are offering and how this information can inform the wine list development.
- K7. What types of existing or new customers the wine list is aimed at.
- K8. What budget is available.
- K9. What the characteristics of wines from different regions are.
- K10. How compatible different wines are with your organisation's menu.
- K11. What the alcohol content is of wines listed.
- K12. What wines are available from your suppliers.
- K13. What alternative suppliers you could approach.
- K14. How to present information to management in a format that will aid decision-making.
- K15. How to price wine in order to achieve the appropriate profit margin.
- K16. How to gather and evaluate information that will help to plan and update the wine list.
- K17. How to promote customer awareness of new wines and wine lists.
- K18. How to communicate with your team members.
- K19. The types of people that should be consulted with in terms of getting feedback.
- K20. How to collect feedback which can be used to evaluate the impact of new wines and how to present results to management.
- K21. What methods of communication are appropriate for team members, customers, management and suppliers.

Unit 328

Manage the environmental impact of your work (MSC E9) (HSL28)

What is this unit about?

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

Which other units does this unit link to?

This unit has particular links with HSL1, HSL3, HSL7, HSL10, HSL11, HSL17, HSL18, HSL25, HSL30.

This unit is Unit E9 from the Management Standards Centre suite of standards.

What you have to do

1. Organise work activities and the use of resources in your area of responsibility so that they are:
 - efficient and effective
 - comply with legal requirements and environmental policies
 - minimise the negative and maximise the positive impact on the environment
2. Identify the environmental impact of work activities and the use of resources in your area of responsibility.
3. Report promptly any identified risks to the environment, which you do not have the ability to control.
4. Encourage people in your area of responsibility to identify opportunities for, and contribute to, improving environmental performance.
5. Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment.
6. Communicate the environmental benefits resulting from changes to work activities and the use of resources.
7. Obtain specialist advice, where necessary, to help you identify and manage the environmental impact of your work activities and use of resources.

Behaviours which underpin Effective Performance

- a) You recognise changes in circumstances promptly and adjust plans and activities accordingly.
- b) You present information clearly, concisely, accurately and in ways that promote understanding.
- c) You keep people informed of plans and developments.
- d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- e) You act within the limits of your authority.
- f) You are vigilant for possible hazards.
- g) You make appropriate information and knowledge available promptly to those who need it and have a right to it.

What you have to know**General knowledge and understanding**

- K1. How to organise work activities and the use of resources in your area of responsibility so that they are efficient and effective.
- K2. The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so.
- K3. The importance of identifying the environmental impact of work activities and the use of resources in your area of responsibility, and how to do so.
- K4. The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.
- K5. How to encourage people to make contributions.
- K6. How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact.
- K7. The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

- K8. Industry/sector requirements for managing environmental performance in your area of responsibility.

Context specific knowledge and understanding

- K9. Legal requirements and environmental policies and how to comply with them.
- K10. The types of risks to the environment, which you do not have the ability to control.
- K11. People in your area of responsibility who are able to contribute to, and identify opportunities for improving environmental performance.
- K12. The range of environmental specialists that exist inside and/or outside your organisation.
- K13. Your role, responsibilities and limits of your authority.

-
- h) You encourage others to share information and knowledge efficiently within the constraints of confidentiality.
 - i) You make best use of available resources and proactively seek new sources of support when necessary.
 - j) You identify the implications or consequences of a situation.

Unit 329

Contribute to the selection of staff for activities (HSL29)

What is this unit about?

1.

What is this unit about?

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

Which other units does this unit link to?

This unit is a sector specific unit and is linked to all other units in the Hospitality Leadership & Supervision suite of standards.

Unit 329

Contribute to the selection of staff for activities (HSL29)

What you have to do

1. Identify staffing requirements which take account of work objectives and working constraints.
2. Make sure that the staffing requirements you identify are based on valid and reliable information.
3. Present identified staffing requirements to the relevant people at a time and in a format appropriate to your organisation.
4. Use assessment and selection methods suited to your organisation to assess and select staff.
5. Make sure your selection is based on an objective assessment of the available information against agreed selection criteria.
6. Make sure records of your contribution to the selection process are complete, accurate, clear and meet organisational requirements.

Behaviours which underpin Effective Performance

- a) You show integrity, fairness and consistency in decision making.
- b) You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
- c) You present information clearly, concisely, accurately and in ways that promote understanding.
- d) You keep confidential information secure.

What you have to know

General knowledge and understanding

- K1. How to make a case for additional staffing requirements (e.g. numbers, skills, knowledge, personal attributes) in a way which is likely to influence decision-makers positively.
- K2. How to collect and check the validity of the information necessary to contribute to staffing requirements.
- K3. The legal organisational requirements which relate to the identification of personnel needs.
- K4. The type of work objectives and constraints that may influence considerations including: work plans, financial considerations, staff availability, the recruitment pool and organisational values and policies.
- K5. How to identify and interpret the work objectives and constraints which are relevant to identifying your personnel needs.
- K6. How to present suggestions for selection effectively.
- K7. The importance of confidentiality during selection processes and what kinds of information may be made known to which staff.
- K8. The importance of keeping accurate, complete and clear records of ones contributions to the selection process.
- K9. Legal requirements for the selection of staff.
- K10. Organisational and industry requirements for the selection of personnel.
- K11. The range of methods which may be used for the assessment and selection of staff and the relative advantages and disadvantages of these for your team.
- K12. The contribution you can make to the assessment and selection of staff.
- K13. How to make fair and objective assessments against criteria during the selection process.

Unit 330 Ensure food and safety hygiene practice is followed in the preparation and serving of food and drink (People1st 3GEN1) (HSL30)

What is this unit about?

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

Which other units does this unit link to?

This Unit is strongly recommended for those progressing Units HSL7, HSL10 and HSL11. This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision & Leadership suite of standards:
HSL1, HSL3, HSL4, HSL8, HSL9, HSL12-15, HSL17, HSL24, HSL25, HSL29

Unit 330

Ensure food and safety hygiene practice is followed in the preparation and serving of food and drink (People1st 3GEN1) (HSL30)

What you have to do

1. Make sure you have relevant information about food safety procedures and are interpreting your responsibilities correctly.
2. Make sure that good hygiene practices are in place.
3. Carry out your own responsibilities for the implementation of food safety procedures.
4. Provide feedback to the person responsible for your organisation's food safety procedures on their effectiveness.
5. Monitor and be constantly alert to the possibility of food safety hazards in your area of responsibility.
6. Identify indicators of potential sources of food safety hazards.
7. Identify food safety hazards and appropriate control measures.
8. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible.

Behaviours which underpin Effective Performance

- a) You identify people's information needs.
- b) You present information clearly, concisely, accurately and in ways that promote understanding.
- c) You clearly agree what is expected of others and hold them to account.
- d) You are vigilant for possible hazards.
- e) You identify the implications or consequences of a situation.
- f) You confront performance issues and resolve them directly with the people involved.
- g) You give people opportunities to provide feedback and you respond appropriately.
- h) You reflect regularly on your own and others' experiences, and use these to inform future action.
- i) You check individual's commitment to their roles in a specific course of action.
- j) You use cost-effective, time-effective and ethical means to gather, store and retrieve information.

What you have to know

General knowledge and understanding

- K1. The importance of having food safety procedures.
- K2. The types of food safety hazards (microbiological, physical, chemical and allergenic).
- K3. The principal causes of food safety hazards (e.g. human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross contamination, premises and waste, personal health, handling issues and pests).
- K4. The significant food safety hazards in your workplace.
- K5. The conditions that affect microbial growth.
- K6. The principal methods of controlling significant food safety hazards.
- K7. The current food safety legislation requirements affecting your responsibilities.
- K8. Your responsibilities under your organisation's food safety procedures and how to implement these including: a) helping to check the procedures; b) assisting with hazard analysis; c) allocating and supervising food safety responsibilities; d) identifying and meeting staff training needs; e) reporting to management; f) ensuring the proper application and monitoring of control measures g) monitoring of control measures h) ensuring corrective action is taken when control measures fail i) following recording procedures.
- K9. The range of good hygiene practices relevant to your work and why they are important including: a) premises workplace design/layout; b) pest control measures c) surface cleaning methods and wash-up; d) temperature control during delivery, storage, preparation, cooking, cooling, re-heating, holding and service; e) waste disposal f) protective clothing; g) prevention of cross contamination h) personal hygiene practices; treatment of cuts, abrasions, septic wounds and protection of food j) avoidance of gastric illness; k) equipment and facilities.
- K10. The basic principles of good workplace

k) You make best use of available resources and proactively seek new sources of support when necessary.

design and layout.

K11. The dangers of pest infestation and effective control measures.

K12. Effective equipment and surface cleaning methods and why these are important.

K13. The importance of food temperature control.

K14. Temperature levels and controls for the types of food you are responsible for during: delivery; storage; preparation; cooking; cooling and reheating; holding and service.

K15. The importance of hygienic and effective waste disposal and the correct methods to control waste.

K16. The dangers of cross-contamination and methods you can use to eliminate these for any type of food safety hazard.

K17. Personal hygiene practices that your staff should follow according to operational requirements including: hand washing; wearing of protective clothing, footwear and headgear; wearing of jewellery and accessories; treatment and covering of cuts, boils, grazes and wounds; reporting of illnesses and infections to the appropriate person.

K18. How to communicate responsibilities for food safety procedures to staff and make sure they understand these.

K19. How to ensure that staff receive appropriate training to meet their food safety responsibilities according to your level of responsibility and autonomy.

K20. The types of failures that may occur with control measures and the corrective actions to take for these.

K21. The importance of providing feedback to the person responsible for the food safety procedures and the types of issues you should communicate.

K22. The importance of being constantly alert to the possibility of food safety hazards in your area of responsibility and how to look out for these.

K23. Common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic.

K24. The indicators of food safety hazards in your area of responsibility (e.g. food spoilage, temperature controls, condition of premises).

K25. The control measures appropriate to these indicators of food safety hazards.

K26. The importance of contributing to the evaluation of the food safety procedures.

What is this unit about?

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

Which other units does this unit link to?

This unit has particular links to HSL1-6, & HSL24, but has potential relevance to all other units in the Hospitality Leadership & Supervision suite of standards.
This unit is Unit D11 in the Management Standards Centre suite of standards.

What you have to do

1. Establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives
2. Prepare carefully how you will lead the meeting and identify who needs to participate.
3. Invite participants, giving them sufficient notice to enable them to attend and stating:
 - The importance of the meeting
 - The role they will be expected to play, and
 - The preparation they need to do
4. Circulate the relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles.
5. Set a fixed time for the meeting to begin and end and allocate the time appropriately for each agenda item.
6. State the purpose of the meeting at the start and check that all participants understand why they are present.
7. Clarify specific objectives at the beginning of each agenda item.
8. Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants.
9. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting.
10. Manage time flexibly; giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda.
11. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item.
12. Take decisions within the meetings authority, remit or terms of reference
13. Observe any formal procedures or standing orders that apply to the meeting.
14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know.

What you have to know**General knowledge and understanding**

- K1. The importance of establishing the purpose and objectives of the meeting and how to do so.
- K2. The importance of confirming a meeting is the best way to achieve these objectives.
- K3. The importance of preparing how you will lead the meeting and how to do so.
- K4. How to identify who needs to participate in the meeting.
- K5. The importance of inviting participants, giving them sufficient notice to enable them to attend.
- K6. The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting.
- K7. How to identify relevant information participants require in advance of the meeting.
- K8. The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles.
- K9. The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item.
- K10. How to allocate time appropriately for each agenda item.
- K11. The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present.
- K12. The importance of clarifying specific objectives at the beginning of each agenda item.
- K13. The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so.
- K14. The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting, and how to do so.
- K15. How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda.
- K16. The importance of summarising the discussion at appropriate times and allocate action points to participants at the end of each agenda item and how to do so.
- K17. The importance of taking decisions within the meeting's authority, remit or terms of

Behaviours which underpin Effective Performance

- a) You address multiple demands without losing focus or energy.
- b) You show respect for the views and actions of others.
- c) You present information clearly, concisely, accurately and in ways that promote understanding.
- d) You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
- e) You show integrity, fairness and consistency in decision-making.
- f) You make best use of existing sources of information.
- g) You check the validity and reliability of information.
- h) You present ideas and arguments convincingly and in ways that strike a chord with people.
- i) You articulate the assumptions made and risks involved in understanding a situation.

reference and how to do so.

K18. The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know.

K19. How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be more effective.

K20. Industry/Sector requirements for leading meetings.

Context specific knowledge and understanding

K21. The people who need to participate and the roles they will be expected to play.

K22. The types and sources of information required in advance of the meeting.

K23. The meetings authority, remit or terms of reference.

K24. Any formal procedures or standing orders that apply to the meeting.

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4 Assessment

4.1 Summary of assessment methods

Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website or can be purchased from the Walled Garden.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from catering@cityandguilds.com

People 1st Assessment Strategy Guidance

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

1. **external quality control**
2. **assessment principles**
3. **occupational expertise of assessors and verifiers**
4. **continuous professional development**

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

Assessment Principles

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such, assessment of the sector's NVQs/SVQs will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameters, People1st expects that:

- the majority of assessment of the sector's NVQs/SVQs will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation.
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Witness Testimony

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

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

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

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

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

Professional Discussion

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

Simulation

Simulation can only be used to assess candidates for the sector’s NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Realistic Working Environment

Assessment of the sector’s NVQs/SVQs should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Annex B**.

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Annex E**.

Annex A - Units in the Hospitality, Leisure, Travel and Tourism NVQ/SVQ frameworks that permit simulation

Unit Number	Unit Title	NVQs that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ Certificates/Diplomas in Hospitality
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 SVQ Gambling Operations
<p>People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st’s criteria specified in Annex B (page 9) of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.</p>		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership

		Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

Annex B - Criteria for Hospitality NVQ/SVQ Assessment in a Realistic Working Environment

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's criteria for this purpose. E.V.s are expected to ensure RWEs meet the criteria set out below on at least one visit.

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

Annex C - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception relates to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on an arrangement as referred to in this assessment strategy.

= mandatory

Assessors and Internal Verifiers must:	Assessor	Internal Verifier
Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.	√	√
D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		√
D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	√	√
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through ‘hands on’ experience in the industry.	√	√
Adhere to the awarding body’s assessment requirements and practice standardised assessment principles	√	√
Adhere to the awarding organisation’s assessment requirements and practice standardised assessment principles	√	√
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget	√	√
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		√
Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E).	√	Good practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F).	√	√

Annex D - Qualifications and Training Relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st is **not** stipulating that assessors, verifiers or external verifiers must undertake and achieve specific qualifications; there is the option to either undertake appropriate training or an accredited qualification.

= mandatory

Qualification / Training	NVQ/SVQ	A	IV
Health and Safety	All sector NVQs/SVQs	✓	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice
	Multi-Skilled Hospitality Services	✓	
	Professional Cookery	✓	
	Food and Drink Service	✓	
	Hospitality Supervision and Leadership (<i>with food and drink units</i>)	✓	
Licensing	Food and Drink Service	✓	Good Practice
	Hospitality Supervision (<i>with food and drink units</i>)	✓	

Note:

The above states areas of training/qualifications needed for specific N/SVQs. People1st is not stating ‘which’ qualification assessors and verifiers should take, only the area in which they should be trained/qualified in.

Annex E Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none">• Internal and external work placements• Work experience and shadowing (e.g. within associated departments)• External visits to other organisations• Updated and new training and qualifications (www.uksp.co.uk)• Training sessions to update skills• Visits to educational establishments• Trade fairs
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none">• Relevant sector websites• Membership of professional bodies• Papers and documents on legislative change• Networking events• Seminars, conferences, workshops, membership of committees/working parties (eg People1st events)• Staff development days
Standardising and best practice in assessment	<ul style="list-style-type: none">• Regular standardisation meetings with colleagues• Sharing best practice through internal meetings, news letters, email circulars• Comparison of assessment and verification in other sectors• Attending awarding body meetings / seminars

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

4.2 Evidence Requirements and Assessment Guidance

Evidence Requirements and Assessment Guidance

SVQ 3 in Hospitality Supervision and Leadership at SCQF level 7

Introduction

This document contains evidence requirements and assessment guidance for the SVQ 3 in Hospitality Supervision and Leadership at SCQF level 7. They have been developed jointly, and agreed, with the relevant awarding bodies. They provide information on how each unit should be assessed and give examples of what types of evidence will be acceptable. These are only examples and should not be seen as a prescriptive list.

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

The Nature of the Qualification and Source of Evidence

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

Contingencies

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

Holistic Assessment

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

Assessment Methods in General

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

These different methods are discussed below.

Performance Evidence

Performance evidence applies to those performance criteria that describe what the candidate is able to do.

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

Performance Evidence Assessment Methods

Assessment Method: Observation

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

Assessment Method: Products of Work

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

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

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

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

Assessment Method: Witness Testimony

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

Witness testimony, for example from a customer, supplier or colleague that provides evidence towards a candidate's assessment or

Expert witness testimony that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

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

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

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

Assessment Method: Candidate Statement/Report

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

Assessment Method: Professional Discussion

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

Evidence of Knowledge and Understanding Assessment Methods

Evidence of knowledge and understanding applies to those criteria that describe what the candidate understands.

Assessment Method: Questioning

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

Assessment Method: Other Recorded Evidence of Knowledge and Understanding

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

Assessment Method: Professional Discussion

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

Assessment Method: Inferring Knowledge and Understanding from Performance

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

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

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

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

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

or the reasons why certain things are important:

“explain why confidentiality is important”

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

Volume of Evidence/Length of Assessment

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

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

Provide leadership for your team

Imported unit from MSC.

Develop productive working relationships with colleagues

Imported unit from MSC.

Contribute to the control of resources

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

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

Performance Criteria	Examples of Assessment Methods	Examples of Evidence
Contribute to the control of resources	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Order forms Emails and other correspondence Store records Maintenance records Work plans Witness statements Records of professional discussion

Knowledge and understanding	Examples of Assessment Methods	Examples of Evidence
Contribute to the control of resources	Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding	Records of oral questioning Question/answer sheets Project Reflective account Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 3. Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion

Maintain the health, hygiene, safety and security of the working environment

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Maintain the health, hygiene, safety and security of the working environment	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Information held by the candidate on health, hygiene, safety and security Team briefing notes Notes of meetings with line manager Risk assessments Emails and other correspondence Displayed notices and posters covering health, hygiene, safety and security Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Maintain the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 6. Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
PC 7. Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures.	Simulation Oral questions Written questions Professional	Observation sheet Video Question/answer sheets Records of professional

	discussion	discussion
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Lead a team to improve customer service

This unit is imported from ICS.

Supervise food production operations

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise food production operations	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Information held by the candidate on food hygiene procedures Team briefing notes Notes of meetings with line manager Records of food production operations supervised by the candidate Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise food production operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 5. Promptly take action to minimise the effect of problems that could delay food production or affect the standard of food service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise functions

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising functions.

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise functions	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Notes of meetings with client/line manager Staff rotas Team briefing notes Plans for functions Records of functions supervised by the candidate Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise functions	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 8. Monitor the function to make sure it is running to plan and deal with any problems that threaten to disrupt operations	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise food services

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising food service.

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise food services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Notes of meetings with line manager Checklists Team briefing notes Food service records Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise food services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 9. Deal with problems that may affect the standard of food service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise drinks services

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising drinks services.

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise drinks services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Notes of meetings with line manager Team briefing notes Plans for drinks services Drink service records Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise drinks services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 9. Monitor drink service areas and take prompt and effective action to deal with any problems	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise housekeeping services

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising housekeeping services.

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise housekeeping services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Housekeeping schedules Notes of meetings with line manager Staff rotas Team briefing notes Plans for functions Housekeeping records Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise housekeeping services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 9. Take effective action to manage problems that may disrupt the housekeeping service when they occur	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise portering and concierge services

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

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Supervise portering and concierge services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Staff rotas Team briefing notes Notes of meetings with line manager Work schedules Work records Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise portering and concierge services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 8. Take effective action to manage problems that may disrupt the portering and concierge service when they occur	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise reservations and bookings services

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise reservations and bookings services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Notes of meetings with line manager Correspondence Staff rotas Team briefing notes Work schedules Reception records Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise reservations and bookings services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 9. Take effective action to manage problems that may disrupt the reservation and booking service when they occur	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Contribute to promoting hospitality services and products

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Contribute to promoting hospitality services and products	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Internal and external correspondence Records of promotional activities Team briefing notes Work schedules detailing promotional work Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Contribute to the promotion of hospitality goods and services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Contribute to the development of recipes and menus

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
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Performance Criteria	Example Assessment Methods	Examples of Evidence
Contribute to the development of recipes and menus	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Photos Notes of meetings with line manager and other staff Correspondence with other staff Records of research Sample recipes and menus to which the learner has contributed Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Contribute to the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Supervise off-site food delivery services

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise off-site food delivery services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Staff rotas Videos Notes of meetings with line manager Internal and external correspondence Records of promotional activities Team briefing notes Work schedules Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
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Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise off-site food delivery services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 6. Deal with problems which arise in order to minimise disruption to the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise cellar and drink storage operations

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise cellar and drink storage operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise cellar and drink storage operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 5. Take effective action to address problems relating to cellar and drink storage.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
PC 7. Record details of problems and corrective action taken in a suitable format and make them available to the relevant people according to organisational systems and procedures.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Manage the receipt, storage or dispatch of goods

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Manage the receipt, storage or dispatch of goods	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Store records Notes of meetings with line manager Correspondence with other staff Work schedules Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Manage the receipt, storage or dispatch of goods	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 10. Identify any problems with managing the goods, and take the appropriate action to deal with them.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise the wine store/cellar and dispense counter

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

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

Performance Criteria	Example Assessment Methods	Examples of Evidence
Supervise the wine store/cellar and dispense counter	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Wine store/cellar records Team briefing notes Work schedules Witness statements Records of professional discussion
Supervise the wine store/cellar and dispense counter	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise the wine store/cellar and dispense counter	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 4. Deal with damage, deterioration and loss of wine and dispense counter stock correctly	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
PC 6. Deal with unforeseen situations and problems	Simulation Oral questions Written questions	Observation sheet Video Question/answer sheets

	Professional discussion	Records of professional discussion
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Supervise vending services

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising vending services.

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Supervise vending services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Vending machine records Team briefing notes Work schedules Internal correspondence Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise vending services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 6. Take effective action to manage problems that may disrupt the vending service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
PC 7. Inform your staff and customers about any changes to the service that may affect them.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise linen services

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising linen services.

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Supervise linen services	Observation Products of work Witness testimony Professional discussion	Observation sheets Videos/photos Notes of meetings with line manager Linen service records Correspondence Team briefing notes Work schedules Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise linen services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 8. Take effective action to manage problems that may disrupt the linen service when they occur	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Monitor and solve customer service problems

This is an imported unit from ICS.

Improve relationship with customers

This is an imported unit from ICS.

Provide learning opportunities for colleagues

This is an imported unit from MSC.

Supervise the use of technological equipment in hospitality services

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

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Supervise the use of technological equipment in hospitality services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise the use of technological equipment in hospitality services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 3. Deal promptly and effectively with problems within your control, and seek help and guidance from the relevant people if you have problems that you cannot resolve.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Supervise practices for handling payments

Evidence for performance criteria must come from the candidate's work in a hospitality workplace when supervising practices for payments.

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Supervise practices for handling payments	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Till and other financial records Team briefing notes Work schedules Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Supervise practices for handling payments	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 6. Deal effectively with any problems which occur at payment points	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
PC 8. Reconcile actual takings against recorded takings and follow your organisations procedures and legal requirements to deal with any discrepancies.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Contribute to the development of a wine list

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

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Contribute to the development of a wine list	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Records of research Correspondence Team briefing notes Wine lists developed by the learner Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Contribute to the development of a wine list	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Manage the environmental impact of your work

This is an imported unit from MSC.

Contribute to the selection of staff for activities

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

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Contribute to the selection of staff for activities	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Job descriptions to which the learner has contributed Notes from interviews and other selection processes Correspondence Team briefing notes Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Contribute to the selection of staff for activities	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

Ensure food safety hygiene practice is followed in the preparation and serving of food and drink
Evidence for performance criteria must come from the candidate's work in a hospitality workplace when ensuring food safety hygiene practice.

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

Performance criteria	Example Assessment Methods	Examples of Evidence
Ensure food safety hygiene practice is followed in the preparation and serving of food and drink	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Food safety records Correspondence Team briefing notes Witness statements Records of professional discussion

Knowledge and Understanding	Example Assessment Methods	Examples of Evidence
Ensure food safety hygiene practice is followed in the preparation and serving of food and drink	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to performance criteria

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

Contingencies	Alternative Assessment Methods	Examples of evidence
PC 5. Monitor and be constantly alert to the possibility of food safety hazards in your area of responsibility. PC 6. Identify indicators of potential sources of food safety hazards. PC 7. Identify food safety hazards and appropriate control measures. PC 8. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible.	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Lead meetings

This is an imported unit from MSC.

5 Course design and delivery

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**
Find out how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA assessments.

Appendix 2 Core skills signposting

Core Skill Signposting - Hospitality Supervision & Leadership Level 3 Standards – 7140-07

Introduction

This document shows the links between the National Occupational Standards for Hospitality Supervision & Leadership and the Core Skills developed by SQA.

People 1st hopes that these tables will be of assistance to assessors and candidates who wish to integrate Core Skill achievement into workplace practice and SVQ assessment.

This signposting has been completed using SQA guidance. The analysis is based on the principle that some evidence for one or more Core Skills is likely to arise when the candidate is carrying out the functions described by the national occupational standards in their work role.

Readers should note that these links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the Core Skill. In others, the generation of evidence for Core Skills may depend on the specific processes that a candidate follows to achieve the outcomes described in the occupational standards. This is particularly the case with Information Technology. There are many instances where the standards do not require the candidate to use information technology, but they may do so in order to achieve the outcomes described, depending on the resources available to them. In this case the Core Skills are printed within parentheses for example, (2) or (3), in the tables.

Core skills units, revised August 2008, can be downloaded at <http://www.sqa.org.uk/sqa/470.html>.

SUMMARY OF LINKS BETWEEN UNITS IN LEVEL 3 SVQ IN HOSPITALITY SUPERVISION & LEADERSHIP AND THE SQA CORE SKILLS

Core Skills Signposting

The Core Skills awarded in Scotland are: Communication, Numeracy, Information and Communication Technology, Working with Others and Problem Solving. They are awarded at levels 3, 4, 5 and 6.

Units	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
HSL3 Contribute to the control of resources	SCQF Level 6	SCQF Level 5	SCQF Level 4	SCQF Level 6	SCQF Level 6
HSL4 Maintain the health, hygiene, safety and security of the working environment	SCQF Level 6	-	-	SCQF Level 6	SCQF Level 6
HSL6 Contribute to promoting hospitality services and products	SCQF Level 6	SCQF Level 5	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL7 Supervise food production operations	SCQF Level 6	SCQF Level 5	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL8 Supervise functions	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL9 Contribute to the development of recipes and menus	SCQF Level 6	SCQF Level 4	(SCQF Level 5)	SCQF Level 6	SCQF Level 6
HSL10 Supervise food services	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL11 Supervise drink services	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL12 Supervise off-site food delivery services	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL13 Supervise cellar and drink storage operations	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL15 Supervise the wine store/cellar and drink dispense counter	SCQF Level 6	SCQF Level 4	SCQF Level 4	SCQF Level 6	SCQF Level 6
HSL16 Supervise vending services	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL17 Supervise housekeeping services	SCQF Level 6	SCQF Level 4	SCQF Level 4	SCQF Level 6	SCQF Level 6

Units

	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
HSL18 Supervise linen services	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 6	SCQF Level 6
HSL20 Supervise portering and concierge services	SCQF Level 6	SCQF Level 4	SCQF Level 4	SCQF Level 6	SCQF Level 6
HSL21 Supervise reception services	SCQF Level 6	SCQF Level 4	(SCQF Level 6)	SCQF Level 6	SCQF Level 6
HSL22 Supervise reservation and booking services	SCQF Level 6	SCQF Level 4	(SCQF Level 6)	SCQF Level 6	SCQF Level 6
HSL25 Supervise the use of technological equipment in hospitality services	SCQF Level 6	SCQF Level 5	(SCQF Level 6)	SCQF Level 6	SCQF Level 6
HSL26 Supervise practices for handling payments	SCQF Level 5	SCQF Level 4	(SCQF Level 5)	SCQF Level 6	SCQF Level 6
HSL27 Contribute to the development of a wine list	SCQF Level 6	SCQF Level 4	(SCQF Level 4)	SCQF Level 5	SCQF Level 5
HSL29 Contribute to the selection of staff for activities	SCQF Level 6	SCQF Level 5	(SCQF Level 4)	SCQF Level 6	SCQF Level 5
HSL30 Ensure food safety practices are followed in the preparation and serving of food and drink	SCQF Level 6	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 6

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Skills for a brighter future



www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
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