QUALIFICATION HANDBOOK

City & Guilds Level 3 NVQ Diploma in Hospitality Supervision and Leadership

November 2022 Version 2.3

City & Guilds

Qualification at a glance

Subject area	**Hospitality Supervision and Leadership**
City & Guilds number	7250
Age group approved	All (17+ recommended)
Entry requirements	None
Assessment	Portfolio
Fast track	Available
Support materials	Centre handbook Candidate logbook
Registration and certification	See the online catalogue/Walled Garden for last dates

Title and level	City & Guilds number	Accreditation number	GLH	TQT
City & Guilds Level 3 NVQ Diploma in Hospitality Supervision and Leadership	7250-02/92	600/0861/1	216	370

Version and date	Change detail	Section
1.3 April 2016	Unit 408 –assessment criteria 1.1 corrected	Units
2.0 July 2017	Unit 531 added	Units
	Structure amended to include unit 531	Structure and summary of units
2.1 March 2021	Qualifications of assessors and internal verifiers updated	Centre requirements
2.2 February 2022	GLH and TQT clarified City & Guilds added to qualification title	Qualification at a glance, Structure Throughout
2.3 Nov. 2022	GLH updated	Qualification at a glance, Structure

Contents

1	**Introduction**	**5**
	Structure	5
	Total Qualification Time	7
2	**Centre requirements**	**8**
	Approval	8
	Resource requirements	8
	Candidate entry requirements	9
3	**Delivering the qualification**	**10**
	Initial assessment and induction	10
	Support materials	10
	Recording documents	10
4	**Assessment**	**11**
	Assessment of the qualification	11
	Assessment strategy	11
	Recognition of prior learning (RPL)	11
5	**Units**	**12**
Unit 401	**Set objectives and provide support for team members**	**14**
Unit 402	**Develop working relationships with colleagues**	**16**
Unit 403	**Contribute to the control of resources**	**18**
Unit 404	**Maintain the health, hygiene, safety and security of the working environment**	**20**
Unit 405	**Lead a team to improve customer service**	**23**
Unit 406	**Contribute to promoting hospitality products and services**	**25**
Unit 407	**Supervise food production operations**	**28**
Unit 408	**Supervise functions**	**30**
Unit 409	**Contribute to the development of recipes and menus**	**33**
Unit 410	**Supervise food service**	**36**
Unit 411	**Supervise drink services**	**38**
Unit 412	**Supervise off-site food delivery service**	**41**
Unit 413	**Supervise cellar and drink storage operations**	**44**
Unit 414	**Manage the receipt, storage or dispatch of goods**	**46**
Unit 415	**Supervise the wine store/ cellar and dispense counter**	**48**
Unit 416	**Supervise vending service**	**50**
Unit 417	**Supervise housekeeping operations**	**52**
Unit 418	**Supervise linen services**	**55**

Unit 419	Monitor and solve customer service problems	58
Unit 420	Supervise portering and concierge operations	60
Unit 421	Supervise reception services	63
Unit 422	Supervise reservations and booking services	65
Unit 423	Improve the customer relationship	68
Unit 424	Support learning and development within own area of responsibility	70
Unit 425	Supervise the use of technological equipment in hospitality services	72
Unit 426	Supervise practices for handling payments	74
Unit 427	Contribute to the development of a wine list	76
Unit 428	Manage the environmental impact of work activities	78
Unit 429	Contribute to the selection of staff for activities	80
Unit 430	Ensure food safety practices are followed in the preparation and serving of food and drink	82
Unit 431*	Lead and manage meetings	84
Unit 432	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	86
Unit 531**	Lead and manage meetings	88
Appendix 1	Evidence requirements and assessment guidance	89
Appendix 2	Relationships to other qualifications	118
Appendix 3	Sources of general information	119

1 Introduction

Area	Description
Who is the qualification for?	For candidates who work or want to work in a supervisory or leadership role within the hospitality sector
What does the qualification cover?	City & Guilds Level 3 NVQ Diploma in Hospitality Supervision and Leadership will prepare learners for employment in supervision and leadership roles. It covers the make up of the hospitality industry, communication, leading a team, supervision of customer service, stock control and the effective use of resources.
Is the qualification part of a framework or initiative?	This qualification is part of the Hospitality Supervision and Leadership Advanced Apprenticeship Framework
Who did we develop the qualification with?	The qualification was developed in cooperation with People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism
What opportunities for progression are there?	Allows learners to progress into employment or to the following City & Guilds qualifications: • Level 3 Diploma in Advanced Professional Cookery (7100-83)

Structure

To achieve the **City & Guilds Level 3 NVQ Diploma in Hospitality Supervision and Leadership**, learners must achieve **37** credits in total. **23** credits must come from the mandatory units, at least **4** credits from Optional Group B and the remaining **10** credits from Optional Group B or C.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory Group A			
M/600/9600	401	Set objectives and provide support for team members	5
H/600/9660	402	Develop working relationships with colleagues	3
T/502/9532	403	Contribute to the control of resources	4
Y/502/9569	404	Maintain the health, hygiene, safety and security of the working environment	4

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
H/601/1568	405	Lead a team to improve customer service	7
Optional Group B			
J/502/9566	407	Supervise Food Production Operations	4
T/502/9563	408	Supervise Functions	5
M/502/9562	410	Supervise Food Service	4
F/502/9565	411	Supervise Drink Services	4
K/502/9561	417	Supervise Housekeeping Operations	4
H/502/9560	420	Supervise Portering and Concierge Operations	4
A/502/9533	421	Supervise Reception Services	5
Y/502/9538	422	Supervise Reservations and booking services	5
Optional Group C			
J/502/9535	406	Contribute to Promoting Hospitality Products and Services	5
M/502/9531	409	Contribute to the Development of Recipes and Menus	4
K/502/9558	412	Supervise off-site food delivery service	4
R/502/9540	413	Supervise Cellar and Drink Storage Operations	5
A/502/9564	414	Manage the receipt, storage or dispatch of goods	3
R/502/9537	415	Supervise the wine store/cellar and dispense counter	5
L/502/9536	416	Supervise vending Service	5
M/502/9559	418	Supervise Linen Services	4
J/601/1515	419	Monitor and solve customer service problems	6
H/601/1232	423	Improve the customer relationship	7
M/600/9676	424	Support learning and development within own area of responsibility	5
F/502/9534	425	Supervise the use of technological equipment in hospitality services	4
D/502/9539	426	Supervise Practices for Handling Payments	4
K/502/9530	427	Contribute to the Development of a Wine List	5

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
M/600/9712	428	Manage the environmental impact of work activities	5
T/502/9529	429	Contribute to the selection of staff for activities	5
H/502/9591	430	Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	5
Y/600/9686	431*	Lead and manage meetings	4
T/601/7214	432	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2
D/615/8553	531**	Lead and manage meetings	4

* Learners registered before 1st July 2017 should use this unit.

** Learners registered after 1st July 2017 should use this unit.

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

1) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
2) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	City & Guilds number	Accreditation number	GLH	TQT
City & Guilds Level 3 NVQ Diploma in Hospitality Supervision and Leadership	7250-02/92	600/0861/1	216	370

2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 3 NVQ Diploma in Hospitality Supervision and Leadership 7250-01 you will be given an automatic approval for 7250-02.

Centres not approved for 7250-01 would need to follow the standard City & Guilds Qualification Approval Process. For more details please see Appendix 2.

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.

Centre staffing

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 that of 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 cannot 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 these qualifications and meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, 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 previous 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 aged 17+.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	Website or Publications sales (CD-7250-02)
Candidate logbook	Website or Publications sales (SP-7250-02)

Recording documents

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**.

Recording forms are available in the Candidate Logbook on the City & Guilds website.

4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

Assessment strategy

Details of the assessment strategy and evidence requirements for this qualification can be found in Appendix 1 at the end of this document.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. This is not a new process but expands on previously described terms like "the accreditation of prior learning (APL), the recognition of experiential learning or "the validation of informal learning" by incorporating all types of prior learning and training.

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. An individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

5 Units

Availability of units

These units are also on The Register of Regulated Qualifications:
http://register.ofqual.gov.uk/

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

City & Guilds unit number	Unit title	Unit accreditation number
401	Set objectives and provide support for team members	M/600/9600
402	Develop working relationships with colleagues	H/600/9660
403	Contribute to the control of resources	T/502/9532
404	Maintain the health, hygiene, safety and security of the working environment	Y/502/9569
405	Lead a team to improve customer service	H/601/1568
406	Contribute to promoting hospitality products and services	J/502/9535
407	Supervise food production operations	J/502/9566
408	Supervise functions	T/502/9563
409	Contribute to the development of recipes and menus	M/502/9531
410	Supervise food service	M/502/9562

City & Guilds unit number	Unit title	Unit accreditation number
411	Supervise drink services	F/502/9565
412	Supervise off-site food delivery service	K/502/9558
413	Supervise cellar and drink storage operations	R/502/9540
414	Manage the receipt, storage or dispatch of goods	A/502/9564
415	Supervise the wine store/cellar and dispense counter	R/502/9537
416	Supervise vending service	L/502/9536
417	Supervise housekeeping operations	K/502/9561
418	Supervise linen services	M/502/9559
419	Monitor and solve customer service problems	J/601/1515
420	Supervise portering and concierge operations	H/502/9560
421	Supervise reception services	A/502/9533
422	Supervise reservations and booking services	Y/502/9538
423	Improve the customer relationship	H/601/1232
424	Support learning and development within own area of responsibility	M/600/9676
425	Supervise the use of technological equipment in hospitality services	F/502/9534
426	Supervise practices for handling payments	D/502/9539
427	Contribute to the development of a wine list	K/502/9530
428	Manage the environmental impact of work activities	M/600/9712
429	Contribute to the selection of staff for activities	T/502/9529
430	Ensure food safety practices are followed in the preparation and serving of food and drink	H/502/9591
431*	Lead and manage meetings	Y/600/9686
432	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	T/601/7214
531**	Lead and manage meetings	D/615/8553

* Learners registered before 1st July 2017 should use this unit.

** Learners registered after 1st July 2017 should use this unit.

Unit 401 Set objectives and provide support for team members

UAN:	**M/600/9600**
Level:	Level 3
Credit value:	5
GLH:	35
Relationship to NOS:	M&L B5
Aim:	This unit helps learners to set and support individuals and teams to achieve objectives.

Learning outcome	**The learner will:**
1. Be able to communicate a team's purpose and objectives to the team members.	
Assessment criteria	
The learner can: 1.1 Describe the purpose of a team. 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). 1.3 Communicate the team's purpose and objectives to its members	

Learning outcome	**The learner will:**
2. Be able to develop a plan with team members showing how team objectives will be met.	
Assessment criteria	
The learner can: 2.1 Discuss with team members how team objectives will be met. 2.2 Ensure team members participate in the planning process and think creatively. 2.3 Develop plans to meet team objectives. 2.4 Set SMART personal work objectives with team members.	

Learning outcome	**The learner will:**
3. Be able to support team members identifying opportunities and providing support.	
Assessment criteria	
The learner can: 3.1 Identify opportunities and difficulties faced by team members. 3.2 Discuss identified opportunities and difficulties with team members. 3.3 Provide advice and support to team members to overcome identified difficulties and challenges.	

3.4 Provide advice and support to team members to make the most of identified opportunities.

Learning outcome	**The learner will:**
4. Be able to monitor and evaluate progress and recognise individual and team achievement.	
Assessment criteria	
The learner can: 4.1 Monitor and evaluate individual and team activities and progress. 4.2 Provide recognition when individual and team objectives have been achieved.	

Unit 402 Develop working relationships with colleagues

UAN:	**H/600/9660**
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	M&L D1
Aim:	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. To cover this unit you also need to provide evidence for the associated underpinning behaviour shown at the bottom of the next page.

Learning outcome	**The learner will:**
1. Understand the benefits of working with colleagues.	
Assessment criteria	
The learner can: 1.1 Describe the benefits of productive working relationships.	

Learning outcome	**The learner will:**
2. Be able to establish working relationships with colleagues.	
Assessment criteria	
The learner can: 2.1 Identify colleagues within own and other organisations. 2.2 Agree the roles and responsibilities for colleagues.	

Learning outcome	**The learner will:**
3. Be able to act in a professional and respectful manner when working with colleagues.	
Assessment criteria	
The learner can: 3.1 Explain how to display behaviour that shows professionalism.	

Learning outcome	The learner will:
4. Be able to communicate with colleagues.	
Assessment criteria	
The learner can: 4.1 Identify, information to others clearly and concisely. 4.2 Explain how to receive and clarify own understanding of information.	

Learning outcome	The learner will:
5. Be able to identify potential work-related difficulties and explore solutions.	
Assessment criteria	
The learner can: 5.1 Identify potential work-related difficulties and conflicts of interest. 5.2 Explain how to resolve identified potential difficulties.	

Unit 403 Contribute to the control of resources

UAN:	**T/502/9532**
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	HSL3
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to contribute to the control of resources	
Assessment criteria	
The learner can: 1.1 Identify the resources needed from those available 1.2 Follow organisational procedures for obtaining additional resources 1.3 Follow organisational procedures when dealing with any problems in obtaining resources 1.4 Update relevant people within the organisation when dealing with any problems in obtaining resources 1.5 Determine the quality, quantity and suitability of resources needing to be used 1.6 Ensure that equipment and materials are correctly stored and maintained 1.7 Encourage colleagues to make efficient use of resources 1.8 Monitor the use of resources in own area of responsibility 1.9 Contribute to the effective and efficient use of resources in line with organisational and legal requirements 1.10 Maintain accurate records about resources in line with organisational requirements 1.11 Propose ways of making better use of resources following organisational requirements	

Learning outcome	**The learner will:**
2. Understand factors affecting the use of resources	
Assessment criteria	
The learner can: 2.1 Identify the resources that are used in own area of responsibility	

2.2 Explain how to check the resources that are required for the work needing to be carried out

2.3 Explain how to ensure resources are suitable for the work that needs to be carried out

2.4 Describe normal consumption levels for resources in own area of responsibility

2.5 Identify the approximate costs of the resources used in own area of responsibility

2.6 Explain how resource costs affect the organisation's financial targets

2.7 Explain the importance of working within agreed spending limits

2.8 Describe the procedures that need to be followed when it is necessary to go beyond agreed spending limits

2.9 Explain the importance of getting management approval when needing to go beyond agreed spending limits

2.10 Identify the organisation's regular suppliers

2.11 Identify who within the organisation is responsible for ordering supplies

Learning outcome	**The learner will:**
3. Understand how to contribute to the control of resources	
Assessment criteria	

The learner can:

3.1 Describe the appropriate lifting and handling methods and techniques for moving resources in own area of responsibility

3.2 Describe the health and safety requirements for the resources used in own area of responsibility

3.3 Explain the environmental impact some resources can have on the environment

3.4 Describe the organisation's policies and procedures for:

- obtaining resources
- using resources
- controlling waste
- recycling

3.5 Explain how to monitor the use of resources

3.6 Outline how resources should be stored

3.7 Explain the importance of keeping waste to a minimum

3.8 Explain how to keep waste to a minimum

3.9 Explain how to encourage efficient use of resources to benefit the organisation and the environment

3.10 Explain how to ensure resources are handled and stored in line with organisational requirements

3.11 Explain how to present recommendations to improve the use of resources

3.12 Explain the advantages of using computerised stock control systems

Unit 404 Maintain the health, hygiene, safety and security of the working environment

UAN:	**Y/502/9569**
Level:	Level 3
Credit value:	4
GLH:	27
Relationship to NOS:	HSL4
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to maintain the health, hygiene, safety and security of the working environment	
Assessment criteria	
The learner can: 1.1 Obtain information on the health, hygiene, safety and security procedures in own area of responsibility 1.2 Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility 1.3 Inform colleagues about the importance of following health, hygiene, safety and security procedures 1.4 Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility 1.5 Monitor own area of responsibility for risks to health, hygiene, safety and security 1.6 Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff 1.7 Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken 1.8 Pass on information about how health, hygiene, safety or security procedures are working 1.9 Recommend improvements for health, hygiene, safety or security procedures	

Learning outcome	The learner will:
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment	
Assessment criteria	
The learner can: 2.1 Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations 2.2 Explain the implications of breaking the law on health, hygiene and safety for: • individuals • organisation 2.3 Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility 2.4 Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility 2.5 Describe own responsibilities for health, hygiene, safety, and security 2.6 Explain the importance of making sure permanent and temporary staff are aware of relevant procedures 2.7 Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security 2.8 Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities 2.9 Explain the organisation's emergency procedures 2.10 Describe the evacuation procedures that relate to own area of responsibility 2.11 Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security 2.12 Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security 2.13 Identify who to make recommendations to regarding health, hygiene, safety and security	

Learning outcome	The learner will:
3. Understand how to maintain the health, hygiene, safety and security of the working environment	
Assessment criteria	
The learner can: 3.1 Identify information about health, hygiene, safety and security that should be recorded and stored 3.2 Identify other people and organisations who need to have access to information about health, hygiene, safety and security 3.3 Identify the information on health, hygiene, safety and security that external authorities may need to access 3.4 Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility 3.5 Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public 3.6 Identify how frequently health, hygiene, safety and security inspections should be carried out	

3.7 Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility

3.8 Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards

3.9 Explain the limits of own authority when dealing with risks and hazards

3.10 Explain the procedures to deal with faults of equipment in own area of responsibility

3.11 Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur

3.12 Explain the procedure to follow in the event of an emergency, including - bomb alert - fire

Unit 405 Lead a team to improve customer service

UAN:	**H/601/1568**
Level:	Level 3
Credit value:	7
GLH:	47
Relationship to NOS:	ICS D11
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to plan and organise the work of a team	
Assessment criteria	
The learner can: 1.1 treat team members with respect at all times 1.2 agree with team members their role in delivering effective customer service 1.3 involve team members in planning and organising their customer service work 1.4 allocate work which takes full account of team members' customer service skills and the objectives of the organisation 1.5 motivate team members to work together to raise their customer service performance	

Learning outcome	**The learner will:**
2. Be able to provide support for team members	
Assessment criteria	
The learner can: 2.1 check that team members understand what they have to do to improve their work with customers and why that is important 2.2 check with team members what support they feel they may need throughout this process 2.3 provide team members with support and direction when they need help	

2.4 encourage team members to work together to improve customer service

Learning outcome	**The learner will:**
3. Be able to review performance of team members	
Assessment criteria	
The learner can: 3.1 provide sensitive feedback to team members about their customer service performance 3.2 encourage team members to discuss their customer service performance 3.3 discuss sensitively with team members action they need to take to continue to improve their customer service performance	

Learning outcome	**The learner will:**
4. Understand how to lead a team to improve customer service	
Assessment criteria	
The learner can: 4.1 describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation 4.2 explain how team and individual performance can affect the achievement of organisational objectives 4.3 explain the implications of failure to improve customer service for their team members and their organisation 4.4 describe how to plan work activities 4.5 explain how to present plans to others to gain understanding and commitment 4.6 explain how to facilitate meetings to encourage frank and open discussion 4.7 explain how to involve and motivate staff to encourage teamwork 4.8 describe how to recognise and deal sensitively with issues of underperformance	

Unit 406 Contribute to promoting hospitality products and services

UAN:	**J/502/9535**
Level:	Level 4
Credit value:	5
GLH:	28
Relationship to NOS:	HSL6
Aim:	This unit covers the competence a hospitality supervisor needs to promote services and products. Promotion may be through regular activities such as posters, leaflets and discounts, as well as more irregular innovations such as special events.

Learning outcome	**The learner will:**
1. Be able to contribute to promoting hospitality services and products	
Assessment criteria	
The learner can: 1.1 Identify possible activities to promote the services and products in own area of responsibility 1.2 Identify the sales improvements promotional activities could generate 1.3 Consult with relevant colleagues about own ideas for promotional activities 1.4 Ensure promotional activities are consistent with: • targets • the organisation's objectives and values • social responsibility practices • legal requirements 1.5 Collect relevant information to support ideas for promotional activities 1.6 Organise relevant information to support ideas for promotional activities 1.7 Contribute to the development and implementation of plans 1.8 Instruct colleagues on planned activities as appropriate 1.9 Monitor activities to ensure that: • targeted customers are being reached • promotional activities are run according to agreed plans and standards 1.10 Collect information about the promotional activities 1.11 Evaluate the effectiveness of promotional activities	

Learning outcome	The learner will:
2. Understand how to plan the promotion of hospitality products and services promotions	
Assessment criteria	
The learner can: 2.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities including: • Trades Descriptions Act • Health and Safety at Work Act • Discrimination Acts • Copyright law • COSHH • Food Hygiene 2.2 Explain the consequences of promotional activities not meeting legal requirements 2.3 Describe social responsibility practices, 'Best Practice' principles and ethical considerations that need to be considered when promoting hospitality services and products 2.4 Identify the organisation's target markets, sales targets and main competitors that are relevant to own area of responsibility 2.5 Identify what information is needed to support suggested promotional activities 2.6 Identify the resources that are available for promotional activities 2.7 Explain how to obtain additional resources 2.8 Explain how to cost promotional activities to ensure profitability is maintained and improved	

Learning outcome	The learner will:
3. Understand how to contribute to promoting hospitality products and services	
Assessment criteria	
The learner can: 3.1 Describe the nature of the product being promoted and any other materials that feature in the promotion 3.2 Outline any other promotional plans within the organisation that are relevant 3.3 Describe the possible adverse results that the promotion, products and other materials may have and how to avoid these 3.4 Identify the terms and conditions that need to be included in promotions and how these should be written 3.5 Describe how to present promotional ideas to other people in the organisation 3.6 Identify which colleagues need to be briefed in relation to different types of promotional plans 3.7 Outline the information that colleagues should be given about promotional activities 3.8 Explain when to use product and organisational logos, trademarks and branding to support promotional activities 3.9 Describe how to use product and organisational logos, trademarks and branding to support promotional activities	

3.10 Outline the organisation's procedures for implementing promotional activities
3.11 Explain how promotional activities could become disrupted and how to deal with this
3.12 Describe how to measure the effectiveness of promotional activities
3.13 State who to make recommendations for improving promotional activities to

Unit 407 Supervise food production operations

UAN:	**J/502/9566**
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	HSL7
Aim:	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.

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

Learning outcome	The learner will:
2. Understand how to plan food production operations	
Assessment criteria	
The learner can: 2.1 Explain how to organise a team to ensure that food production operations are efficient 2.2 Describe the skills required to implement the organisation's procedures for food production 2.3 Compare the skills required for food production with those available 2.4 Explain how to estimate the resources needed for food production operations 2.5 Explain how to make best use of resources available 2.6 Identify who to approach to get approval for additional resources	

Learning outcome	The learner will:
3. Understand how to supervise food production operations	
Assessment criteria	
The learner can: 3.1 Identify legislation and other industry specific regulations and codes of practice that need to be followed 3.2 Describe the roles and responsibilities of individuals in the organisation and own area of responsibility that are relevant to food production 3.3 Identify the food production timescales 3.4 Explain the importance of portion control 3.5 Explain how to minimise wastage 3.6 Explain the importance of quality of the food production operation 3.7 Explain how to assess the quality of own and others work 3.8 Explain how to motivate staff to achieve the required standards of quality 3.9 Explain how to monitor activities and performance against organisational standards and targets 3.10 Explain what to do when performance does not meet standards and targets 3.11 Explain importance of confidentiality 3.12 Explain how confidential information can be kept secure 3.13 Describe the acceptable format for presenting and storing information in their area of responsibility 3.14 Explain when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams 3.15 Identify when and how to provide information to management	

Unit 408 Supervise functions

UAN:	**T/502/9563**
Level:	Level 3
Credit value:	5
GLH:	35
Relationship to NOS:	HSL8
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to supervise functions	
Assessment criteria	
The learner can: 1.1 Obtain all the necessary information relating to the function including: • customer requirements • own responsibilities 1.2 Plan procedures to ensure that requirements are met and contingencies are developed 1.3 Ensure staff have the skills, knowledge and resources to needed to carry out their responsibilities 1.4 Inspect the function venue to ensure that it has been prepared as agreed 1.5 Ensure that the equipment and materials needed for the function are available to the staff that will use them 1.6 Communicate relevant health, safety and legal requirements to customers 1.7 Liaise with relevant people throughout the function to ensure that the arrangements meet customer requirements 1.8 Monitor the function to ensure that it is running to plan 1.9 Deal with any problems that threaten to disrupt operations 1.10 Ensure the function and all associated activities comply with relevant legislation and the organisation's standards 1.11 Record all relevant information in a suitable format 1.12 Make records available to the relevant people	

Learning outcome	The learner will:
2. Understand how to plan functions	
Assessment criteria	
The learner can: 2.1 Describe the health and safety and other legal requirements that • affect the function • need to be communicated to the customer 2.2 Describe the food safety measures that need to be employed 2.3 Explain the importance of assessing the impact that the function is likely to have on others 2.4 Explain how to assess and minimise the impact the function is going to have on others 2.5 Identify the variety of information required to plan different types of functions including: • customers' specific requirements • staffing • equipment • budget • venue capacity • other specifications 2.6 Identify the types of specific requirements customers may have 2.7 Identify the factors that need to be considered in arranging food and beverages for the function 2.8 Explain how to deal with special requirements for different client groups including: • children • older people • people with disabilities 2.9 Explain the importance of anticipating problems that may occur at functions 2.10 Explain how to inspect a venue to ensure preparations are in order 2.11 Explain how to carry out a risk assessment of the venue 2.12 Describe what to do with the information relating to risk assessment of the venue 2.13 Explain how to ensure that staff have the required skills, knowledge and resources to carry out their responsibilities 2.14 Identify how to ensure appropriate appointment of contractors in own area of responsibility	

Learning outcome	The learner will:
3. Understand how to supervise functions	
Assessment criteria	
The learner can: 3.1 Describe the organisation's customer care policy 3.2 Explain how to ensure the organisation of products and services support a variety of functions 3.3 Explain how to ensure effective management of staff for the function, including:	

- allocation of responsibilities
- briefing
- supervision

3.4 Explain how to manage resources available for a function

3.5 Explain how to monitor a function and ensure it goes as planned

3.6 Describe how to deal with problems that may occur

3.7 Describe how to adjust the atmosphere of functions

3.8 Describe how to inspect equipment used during functions

3.9 Describe how to evacuate premises safely in the event of an emergency

3.10 Identify who is responsible for storing equipment and reporting loss or damage

3.11 Explain how to respond to requests and complaints

3.12 Describe how information about the function should be communicated to customers

3.13 Explain the importance of communicating with the organiser of the function

3.14 Describe the legal requirements that cover the clearing of a venue

3.15 Describe the types of records that should be maintained for functions

3.16 Describe the organisation's procedures in relation to record keeping for functions

Unit 409 Contribute to the development of recipes and menus

UAN:	**M/502/9531**
Level:	Level 4
Credit value:	4
GLH:	22
Relationship to NOS:	HSL9
Aim:	This unit covers the competence hospitality supervisors need to plan and introduce new menu items. It involves researching the menu item, taking account of food combinations, flavours and dietary requirements and implementing the new items.

Learning outcome	**The learner will:**
1. Be able to contribute to the development of recipes and menus	
Assessment criteria	
The learner can: 1.1 Consider food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions 1.2 Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities 1.3 Identify suitable supply sources 1.4 Identify methods for presenting, holding and distributing the recipe item 1.5 Cost recipe suggestions taking into account the resources available 1.6 Follow organisational procedures for registering and passing on relevant information about the suitability of new menu items 1.7 Make suggestions on the layout and presentation of the menu 1.8 Produce recipe suggestions in accordance with: • the style and policy of the organisation • available resources • the expectations and standards of customers 1.9 Ensure staff have the resources needed to carry out responsibilities in relation to new menu items 1.10 Collect feedback from staff and customers 1.11 Evaluate feedback from staff and customers	

Learning outcome	The learner will:
2. Understand how to plan the development of recipes and menus	
Assessment criteria	
The learner can: 2.1 Explain the existing style and policy of the organisation in relation to recipes and menu 2.2 Explain how location and styles of operation can affect proposed menu items 2.3 Describe the quality standards required for each recipe item considered 2.4 Explain how to assess the quality of potential ingredients 2.5 Explain how the equipment available can affect the production of food items 2.6 Identify the factors that need to be considered in selecting presentation, holding and distribution methods 2.7 Explain how to calculate gross profit against the cost of proposed recipes 2.8 Explain how the quality of the food can be affected by the choice of the supplier 2.9 Explain how to identify and assess the suitability of suppliers or supply sources 2.10 Identify the appropriate person to consult with on proposed recipes 2.11 Explain why staff skills should be assessed prior to proposing new recipes and menu items 2.12 Explain how to estimate lead times for the preparation of new menu items	

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

3.12 Describe how to gain feedback from staff on operational problems which may arise

3.13 Explain how to allocate resources to staff to enable them to implement new menu items

3.14 Identify lead times required by organisation for the implementation of new menu items

3.15 Explain why measures should be closely monitored when introducing new items

3.16 Explain the importance of gaining feedback from customers on new items and methods for doing this

Unit 410 Supervise food service

UAN:	**M/502/9562**
Level:	Level 3
Credit value:	4
GLH:	35
Relationship to NOS:	HSL10
Aim:	This unit is about supervising the food service and making sure that the service area and equipment are 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

Learning outcome	**The learner will:**
1. Be able to supervise food service	
Assessment criteria	
The learner can: 1.1 Obtain up-to-date information about food safety procedures 1.2 Check that staff have the skills, knowledge and resources to carry out their responsibilities 1.3 Check that service equipment is ready for use and located correctly 1.4 Ensure service areas are stocked in preparation for service 1.5 Ensure that procedures for clearing, cleaning and stocking service areas are followed correctly 1.6 Ensure the environment meets customer requirements 1.7 Ensure any special customer areas are arranged as agreed 1.8 Carry out preparations in sufficient time to allow an effective service to be provided 1.9 Liaise with relevant people and departments to ensure effective delivery of the service 1.10 Monitor staff conduct and communications with customers 1.11 Confirm that communication with customers by all staff takes place in a manner that is likely to promote goodwill and understanding 1.12 Deal with problems that may affect the standard of food service 1.13 Feedback on the effectiveness of procedures in own area of responsibility to the appropriate person in the organisation	

Learning outcome	The learner will:
2. Understand how to plan food service	
Assessment criteria	
The learner can: 2.1 Identify the appropriate person to liaise with when organising the food service 2.2 Explain how to identify trends in levels of demand which influence staffing requirements 2.3 Explain how to identify and obtain the resources needed for food service 2.4 Explain how to organise staff depending on service requirements 2.5 Explain how to communicate operational procedures to staff 2.6 Explain how to develop contingency plans 2.7 Explain how to ensure staff receive the correct training to support their responsibilities 2.8 Explain how to check that equipment is ready for use	

Learning outcome	The learner will:
3. Understand how to supervise food service	
Assessment criteria	
The learner can: 3.1 Identify industry specific regulations and codes of practice that need to be followed 3.2 Explain how to obtain information on regulations and codes of practice to ensure procedures are kept up-to-date 3.3 Explain how to identify, deal with and report breaches of legislation, regulations and codes of practice 3.4 Describe the organisation's procedures and standards for food service and customer service 3.5 Explain how food service operations integrate with other activities and departments in the organisation 3.6 Explain how the roles and responsibilities of individuals within own department affect the food service 3.7 Describe how staff should communicate with customers and conduct themselves in the food service area 3.8 Describe what to do in the event of equipment failure 3.9 Identify the information about food service that customers may need 3.10 Identify how the information should be presented 3.11 Explain how to prioritise tasks to regulate the time available 3.12 Explain how to ensure that staff follow procedures and standards 3.13 Describe how to correct and report failures according to organisational standards and procedures 3.14 Identify the appropriate person to consult in the event of food service problems 3.15 Evaluate potential solutions to problems that may occur in food service 3.16 Explain how to minimise disruptions to the food service	

Unit 411 Supervise drink services

UAN:	**F/502/9565**
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	HSL11
Aim:	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.

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

Learning outcome	The learner will:
2. Understand the requirements that need to be met when supervising drink services	
Assessment criteria	
The learner can: 2.1 State where to find information about licensing legislation 2.2 Describe the basic legal requirements that affect the drink service and how to implement these in relation to: • Permitted hours • Closing time • Licences • Residents and non- residents • Diners and non-diners • Young persons, service and employment • Right to eject and duty to refuse service • Gaming, betting and lotteries • Public entertainment • Weights and measures • Price lists, notices and payment for drinks • Drugs • Trades descriptions and consumer protection laws 2.3 Explain the implications of failing to implement basic legal requirements 2.4 Explain how to identify and correct deviations from legislation and industry specific regulations 2.5 Describe the organisation's policies and procedures that are relevant to the drink service 2.6 Describe the various procedures that need to be followed for the preparation of the drink service area, including those relating to: • clearing • stocking products • equipment	

Learning outcome	The learner will:
3. Understand how to supervise drinks services	
Assessment criteria	
The learner can: 3.1 Explain how to supervise the preparation of the drink service area so that the service meets organisational requirements and is done in time 3.2 Describe the range of products in own area of responsibility 3.3 Explain how to prepare and serve the range of products in own area of responsibility 3.4 Explain the roles and responsibilities of people in own area of responsibility and in other parts of the organisation as relevant to the drink service 3.5 Describe the skills and knowledge staff need to carry out their	

responsibilities effectively

3.6 Compare different methods of monitoring the drinks service area effectively

3.7 Explain how to monitor and supervise staff practice in order to maintain standards

3.8 Explain what action needs to be taken when preparation and delivery standards are not met

3.9 Explain how to identify and address the problems that can affect the drink service and the preparation of areas

3.10 Explain how to develop contingency plans to reduce the impact of drinks service problems

3.11 Explain how to reallocate work to different members of staff to reduce the impact of service problems

3.12 Describe how to vary practice according to:

- quiet periods
- busy periods
- delivery of service to customers with special requirements

3.13 Explain how an effective drinks service affects profitability and customer satisfaction

3.14 Describe the possible consequences of alcohol misuse

3.15 Describe best practice in the refusal of service

3.16 Explain how to communicate and deal effectively with the range of customer groups (including those who are experiencing the effects of alcohol)

3.17 Explain the importance of effective communication

Unit 412 Supervise off-site food delivery service

UAN:	**K/502/9558**
Level:	Level 4
Credit value:	4
GLH:	34
Relationship to NOS:	HSL12
Aim:	This unit is about supervising the food service and making sure that the service area and equipment are 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.

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

Learning outcome	The learner will:
2. Understand the procedures that need to be followed in own area of responsibility	
Assessment criteria	
The learner can: 2.1 Explain the industry specific regulations and codes of practice relevant to own area of responsibility 2.2 Explain how to implement up-to-date industry specific regulations and codes of practice in own area of responsibility 2.3 Describe the organisation's procedures relevant to the delivery of food to the customer 2.4 Explain own responsibilities in relation to food safety within the organisation including: • helping to check procedures • assisting with hazard analysis • allocating and supervising food safety responsibilities • identifying and meeting staff training needs • ensuring application and monitoring of control measures • ensuring corrective action is taken when control measures fail • following recording procedures 2.5 Explain the importance of monitoring delivery times to maintain: • food safety • the quality of the product • customer service expectations 2.6 Explain when to implement contingency plans and who needs to be notified 2.7 Describe procedures that need to be followed when communicating with customers to investigate or update on problems that occur with food orders 2.8 Identify the type of information that should be registered 2.9 Describe organisational procedures for registering information relevant to off-site delivery 2.10 Explain the consequences of failing to register required information relevant to off-site delivery	

Learning outcome	The learner will:
3. Understand how to supervise off-site food delivery service	
Assessment criteria	
The learner can: 3.1 Identify the roles and responsibilities of individuals within the organisation who are responsible for delivering food to the customer 3.2 Explain how individuals responsible for delivering food to the customer should work together 3.3 Describe the knowledge, information and skills that staff require to deliver food to meet: • industry codes of practice • organisational requirements • customer service standards	

3.4 Explain how to communicate with own team and other colleagues in the organisation

3.5 Describe how to lead own team by example

3.6 Describe the methods that can be used to supervise activities and performance in relation to organisational procedures

3.7 Compare stock that is available in the department to what is required

3.8 Identify the packaging and containers that are available

3.9 Explain how the packaging and containers that are available:

- maintain the quality of the food items
- minimise the negative impact on the environment
- maximise the positive impact on the environment

3.10 Explain how to monitor delivery times

3.11 Describe how to ensure the quality of food is maintained before and during delivery

3.12 Explain how to plan, prioritise and co-ordinate activities to ensure the delivery service meets customer expectations

3.13 Explain how to review and evaluate own operations

3.14 Describe the format for presenting information

3.15 Explain how to make recommendations to management on operations

Unit 413 Supervise cellar and drink storage operations

UAN:	**R/502/9540**
Level:	Level 3
Credit value:	5
GLH:	28
Relationship to NOS:	HSL13
Aim:	This unit covers the competence that hospitality supervisors need to supervise cellar and drink stores to ensure that drinks are available for consumption in the best possible condition. It involves monitoring procedures, operations and equipment and dealing with any problems that might occur.

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

Learning outcome	**The learner will:**
2. Understand the requirements that need to be met when supervising cellar and drink storage operations	
Assessment criteria	
The learner can: 2.1 Describe legislation and codes of practice relevant to cellar and drink storage operations 2.2 Explain the organisational procedures that need to be followed relating to cellar and drink storage operations	

2.3 Explain action that needs to be taken when implemented procedures and codes of practice have not been followed

2.4 Explain the importance of organisational procedures

2.5 Explain how to keep up-to-date with relevant legislation and codes of practice

2.6 Explain how procedures regarding cellar and drink storage operations should be communicated to staff

Learning outcome	**The learner will:**
3. Understand how to supervise cellar and drink storage operations	
Assessment criteria	
The learner can: 3.1 Describe the products that are kept in cellars and drink stores 3.2 Explain the environmental benefits of effective cellar and drink storage operations 3.3 Explain the economic impact of not following cellar and drink storage procedures on: • the organisation • its employees • its customers 3.4 Summarise the skills and knowledge needed to carry out cellar and drink storage operations 3.5 Explain how cellar and drink storage operations can be monitored 3.6 Identify the types of problems that may occur in drinks storage operations 3.7 Explain how to rectify drinks storage problems 3.8 Explain limits of own authority when dealing with drink storage problems 3.9 Explain ways to encourage staff to report drinks storage problems 3.10 Explain how to develop contingency plans to • minimise negative effects on drinks storage • minimise disruption to service	

Unit 414 Manage the receipt, storage or dispatch of goods

UAN:	**A/502/9564**
Level:	Level 3
Credit value:	3
GLH:	21
Relationship to NOS:	HSL14
Aim:	This unit covers the competence that hospitality supervisors require to manage the receipt, storage and dispatch of goods.

Learning outcome	**The learner will:**
1. Be able to manage the receipt, storage and dispatch of goods	
Assessment criteria	
The learner can: 1.1 Confirm the quantity and types of goods being managed 1.2 Determine the storage conditions and equipment required to manage the goods 1.3 Evaluate the capacity of the storage facility 1.4 Identify appropriate areas for receiving, storing, or dispatching goods 1.5 Organise the movement or rotation of goods to assist receiving, storing, or dispatching goods 1.6 Ensure any monitoring activities, tests, and other storage arrangements required for the goods are carried out in accordance with organisational procedures 1.7 Determine requirements for facilities and equipment to be used with the goods 1.8 Maintain the organisations logistics resources 1.9 Manage the receipt, storage, and dispatch of goods 1.10 Provide information on the goods and their requirements to all relevant people 1.11 Identify any relevant health, safety, and security issues relating to the management of the goods 1.12 Identify any problems when managing the goods 1.13 Deal with any problems with managing the goods 1.14 Report work activities in the appropriate information systems according to organisational procedures 1.15 Comply with all relevant work and safety legislation, regulations, standards and organisational procedures	

Learning outcome	The learner will:
2. Understand how to manage the receipt, storage and dispatch of goods	
Assessment criteria	
The learner can: 2.1 Identify sources of information on legislation and regulations 2.2 Describe the legislation and regulations that apply to own area of responsibility 2.3 Describe the legal requirements for the storage and distribution of specific goods and materials 2.4 Describe the working practices, operating procedures, guidelines and codes of practice 2.5 Explain the roles and responsibilities of different colleagues 2.6 Identify the resources available within the organisation 2.7 Describe the reporting responsibilities and information systems used by the organisation for specific work activities 2.8 Identify sources of information on the capacity and limitations of a storage facility 2.9 Identify the storage areas relevant to the type of goods to be received, stored, or dispatched 2.10 Explain any special requirements relating to the receipt, storage or dispatch of goods 2.11 Explain monitoring and testing systems and procedures 2.12 Explain the methods of stock rotation and movement 2.13 Identify the types of problem that may arise when managing the processing of goods	

Unit 415 Supervise the wine store/ cellar and dispense counter

UAN:	**R/502/9537**
Level:	Level 3
Credit value:	5
GLH:	24
Relationship to NOS:	HSL15
Aim:	This unit covers the competence that hospitality supervisors require ensure wine is maintained and dispensed in the best possible condition.

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

Learning outcome	**The learner will:**
2. Understand the procedures for the storage and dispensing of wine	
Assessment criteria	
The learner can: 2.1 Describe legislation, industry codes and best practice relating to the sale of wine 2.2 Explain how to ensure that legal requirements relating to the wine cellar operation are met 2.3 Explain the requirements for storing and maintaining different types of wine in own area of responsibility 2.4 Describe the procedures that need to be in place to ensure	

- wine stock is stored correctly
- damage to labels and bottles is minimized

2.5 Explain why wine stocks need specific methods of care

2.6 Explain the impact that the care of wine stocks can have on

- customers
- employees
- profitability of the organisation

2.7 Explain the importance of maintaining security needs within the wine cellar

2.8 Explain the principles and procedures for the cleaning and disinfection of

- service areas
- equipment
- glassware

2.9 Explain the importance of contributing to the evaluation of procedures

2.10 Explain how to contribute to the evaluation of procedures in own organisation

Learning outcome	**The learner will:**
3. Understand how to supervise the storage and dispensing of wine	
Assessment criteria	

The learner can:

3.1 Explain how to identify damaged or sub-standard wine stock

3.2 Explain how to deal with damaged or sub-standard wine stock

3.3 Describe how to respond to faults with wines identified by customers

3.4 Identify the types of difficulties that are likely to arise in own area of responsibility

3.5 Describe how to prepare for difficulties in own area of responsibility

3.6 Explain how to ensure staff receive appropriate training to meet their responsibilities

3.7 Explain how to monitor staff involved in the storage and dispensing of wine

3.8 Identify the type of service equipment typically used in the sale of wine (including draft wine)

3.9 Explain how service equipment should be used

3.10 Identify glassware appropriate for serving different wines

3.11 Explain how to maintain the environmental conditions required in the wine store/cellar

3.12 Explain how to monitor and maintain stock rotation systems

3.13 Explain how to control cross contamination of physical, chemical, microbial and allergen contaminants that affect wine stocks

3.14 Identify the information relating to the wine cellar/wine store that needs to be recorded

3.15 Describe how information relating to the wine cellar/wine store needs to be recorded

Unit 416 Supervise vending service

UAN:	**L/502/9536**
Level:	Level 3
Credit value:	5
GLH:	34
Relationship to NOS:	HSL16
Aim:	This unit covers the competence that hospitality supervisors require to maintain a vending service. The 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.

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

Learning outcome	**The learner will:**
2. Understand the procedures that need to be followed when providing a vending service	
Assessment criteria	
The learner can: 2.1 Describe the legal requirements that govern vending operations 2.2 Describe own organisation's policies for providing a vending service 2.3 Identify the resources needed for the hygiene, maintenance and operation of the vending service	

2.4 Explain how to obtain the resources needed for the vending service
2.5 Describe the procedures used to monitor sales
2.6 Identify how frequently machines in own area of responsibility should be refilled
2.7 Describe the procedures that staff need to follow when

- cleaning machines containing cash
- filling machines containing cash
- emptying machines containing cash

2.8 Explain how to communicate procedures to staff
2.9 Describe the systems that are in place to ensure staff follow the correct procedures
2.10 Describe own organisation's policies for identifying faults, breaches of security and damage
2.11 Explain how products should be presented and displayed
2.12 Explain the importance of recording procedures
2.13 Describe the recording procedures that apply to the maintenance and operation of the vending service

Learning outcome	**The learner will:**
3. Understand how to supervise a vending service	
Assessment criteria	
The learner can: 3.1 Identify the range of products provided by own organisation 3.2 Identify the type of machines used by own organisation 3.3 Explain the importance of reporting fluctuations in sales 3.4 Identify who to report fluctuations in sales to 3.5 Explain how to deal with cash discrepancies 3.6 Explain how to contribute to the development of procedures for the vending service 3.7 Explain the importance of maintaining the temperature of products in own area of responsibility 3.8 Identify the temperatures that should be maintained for products in own area of responsibility 3.9 Identify vended products that may cause allergic reactions 3.10 Explain the measures that can be taken to prevent reactions to potent allergens 3.11 Describe how to monitor and review the vending service 3.12 Explain the importance of contingency plans 3.13 Explain how to manage problems that may affect the vending service 3.14 Explain the importance of liaising with customers and staff	

Unit 417 Supervise housekeeping operations

UAN:	**K/502/9561**
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	HSL17
Aim:	This unit covers the competence that hospitality supervisors require to maintain and improve 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.

Learning outcome	**The learner will:**
1. Be able to supervise housekeeping operations	
Assessment criteria	
The learner can: 1.1 Schedule housekeeping procedures at suitable intervals to ensure the standards of the housekeeping service are maintained 1.2 Allocate housekeeping duties to staff 1.3 Brief staff on housekeeping duties including: • procedures • work routines • standard of behaviour • how to communicate with customers and other members of staff 1.4 Ensure staff have the skills, knowledge and resources needed 1.5 Ensure staff follow the housekeeping procedures 1.6 Inform staff and customers about any changes that may affect the service 1.7 Manage any problems that may disrupt the housekeeping service 1.8 Collect feedback on the services from staff and customer 1.9 Monitor and review procedures to ensure the housekeeping service meets the needs of customers 1.10 Recommend ways of improving housekeeping operations following organisations requirements	

Learning outcome	The learner will:
2. Understand the requirements of housekeeping operations	
Assessment criteria	
The learner can: 2.1 Describe the health and safety standards that need to be followed with regards to the housekeeping service 2.2 Explain how legislation affects housekeeping procedures 2.3 Explain the impact that a breach of health and safety standards could have on: • customers • staff • the organisation 2.4 Describe the legal requirements in relation to storing information about customers, staff and their comments 2.5 Explain the importance of regularly reviewing the implications of legal requirements 2.6 Identify the organisation's standards for • personal presentation • customer care • behaviour of staff 2.7 Describe the procedures for obtaining and recording feedback from customers and staff 2.8 Explain how the organisation's policies can affect the development of procedures for the housekeeping service 2.9 Explain the importance of reviewing procedures 2.10 Explain how to review procedures	

Learning outcome	The learner will:
3. Understand how to supervise housekeeping operations	
Assessment criteria	
The learner can: 3.1 Explain the economic importance of an effective customer focused housekeeping service to the organisation and its staff members 3.2 Describe how different cleaning agents, materials and tools should be • used • stored 3.3 Describe how different surfaces and materials should be maintained 3.4 Describe the roles and responsibilities of individuals in the organisation and department relevant to the housekeeping service 3.5 Explain how the housekeeping service integrates with other departments 3.6 Identify the problems that may arise with the housekeeping service 3.7 Explain how to deal with problems with the housekeeping service 3.8 Explain the limits of own authority when dealing with problems 3.9 Explain how to allocate work to staff 3.10 Explain how to choose appropriate methods to brief staff including • verbal instructions	

- written instructions
- demonstrations
- diagrams

Learning outcome	The learner will:
4. Understand the importance of monitoring and reviewing housekeeping services	
Assessment criteria	
The learner can: 4.1 Explain how to monitor the use of housekeeping resources 4.2 Explain how to monitor responsibilities to ensure standards are maintained 4.3 Explain how to identify training needs to ensure that staff have the skills and knowledge needed 4.4 Explain how to motivate staff when giving them feedback 4.5 Describe the different ways of completing and storing computerised and paper-based records 4.6 Compare the advantages and disadvantages of computerised and paper-based records 4.7 Explain the importance of collecting feedback on the service from customers and staff 4.8 Explain the importance of confidentiality when collecting feedback on the housekeeping service 4.9 Explain how to alter work allocation in order to improve the service 4.10 Explain how to recommend ways of improving the housekeeping service	

Unit 418 Supervise linen services

UAN:	**M/502/9559**
Level:	Level 3
Credit value:	4
GLH:	29
Relationship to NOS:	HSL18
Aim:	This unit covers the competence that hospitality supervisors need to maintain and improve the linen service. 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.

Learning outcome	**The learner will:**
1. Be able to supervise linen services	
Assessment criteria	
The learner can: 1.1 Allocate and brief staff to linen duties including: • relevant procedures • work routines 1.2 Ensure staff have the skills, knowledge and resources needed 1.3 Encourage staff to ask questions when needed 1.4 Ensure the conduct and presentation of staff • Promotes goodwill and understanding with customers • Complies with the organisational policy • Complies with legal requirements 1.5 Inform staff and customers about any service changes that may affect them 1.6 Manage problems that disrupt the linen service 1.7 Collect feedback on the service from staff and customers 1.8 Monitor and review procedures to ensure the service meets the needs of customers and complies with relevant legislation and organisational policy 1.9 Recommend ways of improving the linen service following organisation's requirements 1.10 Complete the required records according to organisations procedures	

Learning outcome	The learner will:
2. Understand how to plan the linen service	
Assessment criteria	
The learner can: 2.1 Explain how to estimate the time and resources needed for the linen service 2.2 Identify who to approach to get approval for the use of additional resources 2.3 Explain how to write procedures and work instructions 2.4 Explain how to brief staff on procedures relevant to the running of the linen service 2.5 Explain the importance of contingency plans 2.6 Explain how to develop contingency plans	

Learning outcome	The learner will:
3. Understand the importance of supervising the linen service	
Assessment criteria	
The learner can: 3.1 Explain how the different roles and responsibilities of individuals within the organisation and department relate to the running of the linen service 3.2 Explain how the linen service integrates with other departments in the organisation 3.3 Explain the consequences of the linen service and other departments not working together 3.4 Describe the organisation's objectives and policies that are relevant to the running of the linen service	

Learning outcome	The learner will:
4. Understand how to supervise linen services	
Assessment criteria	
The learner can: 4.1 Explain how to implement the requirements of: • health and safety • employment legislation • equal opportunities legislation • other industry specific regulations and codes of practice 4.2 Describe the actions to take when legal requirements are not met 4.3 Explain how to monitor staff performance against the organisation's standards 4.4 Explain how to communicate effectively with others 4.5 Explain how to deal with problems that are likely to occur when running a linen service 4.6 Describe the limits of own authority when dealing with problems 4.7 Identify who to approach when a solution to a problem is beyond the limits of own authority 4.8 Compare the advantages and disadvantages of completing and	

storing computerised and paper-based records

4.9 Explain the importance of feedback from staff and customers

4.10 Describe how to collect and analyse feedback from staff and customers

4.11 Identify the types of recommendations that could be made to meet customer needs and improve efficiency

4.12 Identify who to present recommendations to

4.13 Explain how to support recommendations with appropriate evidence

Unit 419 Monitor and solve customer service problems

UAN:	**J/601/1515**
Level:	Level 3
Credit value:	6
GLH:	40
Relationship to NOS:	ICS C5
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to solve immediate customer service problems	
Assessment criteria	
The learner can: 1.1 respond positively to customer service problems following organisational guidelines 1.2 solve customer service problems when they have sufficient authority 1.3 work with others to solve customer service problems 1.4 keep customers informed of the actions being taken 1.5 check with customers that they are comfortable with the actions being taken 1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them 1.7 inform managers and colleagues of the steps taken to solve specific problems	

Learning outcome	**The learner will:**
2. Be able to identify repeated customer service problems and options for solving them	
Assessment criteria	
The learner can: 2.1 identify repeated customer service problems 2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option	

2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation

Learning outcome	**The learner will:**
3. Be able to take action to avoid the repetition of customer service problems	
Assessment criteria	
The learner can: 3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 action their agreed solution 3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 monitor the changes they have made and adjust them if appropriate	

Learning outcome	**The learner will:**
4. Understand how to monitor and solve customer service problems	
Assessment criteria	
The learner can: 4.1 describe organisational procedures and systems for dealing with customer service problems 4.2 describe the organisational procedures and systems for identifying repeated customer service problems 4.3 explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers 4.4 explain how to negotiate with and reassure customers while their problems are being solved	

Unit 420 Supervise portering and concierge operations

UAN:	**H/502/9560**
Level:	Level 3
Credit value:	4
GLH:	32
Relationship to NOS:	HSL20
Aim:	This unit covers the competence that hospitality supervisors need to supervise the portering and concierge service. It includes preparation, supervision and review of the service and the staff providing it.

Learning outcome	**The learner will:**
1. Be able to supervise portering and concierge operations	
Assessment criteria	
The learner can: 1.1 Allocate staff to portering and concierge duties 1.2 Ensure staff have the skills, knowledge and resources needed 1.3 Brief staff on their duties, relevant procedures and any variations relating to their work routines 1.4 Encourage staff to ask questions if there is information that they do not understand 1.5 Ensure staff conduct a presentation that • promotes good-will and understanding with customers • complies with organisational policy 1.6 Monitor and review procedures to ensure the service meets the needs of customers 1.7 Ensure the service complies with relevant legislation and organisational policy 1.8 Inform staff and customers about any changes to the service that may affect them 1.9 Manage problems that may disrupt the service 1.10 Complete records according to the organisation's procedures 1.11 Collect feedback on the service from staff and customers 1.12 Present feedback to the relevant people according to the organisation's requirements 1.13 Make recommendations to improve the service to the relevant person	

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

Learning outcome	The learner will:
3. Understand how to plan portering and concierge operations	
Assessment criteria	
The learner can: 3.1 Identify the information needed to run the portering and concierge service 3.2 Explain how to collect and check the information needed to run the portering and concierge service 3.3 Explain the importance of briefing staff on changes to work routines and about problems 3.4 Describe when and how to brief staff 3.5 Explain how to allocate work to members of staff to ensure standards of service are maintained	

Learning outcome	The learner will:
4. Understand how to supervise portering and concierge operations	
Assessment criteria	
The learner can: 4.1 Explain how the portering and concierge service integrates with other departments 4.2 Identify the problems that may arise with the portering and concierge service 4.3 Explain how to deal with problems with the portering and concierge service 4.4 Explain the importance of monitoring relationships with internal	

customers to ensure an efficient service is provided

4.5 Explain how to communicate with staff

4.6 Identify standards of conduct and personal presentation for staff

4.7 Describe how to ensure that standards of customer service are being maintained

4.8 Describe how to give feedback to team members

4.9 Explain how to monitor the allocation and use of resources

4.10 Explain the importance of providing people with accurate information

4.11 Describe the different ways of completing and storing computerised and paper-based records

4.12 Compare the advantages and disadvantages of computerised and paper-based records

4.13 Explain why feedback from customers and staff is essential in developing services

4.14 Explain how recommendations for improvement should be developed and presented

4.15 Suggest how the organisation can meet new customer needs and expectations

Unit 421 Supervise reception services

UAN:	**A/502/9533**
Level:	Level 3
Credit value:	5
GLH:	30
Relationship to NOS:	HSL21
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to supervise reception services	
Assessment criteria	
The learner can: 1.1 Ensure the reception service complies with relevant legislation and organisational policy 1.2 Allocate and brief staff to reception duties including: • personal presentation • standard of behaviour • relevant procedures • work routines 1.3 Ensure staff have the skills, knowledge and resources needed 1.4 Encourage staff to ask questions 1.5 Ensure staff follow the reception procedures 1.6 Ensure staff maintain the appearance of the reception area according to organisational requirements 1.7 Ensure staff communicate with customers in a manner that promotes goodwill and understanding 1.8 Inform staff and customers about any service changes that may affect them 1.9 Manage problems that disrupt the reception service 1.10 Collect feedback on the service from staff and customers 1.11 Monitor and review procedures to ensure the service meets the needs of customers 1.12 Recommend ways of improving the reception service following organisation's requirements 1.13 Report on performance and procedures as required 1.14 Complete the required records	

Learning outcome	The learner will:
2. Understand policies and procedures relating to supervising reception services	
Assessment criteria	
The learner can: 2.1 Explain how to implement the requirements of: • health and safety • employment legislation • equal opportunities legislation • other industry specific regulations and codes of practice 2.2 Identify organisational standards for the reception area including: • personal presentation of staff • behaviour of staff 2.3 Explain how to ensure the performance of staff meets organisational standards 2.4 Describe how procedures and work instructions should be written 2.5 Identify the relevant channels of communication for establishing and updating procedures 2.6 Describe the organisation's discount policy 2.7 Explain how promotional offers should be handled	

Learning outcome	The learner will:
3. Understand how to supervise reception services	
Assessment criteria	
The learner can: 3.1 Explain how the reception service integrates with other departments in the organisation 3.2 Explain how the different roles and responsibilities of individuals within organisation and department affect reception service 3.3 Explain the consequences of the reception service and other departments not working cooperatively 3.4 Identify the department's service targets and standards 3.5 Explain how to estimate the resources required for reception activities 3.6 Explain how to develop a contingency plan 3.7 Identify who in the organisation needs to approve the use of additional resources 3.8 Describe how to build effective teams 3.9 Describe ways staff can be encouraged to make decisions for themselves within limits of their authority 3.10 Describe the limits of own authority when solving problems 3.11 Explain how to communicate with customers and suppliers 3.12 Identify customer needs and expectations 3.13 Summarise the services that are available to customers 3.14 Explain how to obtain information on guests including guest history where available 3.15 Describe how customer complaints should be handled	

Unit 422 Supervise reservations and booking services

UAN:	**Y/502/9538**
Level:	Level 3
Credit value:	5
GLH:	30
Relationship to NOS:	HSL22
Aim:	This unit covers the competence that hospitality supervisors require to supervise the reservations and bookings service. It includes preparation, supervision and review of the service and the staff providing it.

Learning outcome	**The learner will:**
1. Be able to supervise reservations and booking services	
Assessment criteria	
The learner can: 1.1 Ensure the reservation and booking service complies with relevant legislation and organisational policy 1.2 Brief staff on reservation and booking duties including: • personal presentation • standard of behaviour • procedures • work routines 1.3 Ensure staff have the skills, knowledge and resources needed 1.4 Encourage staff to ask questions when needed 1.5 Ensure staff follow the reservation and booking procedures 1.6 Ensure staff communicate with customers in a manner that promotes goodwill and understanding 1.7 Inform staff and customers about any changes that may affect the service 1.8 Manage problems that may disrupt the reservation and booking service 1.9 Collect feedback on the service from staff and customers 1.10 Monitor and review procedures to ensure the service meets the needs of customers 1.11 Recommend ways of improving the reservation and booking service following organisations requirements 1.12 Report on performance and procedures as required 1.13 Complete the required records	

Learning outcome	The learner will:
2. Understand the organisations standards and policies for reservations and booking services	
Assessment criteria	
The learner can: 2.1 Explain how to monitor staff performance against the organisation's standards 2.2 Explain what to do if staff performance does not meet these standards 2.3 Describe the organisation's discount policy 2.4 Describe how promotional offers should be handled 2.5 Explain the organisation's overbooking policy 2.6 Explain the organisation's policy for out-booking guests when full 2.7 Explain how to develop reservation and booking procedures to meet requirements	

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

Learning outcome	The learner will:
4. Understand how to supervise reservations and bookings services	
Assessment criteria	
The learner can: 4.1 Explain how the different roles and responsibilities of individuals in the organisation and department affect the reservation and booking service 4.2 Explain how to estimate the time and resources required for reservation and booking activities 4.3 Explain how to develop a contingency plan 4.4 Identify who in the organisation needs to approve the use of additional resources 4.5 Describe the limits of own authority when solving problems 4.6 Describe how to communicate with customers 4.7 Explain how to assess customers' needs	

4.8 Summarise the products and services that are available to customers

4.9 Identify the guest facilities that are available in the organisation where the booking is being made

4.10 Identify the information needed to maintain the reservation and booking service

4.11 Explain how to collect required information on the reservation and booking service

4.12 Describe the different ways of completing and storing computerised and paper-based records

4.13 Compare the advantages and disadvantages of computerised and paper-based records

4.14 Explain the importance of staff and customer feedback

4.15 Explain how to collect and analyse feedback

4.16 Explain how to give feedback to staff

4.17 Explain how to present recommendations to improve the reservations and booking service

4.18 Explain how to review and update:

- plans
- targets
- objectives
- activities
- work performance

Unit 423 Improve the customer relationship

UAN:	**H/601/1232**
Level:	Level 3
Credit value:	7
GLH:	47
Relationship to NOS:	ICS B11
Aim:	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

Learning outcome	**The learner will:**
1. Be able to improve communication with their customers	
Assessment criteria	
The learner can: 1.1 select and use the best method of communication to meet their customers' expectations 1.2 take the initiative to contact their customers to update them when things are not going to plan or when they require further information 1.3 adapt their communication to respond to individual customers' feelings	

Learning outcome	**The learner will:**
2. Be able to balance the needs of their customer and their organisation	
Assessment criteria	
The learner can: 2.1 meet their customers' expectations within their organisation's service offer 2.2 explain the reasons to their customers sensitively and positively when customer expectations cannot be met 2.3 identify alternative solutions for their customers either within or outside the organisation 2.4 identify the costs and benefits of these solutions to their organisation and to their customers 2.5 negotiate and agree solutions with their customers which satisfy	

them and are acceptable to their organisation 2.6 take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation

Learning outcome	**The learner will:**
3. Be able to exceed customer expectations to develop the relationship	
Assessment criteria	
The learner can: 3.1 make extra efforts to improve their relationship with their customers 3.2 recognise opportunities to exceed their customers' expectations 3.3 take action to exceed their customers' expectations within the limits of their own authority 3.4 gain the help and support of others to exceed their customers' expectations	

Learning outcome	**The learner will:**
4. understand how to improve the customer relationship	
Assessment criteria	
The learner can: 4.1 describe how to make best use of the method of communication chosen for dealing with their customers 4.2 explain how to negotiate effectively with their customers 4.3 explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make 4.4 explain the importance of customer loyalty and/or improved internal customer relationships to their organisation	

Unit 424 Support learning and development within own area of responsibility

UAN:	**M/600/9676**
Level:	Level 4
Credit value:	5
GLH:	25
Relationship to NOS:	M&L D7
Aim:	This unit will enable candidates to demonstrate their understanding of the goals and aspirations of own area of responsibility and the organisation and how they are related. The candidate will be able to use this information to identify development needs within their own team and prioritise them in line with organisational and area needs. It will also develop the candidate's ability to work with team members to identify relevant development opportunities and to monitor and review the plan in line with organisational and area needs.

Learning outcome	**The learner will:**
1. Be able to identify the learning needs of colleagues in own area of responsibility.	
Assessment criteria	
The learner can: 1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills. 1.2 Prioritise learning needs of colleagues. 1.3 Produce personal development plans for colleagues in own area of responsibility.	

Learning outcome	**The learner will:**
2. Understand how to develop a learning environment in own area of responsibility.	
Assessment criteria	
The learner can: 2.1 Explain the benefits of continual learning and development. 2.2 Explain how learning opportunities can be provided for own area of responsibility.	

Learning outcome	The learner will:
3. Be able to support colleagues in learning and its application.	
Assessment criteria	
The learner can: 3.1 Identify information, advice and guidance to support learning. 3.2 Communicate to colleagues to take responsibility for their own learning. 3.3 Explain to colleagues how to gain access to learning resources. 3.4 Support colleagues to practise and reflect on what they have learned.	

Learning outcome	The learner will:
4. Be able to evaluate learning outcomes and future learning and development of colleagues.	
Assessment criteria	
The learner can: 4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes. 4.2 Support colleagues when updating their personal development plan.	

Unit 425 Supervise the use of technological equipment in hospitality services

UAN:	**F/502/9534**
Level:	Level 3
Credit value:	4
GLH:	33
Relationship to NOS:	HSL25
Aim:	This unit covers the competence that hospitality supervisors need to support the use of technology in their area of responsibility.

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

Learning outcome	**The learner will:**
2. Understand the requirements that need to be met when using technological equipment in hospitality services	
Assessment criteria	
The learner can: 2.1 Describe the health and safety requirements and precautions in relation to the use of technology in own area of responsibility 2.2 Describe the operational procedures that staff in own area of	

responsibility should follow when using technology 2.3 Describe maintenance procedures for the technology in own area of responsibility 2.4 Describe organisational procedures and contingency arrangements in the event of the failure of the technology in own area of responsibility

Learning outcome	**The learner will:**
3. Understand how to supervise the use of technological equipment in hospitality services	
Assessment criteria	
The learner can: 3.1 List existing technology that support activities in own field of work 3.2 Compare the possible benefits and disadvantages of introducing new technologies in organisations 3.3 Explain how to overcome or minimise the disadvantages of introducing new technologies 3.4 Identify sources of information and best practice in relation to various types of technology used in the industry 3.5 Explain how to ensure that self and staff are competent in the operation of the technology 3.6 Explain how to identify and address training needs in connection with the use of technologies 3.7 Explain how to empower staff members to deal with technological problems that are within their control and expertise 3.8 Explain how to manage change during the introduction of new technology 3.9 Explain how to monitor the use of equipment 3.10 Explain how to minimise negative effects on the environment when using new technology 3.11 Explain how to deal with a range of problems that might occur with the technology in own area of responsibility 3.12 Explain how to deal with customers when equipment failure causes disruption 3.13 Describe the systems used to record information on the maintenance of technology in own area of responsibility 3.14 Explain the importance of maintaining accurate records	

Unit 426 Supervise practices for handling payments

UAN:	**D/502/9539**
Level:	Level 3
Credit value:	4
GLH:	18
Relationship to NOS:	HSL26
Aim:	This unit covers the competence that supervisors/team leaders require to supervise staff handling customer payments.

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

Learning outcome	**The learner will:**
2. Understand how payments should be handled	
Assessment criteria	
The learner can: 2.1 Describe the different roles and responsibilities of individuals in own area of responsibility in relation to handling payments and collecting takings 2.2 Explain limits of own authority when controlling payments 2.3 Identify the methods of payment that are	

- accepted in the organisation
- used in the hospitality industry

2.4 Identify the organisational guidelines and procedures that should to be followed when
- handling payments
- processing payments
- processing payment information
- collecting takings

2.5 Describe how to present information relating to payment procedures to staff

2.6 Describe the confirmation systems that should be used when authorising payments

2.7 Identify the electronic point of sale systems (EPOS) used within own area of responsibility

2.8 Explain how to identify and deal with discrepancies

2.9 Explain how to complete documentation that is needed

Learning outcome	**The learner will:**
3. Understand how to supervise practices for handling payments	
Assessment criteria	
The learner can: 3.1 Explain how to estimate the till items needed for handling payments 3.2 Identify who to gain approval from when additional till items are required 3.3 Describe how to control the issue and use of till items 3.4 Explain how to operate the payment points and equipment used in own organisation 3.5 Explain how to obtain till readings 3.6 Identify the types of problems that may occur when controlling payment practices 3.7 Explain how to deal with payment practice problems 3.8 Explain how to monitor staff performance against organisational standards 3.9 Describe what action to take when staff performance falls below standards 3.10 Explain how to deal with suspected dishonesty in the organisation 3.11 Explain how to deal with fraudulent payments 3.12 Describe how to record information about payments 3.13 Identify who information on payment handling should be passed on to 3.14 Explain how to plan and implement the organisations security procedures to protect staff and takings 3.15 Identify who to gain security advice from 3.16 Explain how to deal with emergency situations including robbery and threats to safety	

Unit 427 Contribute to the development of a wine list

UAN:	**K/502/9530**
Level:	Level 4
Credit value:	5
GLH:	24
Relationship to NOS:	HSL27.
Aim:	This unit is about helping to develop new wine lists. It covers the research, analysis and introduction of wines to develop or complement a wines list.

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

Learning outcome	**The learner will:**
2. Understand how to plan the development of a wine list	
Assessment criteria	
The learner can: 2.1 Identify the organisational procedures that apply to the development of a wine list 2.2 Explain how to evaluate information that will help to plan and update the wine list 2.3 Describe the types of wine direct competitors of own organisation	

are offering and how this can inform the development of own wine list

2.4 Explain the types of customers the wine list is aimed at

2.5 Identify the budget available for the wine list

2.6 Identify the wines that are available from own suppliers

2.7 Identify alternative wine suppliers that could be approached

2.8 Identify who should be consulted when developing a wine list

2.9 Explain how feedback can be used to evaluate the impact of new wines

Learning outcome	**The learner will:**
3. Understand how to contribute to the development of a wine list	
Assessment criteria	

The learner can:

3.1 Describe legal requirements relevant to:

- weights and measures
- trades descriptions
- licensing legislation

3.2 Explain how to implement legal requirements for

- weights and measures
- trades descriptions
- licensing legislation

3.3 Explain the different roles and responsibilities of individuals within own organisation in relation to developing a wine list

3.4 Explain how to communicate with

- own team
- customers
- management
- suppliers

3.5 Describe the current and future trends in wine style and wine consumption

3.6 Explain how to adjust the wine list according to market research

3.7 Describe the characteristics of wines from different regions

3.8 Identify the alcohol content of the different wines on the wine list

3.9 Compare the compatibility of different wines with the organisation's menu

3.10 Explain how wine should be priced to achieve an appropriate profit margin

3.11 Explain how to present information to management in a format that will help decision making

3.12 Explain how to promote customer awareness of new wines and wine lists

3.13 Explain how to present the results of evaluating the wine list to management

Unit 428 Manage the environmental impact of work activities

UAN:	**M/600/9712**
Level:	Level 4
Credit value:	5
GLH:	10
Relationship to NOS:	M&L E9
Aim:	This unit covers the competence that hospitality supervisors need to manage the environmental impact of work activities in their area of responsibility

Learning outcome	**The learner will:**
1. Understand the legal requirements and environmental policies that impact on own area of responsibility.	
Assessment criteria	
The learner can: 1.1 Explain the legal requirements that impact on own area of responsibility. 1.2 Explain the environmental policies that impact on own area of responsibility.	

Learning outcome	**The learner will:**
2. Understand how to assess the impact of work activities on the environment and how this can be minimised.	
Assessment criteria	
The learner can: 2.1 Explain what specialist advice is available to manage the environmental impact of work activities. 2.2 Explain how to assess the impact of work activities and resources on the environment. 2.3 Explain how to minimise the environmental impact of work activities.	

Learning outcome	**The learner will:**
3. Be able to assess and report on the environmental impact of work activities in own area of responsibility.	
Assessment criteria	
The learner can: 3.1 Assess the environmental impact of work activities and resource use. 3.2 Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement.	

Learning outcome	The learner will:
4. Be able to organise work activities and resource use to minimise environmental impact.	
Assessment criteria	
The learner can: 4.1 Adapt the use of resources in own area of responsibility to reduce environmental impact. 4.2 Organise activities in own area of responsibility to reduce environmental impact.	

Learning outcome	The learner will:
5. Be able to promote ongoing improvement in environmental performance.	
Assessment criteria	
The learner can: 5.1 Establish means by which individuals can identify and report opportunities for improving environmental performance. 5.2 Communicate environmental benefits resulting from changes to work activities.	

Unit 429 Contribute to the selection of staff for activities

UAN:	**T/502/9529**
Level:	Level 3
Credit value:	5
GLH:	22
Relationship to NOS:	HSL29
Aim:	This unit covers the competence that hospitality supervisors need to identify personnel needs for their team and assist in the selection of appropriate personnel.

Learning outcome	**The learner will:**
1. Be able to contribute to the selection of staff for activities	
Assessment criteria	
The learner can: 1.1 Identify staffing requirements taking account of work objectives and constraints 1.2 Ensure that identified staffing requirements are based on valid and reliable information 1.3 Present staffing requirements to the relevant people following organisational procedures 1.4 Follow organisational procedures when assessing and selecting staff 1.5 Ensure the selection of staff is based on an objective assessment of the information available against agreed selection criteria 1.6 Ensure records of own contribution to the selection process meet organisational requirements	

Learning outcome	**The learner will:**
2. Understand how to contribute to the selection of staff for activities	
Assessment criteria	
The learner can: 2.1 Describe the legal organisational requirements for identifying personnel needs 2.2 Explain how to interpret the work objectives and constraints which are relevant to identifying own personnel needs 2.3 Explain how to make a case for additional staffing requirements 2.4 Describe the legal requirements that need to be followed when selecting staff 2.5 Identify the organisational and industry requirements for the selection of personnel 2.6 Explain how to collect the information necessary to contribute to	

identifying staffing requirements

2.7 Explain how to check the validity of information for staffing requirements

2.8 Explain the type of work objectives and constraints that may influence personnel considerations

2.9 Explain how to present suggestions for selection procedures

2.10 Describe the range of methods which may be used for the assessment and selection of staff

2.11 Compare the advantages and disadvantages of different selection methods for own team

2.12 Outline how own contribution that can be made to the assessment and selection of staff

2.13 Explain how to make fair and objective assessments against criteria during the selection process

2.14 Explain the importance of confidentiality during selection processes

2.15 Outline the type of information that may be shared with specific staff

2.16 Explain the importance of keeping accurate records of own contributions to the selection process

Unit 430 Ensure food safety practices are followed in the preparation and serving of food and drink

UAN:	**H/502/9591**
Level:	Level 3
Credit value:	5
GLH:	35
Relationship to NOS:	HSL30
Aim:	This unit covers the competence that hospitality supervisors need to maintain food safety during the preparation and serving of food.

Learning outcome	**The learner will:**
1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink	
Assessment criteria	
The learner can: 1.1 Ensure relevant information about food safety procedures is available 1.2 Explain own responsibilities in relation to food safety procedures 1.3 Ensure that good hygiene practices are in place 1.4 Implement food safety procedures within the limits of own responsibility 1.5 Monitor own area of responsibility for food safety hazards 1.6 Identify potential food safety hazards in own area of responsibility 1.7 Report any potential food safety hazards for review 1.8 Identify control measures appropriate to food safety hazards 1.9 Evaluate food safety procedures 1.10 Feedback to the relevant person the effectiveness of the organisations' food safety procedures	

Learning outcome	**The learner will:**
2. Understand the importance of ensuring food safety practices are followed in the preparation and serving of food and drink	
Assessment criteria	
The learner can: 2.1 Explain the importance of food safety procedures 2.2 Outline the food safety legislation requirements affecting own area of responsibility 2.3 Explain the importance of good hygiene practices	

2.4 Outline the hygiene practices relevant to own work
2.5 Explain the importance of being aware of potential food safety hazards in own area of responsibility
2.6 Outline the principal causes of food safety hazards
2.7 Explain the importance of effective pest control measures
2.8 Explain the importance of using effective methods for cleaning equipment and surfaces
2.9 Explain the importance of disposing of waste hygienically and effectively
2.10 Explain the importance of food temperature control
2.11 Explain the consequences of cross-contamination
2.12 Explain the importance of providing feedback on food safety procedures

Learning outcome	**The learner will:**
3. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	
Assessment criteria	

The learner can:

3.1 Explain the principles of good workplace design
3.2 Explain how to implement the organisation's food safety procedures in own area of responsibility
3.3 Describe the different types of food safety hazards including:

- microbiological
- physical
- chemical
- allergenic

3.4 Describe the conditions that affect microbial growth
3.5 Explain how to identify food safety hazards
3.6 Explain how to control significant food safety hazards
3.7 Identify the correct methods to control waste
3.8 Describe the operational requirements in relation to personal hygiene practices that staff should follow
3.9 Identify effective methods for cleaning equipment and surfaces
3.10 Identify the temperature levels and controls for the types of food in own area of responsibility
3.11 Explain how to eliminate cross contamination
3.12 Explain how to confirm responsibilities for food safety procedures to staff
3.13 Explain how to ensure that staff receive training to meet their food safety responsibilities
3.14 Identify the types of failures that may occur with control measures
3.15 Identify the corrective actions to take for failures with control measures
3.16 Identify the types of issues that should be communicated to the person responsible for the food safety procedures

Unit 431* Lead and manage meetings

This unit has been replaced by unit 531. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 531.

UAN:	**Y/600/9686**
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	M&L D11
Aim:	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.

Learning outcome	**The learner will:**
1. Be able to prepare to lead a meeting.	
Assessment criteria	
The learner can: 1.1 Perform activities needed to be carried out in preparation for leading a meeting. 1.2 Produce documentation in support of activities.	

Learning outcome	**The learner will:**
2. Be able to manage meeting procedures.	
Assessment criteria	
The learner can: 2.1 Identify any formal procedures that apply in own organisation.	

Learning outcome	**The learner will:**
3. Be able to chair a meeting.	
Assessment criteria	
The learner can: 3.1 Manage the agenda in co-operation with participants to ensure meeting objectives are met 3.2 Produce minutes of the meeting and allocate action points after discussions.	

Learning outcome	The learner will:
4. Be able to undertake post-meeting tasks.	
Assessment criteria	
The learner can: 4.1 Explain that the minutes of the meeting provide an accurate record of proceedings. 4.2 Communicate and follow up meeting outcomes to relevant individuals. 4.3 Evaluate whether the meeting's objectives were met and identify potential improvements.	

Unit 432 Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

UAN:	**T/601/7214**
Level:	Level 2
Credit value:	2
GLH:	16
Relationship to NOS:	PERR/10
Aim:	This unit is about ensuring that learners achieve the national occupational standard to understand employment rights and responsibilities within the hospitality, leisure, travel and tourism sector.

Learning outcome	**The learner will:**
1. Know employer and employee rights and responsibilities and own organisational procedures	
Assessment criteria	
The learner can: 1.1 State employee and employer rights and responsibilities under employment law including Disability Discrimination Act, Health and Safety and other relevant legislation 1.2 State importance of having employment rights and responsibilities 1.3 Describe organisational procedures for Health and Safety, including documentation 1.4 Describe organisational procedures for equality and diversity including documentation 1.5 Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support	

Learning outcome	The learner will:
2. Know factors that affect own organisation and occupation	
Assessment criteria	
The learner can: 2.1 Describe the role played by own occupation within the organisation and industry 2.2 Describe career pathways available to them 2.3 State types of representative body related to the hospitality industry, their main roles and responsibilities and their relevance to the industry 2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry	

Unit 531** Lead and manage meetings

This unit has replaced unit 431. Learners registered before 1st July 2017 should use unit 431. Learners registered after 1st July 2017 should use this unit.

UAN:	**D/615/8553**
Level:	Level 3
Credit value:	4
GLH:	20
Aim:	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.

Learning outcome	**The learner will:**
1. Prepare to lead and manage a meeting.	
Assessment criteria	
The learner can: 1.1 Carry out all activities needed when preparing for leading a meeting. 1.2 Produce documentation in support of activities. 1.3 Follow any formal procedures that apply in own organisation.	

Learning outcome	**The learner will:**
2. Chair a meeting.	
Assessment criteria	
The learner can: 2.1 Manage the agenda to ensure meeting objectives are met. 2.2 Allocate action points after discussions.	

Learning outcome	**The learner will:**
3. Undertake post-meeting tasks.	
Assessment criteria	
The learner can: 3.1 Produce minutes of the meeting which provide an accurate record of proceedings 3.2 Communicate and follow up meeting outcomes. 3.3 Evaluate whether the meeting's objectives were met and identify potential improvements.	

Appendix 1 Evidence requirements and assessment guidance

Introduction

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

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

The nature of the qualification and source of evidence

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

Contingencies

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

Holistic assessment

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

Assessment methods in general

The assessment methods for this qualification are very similar to those used for NQF NVQs. The units are split into what the candidate should be able to do and requires Performance Evidence; and 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 learning outcomes requiring performance evidence, a combination of assessment methods may be appropriate.

These different methods are discussed below.

Performance evidence

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

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

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

Performance evidence assessment methods

Assessment method: observation

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

Assessment method: products of work

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

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

Assessors must ensure that products of work are **authentic**, ie the assessor must satisfy themselves that the evidence is genuinely the 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, eg from a customer, supplier or colleague that provides evidence towards a candidate's assessment or
- Expert witness testimony that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

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

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

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

Assessment method: candidate statement/report

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

Assessment method: professional discussion

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

Evidence of knowledge and understanding assessment methods

Evidence of knowledge and understanding applies to those learning outcomes (and the associated assessment criteria) that describe what the

candidate understands. These learning outcomes all begin with 'understand'. Examples of these types of learning outcomes are:

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

Assessment method: questioning

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

Assessment method: other recorded evidence of knowledge and understanding

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

Assessment method: professional discussion

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

Assessment method: inferring knowledge and understanding from performance

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

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

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

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

- '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.

Unit 401 Set objectives and provide support for team members

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com**

Unit 402 Develop working relationships with colleagues

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com**

Unit 403 Contribute to the control of resources

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when managing the resources under their control. Resources should include: equipment, supplies and people. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

	understanding	Cross reference to Outcome 1
Understand how to contribute to the control of resources	Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding	Records of oral questioning Question/answer sheets Project Reflective account Cross reference to Outcome 1

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

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

Unit 404 Maintain the health, hygiene, safety and security of the working environment

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when maintaining health, hygiene, safety and security in their area of responsibility. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	**Example assessment methods**	**Examples of Evidence**
Be able to maintain the health, hygiene, safety and security of the working environment	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Information held by the candidate on health, hygiene, safety and security Team briefing notes Notes of meetings with line manager Risk assessments Emails and other correspondence Displayed notices and posters covering health, hygiene, safety and security

		Witness statements Records of professional discussion
Understand the importance of maintaining the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to maintain the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

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

Unit 405 Lead a team to improve customer service

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com**

Unit 407 Supervise food production operations

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

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

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

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

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

Unit 408 Supervise functions

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising functions. There must be sufficient evidence for the assessor to judge that the candidate can

achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

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

Unit 410 Supervise food service

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

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

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

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

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

Unit 411 Supervise drinks services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising drinks services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

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

Unit 417 Supervise housekeeping Operations

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising housekeeping services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

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

disrupt the housekeeping service	Written questions Professional discussion	Question/answer sheets Records of professional discussion

Unit 420 Supervise portering and concierge services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising portering and concierge services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to 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
Understand the requirements of portering and concierge operations	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to plan 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 outcome 1
Understand how to 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 outcome 1

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

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

Unit 422 Supervise reservations and bookings services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising reservations and bookings services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to 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
Understand the organisations standards and policies for reservations and booking services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to supervise reservations and bookings services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how	Oral questions	Records of oral questioning

to supervise reservations and bookings Services	Written questions Project Reflective account Professional discussion	Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

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

Unit 406 Contribute to promoting hospitality services and products

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when helping to promote services and products. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

of hospitality goods and services	Project Reflective account Professional discussion	Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to 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 outcome 1

Unit 409 Contribute to the development of recipes and menus

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when helping to develop recipes and menus. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to contribute to the development of recipes and menus	Observation 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
Understand how to plan the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to contribute to the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

Unit 412 Supervise off-site food delivery services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising off-site food delivery services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

Contingencies	Alternative assessment methods	Examples of evidence
1.6 deal with problems which arise in order to minimise disruption to the service	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

1.6 Implement contingency plans when food items and delivery times fail to reach required standards	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7 Communicate with customers to investigate or update on problems that occur with food orders	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 413 Supervise cellar and drink storage operations

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising cellar and drink storage operations. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

Contingencies	Alternative assessment methods	Examples of evidence
1.4 Ensure problems relating to cellar and drink storage are addressed	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.5 Implement contingency plans to minimise any risks resulting from problems	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 414 Manage the receipt, storage or dispatch of goods

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when managing the receipt, storage or dispatch of goods. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to 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
Understand how to 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 outcome 1

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

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

Unit 415 Supervise the wine store/cellar and dispense counter

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising the wine store/cellar and dispense counter. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

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

Unit 416 Supervise vending services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising vending services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

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

Unit 418 Supervise linen services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising linen services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of Evidence
Be able to supervise linen services	Observation Products of work Witness testimony Professional discussion Candidate statement	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
Understand how to plan the linen service	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand the importance of	Oral questions Written questions	Records of oral questioning Question/answer sheets

supervising the linen service	Project Reflective account Professional discussion	Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to supervise linen services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

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

Unit 419 Monitor and solve customer service problems

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available o**n www.cfa.uk.com.**

Unit 421 Supervise Reception Services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising reception services. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to supervise reception services	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence

		Food safety records Correspondence Team briefing notes Witness statements Records of professional discussion
Understand policies and procedures relating to supervising reception services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to supervise reception services	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

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

Unit 423 Improve the customer relationship

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com.**

Unit 424 Support learning and development within own area of responsibility

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com**

Unit 425 Supervise the use of technological equipment in hospitality services

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supporting the use of technological equipment. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

Contingencies	Alternative assessment methods	Examples of evidence
1.3 Deal with problems promptly and effectively within the limits of own authority	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

1.4 Seek help and guidance from the relevant people if unable to deal with problems	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 426 Supervise practices for handling payments

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when supervising practices for payments. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

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

Contingencies	Alternative assessment methods	Examples of evidence
1.5 Deal effectively with any problems which occur at payment points	Simulation Oral questions Written questions	Observation sheet Video Question/answer sheets

	Professional discussion	Records of professional discussion
1.8 Deal with discrepancies between takings following organisations procedures and legal requirements	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 427 Contribute to the development of a wine list

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when contributing to wine list development. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

Unit 428 Manage the environmental impact of work activities

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com.**

Unit 429 Contribute to the selection of staff for activities

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when contributing to staff selection. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

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

Unit 430 Ensure food safety hygiene practice is followed in the preparation and serving of food and drink

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when ensuring food safety hygiene practice. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Be able to ensure food safety hygiene practices are followed in the preparation and serving of food	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
Understand the importance of ensuring food safety practices are followed in the preparation and serving of food and drink	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1
Understand how to ensure food safety practices are followed in the preparation and serving of food	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 outcome 1

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

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

Unit 431 Lead and manage meetings

This is an imported unit from CfA. Please refer to the Assessment Strategy and Evidence Requirements available on **www.cfa.uk.com.**

Appendix 2 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales (from September 2010).

Appendix 3 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 Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

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**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA assessments.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- **centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes**
- **candidates may copy the material only for their own use when working towards a City & Guilds qualification**

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © City & Guilds Limited. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds Limited, a company registered in England and Wales (company number 16513878).

City & Guilds
5-6 Giltspur Street
London EC1A 9DE
www.cityandguilds.com