

# Level 2 NVQ Diploma in Gambling Operations 5874-02

Qualification handbook for centres  
501/0897/9

[www.cityandguilds.com](http://www.cityandguilds.com)  
September 2017  
Version 1.2

Betting  
Bingo  
Casino  
Gaming Machines



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# Level 2 NVQ Diploma in Gambling Operations 5874-02

## Qualification handbook for centres



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September 2017  
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Version and date	Change detail	Section
1.2 September 2017	GLH and TQT added	Structure

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>Qualification accreditation number</b>
			5874-02
<b>Level 2 NVQ Diploma in Gambling Operations</b>	183	370	501/0897/9
<b>Last registration date</b>			<b>Registration and certification</b> Consult the Walled Garden/Online Catalogue for last dates
<b>Last certification date</b>			



## 1.1 Qualification structure

To achieve the Level 2 NVQ Diploma in Gambling Operations (5874-02), learners must achieve 13 credits from the mandatory units and a minimum of 24 credits from the optional units available for each pathway. This Diploma has four pathways – Betting, Bingo, Casino and Gaming Machines.

City & Guilds unit number	Unit title	Credit value
<b>Group A – Mandatory units for all pathways. 13 credits must be achieved from this group for all pathways.</b>		
201	Support the protection of children and vulnerable people from gambling related harm	4
202	Give customers a positive impression of yourself and your organisation	5
301	Ensure responsibility for actions to reduce risks to health and safety	4

### Betting Pathway

**A minimum of 2 credits from Betting Group B and a minimum of 2 credits from Betting Group C. The remaining 20 credits can come from Betting Group B, C or D.**

City & Guilds unit number	Unit title	Credit value
<b>Betting Group B – A minimum of 2 credits must be achieved from this group</b>		
203	Settle bets	3
204	Facilitate play of gaming machines	3
205	Monitor security in a licensed gambling venue	3
206	Control, process and account for betting transactions	4
<b>Betting Group C - A minimum of 2 credits must be achieved from this group</b>		
<b>*Barred combination: Units 207 &amp; 208 cannot be taken together</b>		
101	IT communication fundamentals	2
207	Collect and record gaming machine takings*	2
208	Reconcile gaming machine takings and recorded information*	2
<b>Betting Group D</b>		
<b>*Barred combination – Units 201 &amp; 211 cannot be taken together</b>		
102	Recognise and deal with customer queries, requests and problems	5
209	Prepare and serve dispensed and instant hot drinks	3
210	Maintain food safety when storing, preparing and cooking food*	4
211	Maintain food safety when storing, holding and serving food*	4
212	Provide change for customers in a licensed gambling venue	2
213	Provide reception services in a licensed gambling venue	3
214	Receive and store goods and materials in a licensed gambling venue	2
215	Receive and set up gaming machines	2
302	Work effectively in a licensed gambling venue	6
303	Work with others to improve customer service	8

## Bingo Pathway

A minimum of 5 credits from Bingo Group B and a minimum of 2 credits from Bingo Group C. The remaining 17 credits can come from Bingo Group B, C or D.

City & Guilds unit number	Unit title	Credit value
<b>Bingo Group B – A minimum of 5 credits must be achieved from this group</b>		
205	Monitor security in a licensed gambling venue	3
212	Provide change for customers in a licensed gambling venue	2
216	Check claims and deliver prizes for bingo customers	3
<b>Bingo Group C – A minimum of 2 credits must be achieved from this group</b>		
<b>*Barred combination – Units 207 &amp; 208 cannot be taken together</b>		
101	IT communication fundamentals	2
204	Facilitate play of gaming machines	3
207	Collect and record gaming machine takings*	2
208	Reconcile gaming machine takings and recorded information*	2
213	Provide reception services in a licensed gambling venue	3
217	Calculate and issue prizes for main stage bingo games	4
218	Call and validate main stage bingo games	3
219	Install and set up gaming machines	5
221	Reconcile takings for bingo books and tickets	2
222	Operate a payment point for ancillary bingo games	3
223	Call and validate ancillary bingo games	3
224	Sell bingo books and tickets	3
<b>Bingo Group D</b>		
<b>*Barred combination – Units 210 &amp; 211 cannot be taken together</b>		
102	Recognise and deal with customer queries, requests and problems	5
209	Prepare and serve dispensed and instant hot drinks	3
210	Maintain food safety when storing, preparing and cooking food*	4
211	Maintain food safety when storing, holding and serving food*	4
214	Receive and store goods and materials in a licensed gambling venue	2
215	Receive and set up gaming machines	2
225	Prepare and clear the bar area	4
226	Serve alcoholic and soft drinks	5
227	Maintain cellars and kegs	3
302	Work effectively in a licensed gambling venue	6
303	Work with others to improve customer service	8

**Casino Pathway – A minimum of 6 credits from Casino Group B. The remaining 18 credits can come from Casino Group B or C.**

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Casino Group B – A minimum of 6 credits must be achieved from this group.</b>		
<b>*Barred combination – Units 207 &amp; 208 cannot be taken together</b>		
101	IT communication fundamentals	2
204	Facilitate play of gaming machines	3
205	Monitor security in a licensed gambling venue	3
207	Collect and record gaming machine takings*	2
208	Reconcile gaming machine takings and recorded information*	2
213	Provide reception services in a licensed gambling venue	3
228	Facilitate the operation of the game within a casino environment	15
229	Ensure the availability and suitability of resources to operate a game within a casino environment	2
230	Provide casino cash desk services	8
<b>Casino Group C</b>		
102	Recognise and deal with customer queries, requests and problems	5
209	Prepare and serve dispensed and instant hot drinks	3
210	Maintain food safety when storing, preparing and cooking food	4
214	Receive and store goods and materials in a licensed gambling venue	2
215	Receive and set up gaming machines	2
225	Prepare and clear the bar area	4
226	Serve alcoholic and soft drinks	5
302	Work effectively in a licensed gambling venue	6
303	Work with others to improve customer service	8

**Gaming Machines Pathway – A minimum of 6 credits from Gaming Machines Group B. The remaining 18 credits can come from Gaming Machines Group B or C.**

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Gaming Machines Group B – A minimum of 6 credits must be achieved from this group. *Barred combination – Units 207 &amp; 208 cannot be taken together</b>		
101	IT communication fundamentals	2
204	Facilitate play of gaming machines	3
205	Monitor security in a licensed gambling venue	3
207	Collect and record gaming machine takings*	2
208	Reconcile gaming machine takings and recorded information*	2
212	Provide change for customers in a licensed gambling venue	2
215	Receive and set up gaming machines	2
231	Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal reception equipment/systems	5
232	Replace components in consumer electronic equipment	7
233	Diagnose faults in consumer electronic equipment	8
<b>Gaming Machines Group C *Barred combination – Units 210 &amp; 211 cannot be taken together</b>		
102	Recognise and deal with customer queries, requests and problems	5
209	Prepare and serve dispensed and instant hot drinks	3
210	Maintain food safety when storing, preparing and cooking food*	4
211	Maintain food safety when storing, holding and serving food*	4
214	Receive and store goods and materials in a licensed gambling venue	2
302	Work effectively in a licensed gambling venue	6
303	Work with others to improve customer service	8

## **Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
<b>Level 2 NVQ Diploma in Gambling Operations</b>	183	370

## 2 Centre requirements

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

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 NVQ in Gambling Operations (4874) will receive automatic approval for the new Level 2 NVQ Diploma in Gambling Operations (5874-02), which will be made available from 01 September 2010.

### 2.1 Resource requirements

#### Human resources

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

- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- update their occupational expertise and industry knowledge in the areas being assessed and verified through Continuous Professional Development
- have credible experience of providing training.

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

#### Assessors and internal verifiers

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

#### Continuing professional development (CPD)

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

### 2.2 Candidate entry requirements

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

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

## **Age restrictions**

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

## 4 Assessment

### 4.1 Summary of assessment methods

For this qualification, candidates will be required to complete a portfolio of evidence for **each** unit.

### 4.2 Evidence requirements

#### Witness Testimony

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the National Occupational Standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the National Occupational Standards, such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source.

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

- other approved assessors that are recognised to assess the relevant National Occupational Standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1<sup>st</sup> believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor.

#### Professional Discussion

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

#### Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

People 1<sup>st</sup> does not permit the use of simulation, other than for Unit 215 Assist with travel and tourism problems and emergencies.



### **4.3 Recording forms**

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

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

### **4.4 Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

## 5 Units

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

This table shows all the units available in these Diplomas.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
<b>Mandatory units for all pathways</b>					
H/601/6530	201	Support the protection of children and vulnerable people from gambling related harm	Mandatory	4	
L/601/0933	202	Give customers a positive impression of yourself and your organisation	Mandatory	5	
A/601/5867	301	Ensure responsibility for actions to reduce risks to health and safety	Mandatory	4	
<b>Optional units</b>					
Y/502/4291	101	IT communication fundamentals	Optional for all pathways	2	
M/601/1508	102	Recognise and deal with customer queries, requests and problems	Optional for all pathways	5	
A/601/6677	203	Settle bets	Optional for Betting pathway	3	
H/601/6317	204	Facilitate play of gaming machines	Optional for all pathways	3	

L/601/6344	205	Monitor security in a licensed gambling venue	Optional for all pathways	3	
Y/601/6668	206	Control, process and account for betting transactions	Optional for Betting pathway	4	
L/601/6277	207	Collect and record gaming machine takings	Optional for all pathways	2	Cannot be taken with unit 208
Y/601/6489	208	Reconcile gaming machine takings and recorded information	Optional for all pathways	2	Cannot be taken with unit 207
T/601/4927	209	Prepare and serve dispensed and instant hot drinks	Optional for all pathways	3	
D/601/6980	210	Maintain food safety when storing, preparing and cooking food	Optional for all pathways	4	Cannot be taken with unit 211
A/601/5030	211	Maintain food safety when storing, holding and serving food	Optional for Betting, Bingo and Gaming Machines pathways	4	Cannot be taken with unit 210
A/601/6436	212	Provide change for customers in a licensed gambling venue	Optional for Betting, Bingo and Gaming Machines pathways	2	
J/601/6438	213	Provide reception services in a licensed gambling venue	Optional for Betting, Bingo and Casino pathways	3	
J/601/6441	214	Receive and store goods and materials in a licensed gambling venue	Optional for all pathways	2	
L/601/6439	215	Receive and set up gaming machines	Optional for all pathways	2	
R/601/6555	216	Check claims and deliver prizes for bingo customers	Optional for Bingo pathway	3	
A/601/6257	217	Calculate and issue prizes for main stage bingo games	Optional for Bingo pathway	4	
A/601/6551	218	Call and validate main stage bingo games	Optional for Bingo pathway	3	
F/601/6325	219	Install and set up gaming machines	Optional for Bingo and Gaming Machines pathways	5	

H/601/6558	221	Reconcile takings for bingo books and tickets	Optional for Bingo pathway	2	
K/601/6349	222	Operate a payment point for ancillary bingo games	Optional for Bingo pathway	3	
M/601/6546	223	Call and validate ancillary bingo games	Optional for Bingo pathway	3	
T/601/6497	224	Sell bingo books and tickets	Optional for Bingo pathway	3	
Y/601/4922	225	Prepare and clear the bar area	Optional for Bingo and Casino pathways	4	
J/601/4978	226	Serve alcoholic and soft drinks	Optional for Bingo and Casino pathways	5	
M/601/4909	227	Maintain cellars and kegs	Optional for Bingo pathway	3	
H/601/6320	228	Facilitate the operation of the game within a casino environment	Optional for Casino pathway	15	
J/601/6312	229	Ensure the availability and suitability of resources to operate a game within a casino environment	Optional for Casino pathway	2	
T/601/6435	230	Provide casino cash desk services	Optional for Casino pathway	8	
H/601/6270	231	Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal reception equipment/systems	Optional for Gaming Machines pathway	5	
K/601/6674	232	Replace components in consumer electronic equipment	Optional for Gaming Machines pathway	7	
Y/601/6671	233	Diagnose faults in consumer electronic equipment	Optional for Gaming Machines pathway	8	
M/601/6532	302	Work effectively in a licensed gambling venue	Optional for all pathways	6	
D/601/1553	303	Work with others to improve customer service	Optional for all pathways	8	

## Unit 101

## IT communication fundamentals

**Level:** 1  
**Credit value:** 2  
**NDAQ number:** Y/502/4291

### Unit aim

This is the ability to access, search for and retrieve information using browser software from the Internet and/or intranets and exchange information using e-mail or IT-based communication systems.

This unit is about the skills and knowledge needed by the IT User to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use a variety of sources of information to meet needs
2. Access, search for, select and use Internet-based information and assess its fitness for purpose
3. Select and use IT to communicate and exchange information.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

See <http://nos.e-skills.com> for examples of content and context applicable to this unit.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills.

### Assessment

This unit must be assessed in line with the IT User Assessment Strategy available from [www.e-skills.com](http://www.e-skills.com)

## **Unit 101**

### Outcome 1

## **IT communication fundamentals**

Use a variety of sources of information to meet needs

### **Assessment Criteria**

The learner can:

1. use appropriate sources of IT-based and other forms of information to meet needs
2. identify different features of information
3. recognise copyright constraints on the use of information.

## **Unit 101**

### Outcome 2

## **IT communication fundamentals**

Access, search for, select and use Internet-based information and assess its fitness for purpose

### **Assessment Criteria**

The learner can:

1. access, navigate and search Internet sources of information purposefully and effectively
2. use appropriate search techniques to locate and select relevant information
3. outline how the information meets requirements and is fit for purpose.

## **Unit 101**

### Outcome 3

## **IT communication fundamentals**

Select and use IT to communicate and exchange information.

### **Assessment Criteria**

The learner can:

1. create, access, read and respond appropriately to e-mail and other IT-based communication
2. use IT tools to maintain an address book and schedule activities.



## **Unit 101            IT communication fundamentals**

### Evidence requirements

Please refer to the e-Skills Assessment Strategy which can be found here:

**<http://www.e-skills.com/Standards-and-Qualifications/IT-user-qualifications---ITQ/Delivery-assessment-and-quality-assurance/>**

## Unit 102

# Recognise and deal with customer queries, requests and problems

**Level:** 1

**Credit value:** 5

**NDAQ number:** M/601/1508

### Unit aim

No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Recognise and deal with customer queries and requests
2. Recognise and deal with customer problems
3. Know how to recognise and deal with customer queries, requests and problems.

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit C1 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer service (ICS).

### Assessment

This unit should be assessed against Customer Service Assessment Strategy 2010.

## **Unit 102**

## **Recognise and deal with customer queries, requests and problems**

### Outcome 1

Recognise and deal with customer queries and requests

#### **Assessment Criteria**

The learner can:

1. deal with queries and requests from customers in a positive and professional way
2. seek information or help from a colleague if they cannot answer their customer's query or request
3. obtain help from a colleague if they are not able to deal with their customer's request
4. always tell their customer what is happening.

## Unit 102

## Recognise and deal with customer queries, requests and problems

### Outcome 2

### Recognise and deal with customer problems

#### Assessment Criteria

The learner can:

1. recognise when something is a problem from the customer's point of view
2. avoid saying or doing anything which may make the problem worse
3. deal with a difficult customer calmly and confidently
4. recognise when to pass a problem on to an appropriate colleague
5. pass the problem on to their colleague with the appropriate information
6. check that the customer knows what is happening.

## **Unit 102**

## **Recognise and deal with customer queries, requests and problems**

### **Outcome 3**

Know how to recognise and deal with customer queries, requests and problems.

#### **Assessment Criteria**

The learner can:

1. list who in the organisation is able to give help and information
2. state the limits of what they are allowed to do
3. identify what professional behaviour is
4. describe how to speak to people who are dissatisfied
5. describe how to deal with difficult people
6. state what customers normally expect
7. identify how to recognise a problem from what a customer says or does
8. describe what kinds of behaviours/actions would make situations worse
9. list the organisational procedures they must follow when they deal with problems or complaints
10. identify the types of behaviour that may make a problem worse.

## Unit 102                    **Recognise and deal with customer queries, requests and problems**

### Evidence requirements

1.        Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is also allowed for evidence within this Unit but ideally this should be based on either previous or existing experience from a work placement, a realistic working environment or real work. *(Guidelines for the assessment of Simulated Activities and a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)*
2.        You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3.        You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4.        Your evidence must include examples of problems which are:
  - a.        brought to your attention by customers
  - b.        identified first by you and/or by your colleagues.
5.        The problems included in your evidence must include examples of:
  - a.        a difference between customer expectations and what is offered by your organisation
  - b.        a problem resulting from a system or procedure failure.

## Unit 201

# Support the protection of children and vulnerable people from gambling related harm

**Level:** 2

**Credit value:** 4

**NDAQ number:** H/601/6530

### Unit aim

This unit assesses the learners' skills, knowledge and understanding in relation to satisfying the relevant legislative requirements and Codes of Practice to provide gambling activities and services and to provide information and assistance to customers. This unit is appropriate for all staff working in a betting or gambling environment/venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to support the protection of children and vulnerable people from gambling related harm in accordance with the relevant Codes of Practice, legislative requirements and the organisations policies and procedures
2. Know how to support the protection of children and vulnerable people from gambling related harm in accordance with the relevant Codes of Practice, legislative requirements and the organisations policies and procedures

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2001 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy which can be found on People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Customer information: odds/chances of winning; responsible gambling leaflets
- Incidents or situations: breaches of under age policies; attempted breaches of self-exclusion agreements; breaches of confidentiality.

## Unit 201                    **Support the protection of children and vulnerable people from gambling related harm**

Outcome 1                    Be able to support the protection of children and vulnerable people from gambling related harm in accordance with the relevant Codes of Practice, legislative requirements and the organisations policies and procedures

### **Assessment Criteria**

The learner can:

1. communicate with appropriate personnel on **incidents or situations** that may breach Codes of Practice, legislation and the organisation's policies greet their customer respectfully and in a friendly manner
2. follow procedures for self-exclusion requests identify and confirm their customer's expectations
3. provide accurate and sufficient **customer information** to ensure their gambling is in accordance with Codes of Practice
4. respond appropriately to requests for information about responsible gambling
5. provide information on available support services
6. **maintain signage and information** related to responsible gambling.



## **Unit 201**

### **Support the protection of children and vulnerable people from gambling related harm**

#### **Outcome 2**

Know how to support the protection of children and vulnerable people from gambling related harm in accordance with the relevant Codes of Practice, legislative requirements and the organisations policies and procedures

#### **Assessment Criteria**

The learner can:

1. state the Codes of Practice and legislative requirements related to responsible gambling
2. state who needs to be informed about incidents or situations concerning breaches of Codes of Practice, legislation and the organisation's policies
3. state the importance of responding promptly and effectively to self-exclusion requests
4. outline content of the responsible gambling leaflets available to customers
5. state how to access information about responsible gambling.

# Unit 201            Support the protection of children and vulnerable people from gambling related harm

## Evidence requirements

### What you must do

The assessor must assess assessment criteria 1.3, 1.5 & 1.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.1, 1.2 and 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

The assessor may assess assessment criterion 2.1 – 2.5 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **both** items from **customer information**
  - a) odds/chances of winning
  - b) responsible gambling leaflets.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 202

# Give customers a positive impression of yourself and your organisation

**Level:** 2

**Credit value:** 5

**NDAQ number:** L/601/0933

### Unit aim

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit A4 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service (ICS).

### Assessment

This unit should be assessed against Customer Service assessment strategy 2010.

## Unit 202

# Give customers a positive impression of yourself and your organisation

### Outcome 1

Establish rapport with customers

#### Assessment Criteria

The learner can:

1. meet their organisation's standards of appearance and behaviour
2. greet their customer respectfully and in a friendly manner
3. communicate with their customer in a way that makes them feel valued and respected
4. identify and confirm their customer's expectations
5. treat their customer courteously and helpfully at all times
6. keep their customer informed and reassured
7. adapt their behaviour to respond to different customer behaviour.

## Unit 202

## Give customers a positive impression of yourself and your organisation

### Outcome 2

Respond appropriately to customers

#### Assessment Criteria

The learner can:

1. respond promptly to a customer seeking help
2. choose the most appropriate way to communicate with their customer
3. check with their customer that they have fully understood their expectations
4. respond promptly and positively to their customer's questions and comments
5. allow their customer time to consider their response and give further explanation when appropriate.

## Unit 202

## Give customers a positive impression of yourself and your organisation

### Outcome 3

Communicate information to customers

#### Assessment Criteria

The learner can:

1. quickly find information that will help their customer
2. give their customer information they need about the services or products offered by their organisation
3. recognise information that their customer might find complicated and check whether they fully understand
4. explain clearly to their customers any reasons why their expectations cannot be met.

## Unit 202

### **Give customers a positive impression of yourself and your organisation**

#### Outcome 4

Understand how to give customers a positive impression of themselves and the organisation

#### **Assessment Criteria**

The learner can:

1. describe their organisation's standards for appearance and behaviour
2. explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
3. identify their organisation's rules and procedures regarding the methods of communication they use
4. explain how to recognise when a customer is angry or confused
5. identify their organisation's standards for timeliness in responding to customer questions and requests for information.

## Unit 202                      Give customers a positive impression of yourself and your organisation

### Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. *(Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service at S/NVQ Levels 1,2,3 and 4 – February 2010)*
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
5. You must provide evidence of creating a positive impression with customers:
  - a. during routine delivery of customer service
  - b. during a busy time in your job
  - c. during a quiet time in your job
  - d. when people, systems or resources have let you down.
6. You must provide evidence that you communicate with customers effectively by:
  - a. using appropriate spoken or written language
  - b. applying the conventions and rules appropriate to the method of communication you have chosen.



**Level:** 2

**Credit value:** 3

**NDAQ number:** A/601/6677

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to identify winning bets, calculate returns, manage liabilities on multi-bets and record and document all transactions. It is relevant to people who work in a licensed betting office and is equally applicable to offices with or without EPOS technology.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to settle bets
2. Know how to settle bets

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2006 of the People 1<sup>st</sup> national standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Operational needs: normal trading conditions; busy trading conditions; emergency trading conditions
- Additional payout information: voids; discretionary; bonuses
- Problems: incomprehensible bet; incorrect bet; invalid bet; fraudulent bet; bets outside your expertise.

## Unit 203

### Outcome 1

## Settle bets

### Be able to settle bets

#### Assessment Criteria

The learner can:

1. obtain betting slips and events results ready to sort and settle at an appropriate time
2. monitor bets on an on-going basis to identify liabilities and report potential difficulties or problems to the appropriate person
3. settle bets accurately and at a time to meet **operational needs**
4. record returns and any **additional payout information** accurately and legibly onto the appropriate documentation
5. store winning and losing bets in the designated locations
6. carry out all bet settling activities safely and securely in accordance with the organisation's procedures and legislative requirements.

**Unit 203**  
Outcome 2

**Settle bets**  
Know how to settle bets

**Assessment Criteria**

The learner can:

1. state the importance of identifying and reporting bet liabilities
2. state how to obtain and use event results
3. describe how to interpret and apply betting rules
4. outline the different types of bets that can be placed and how to settle them
5. describe how to recognise problematic bets and what to do about them
6. state how to carry out the organisation's procedures and conform to legislative requirements regarding settling bets.

## Unit 203          Settle bets

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1 and 1.3-1.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2 and 2.1-2.6 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **operational needs**
  - a) normal trading conditions
  - b) busy trading conditions
  - c) emergency trading conditions.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 204

## Facilitate play of gaming machines

**Level:** 2

**Credit value:** 3

**NDAQ number:** H/601/6317

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to conduct day-to-day operations in a gaming machines location. It covers ensuring that gaming machines are available and in working order for customers, carrying out promotional activities, witnessing payouts and ensuring the security of play. All types of gaming machine and ancillary equipment, as defined by the Gambling Act 2005, are covered by this unit eg AWP's; FORTs; Section 16; Section 21; redemption; cranes and pushers; video machines; skill machines; bespoke machines; change machines etc. This unit is applicable to all staff working in a gambling environment/venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to facilitate play of gaming machines in accordance with the organisation's procedures and **legislative requirements**
2. Know how to facilitate play of gaming machines

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2012 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Legislative requirements: health and safety; social responsibility
- Machine security: anti-fraud devices in place; signs of tampering; weak access locks; damage to machines.

## **Unit 204**

### **Outcome 1**

## **Facilitate play of gaming machines**

Be able to facilitate play of gaming machines in accordance with the organisation's procedures and legislative requirements

### **Assessment Criteria**

The learner can:

1. check machine security
2. refill machines as appropriate for play
3. identify machine faults and take appropriate action within their level of authority in accordance with manufacturer's instructions and causing minimum disruption to players
4. put unserviceable machines 'out of order' promptly and report them to the relevant person
5. clean gaming machines as necessary prior to use by customers and throughout trading periods
6. carry out security practices in accordance with the organisation's procedures including machine pay-outs
7. conduct promotional activities as required.

**Unit 204**  
Outcome 2

**Facilitate play of gaming machines**  
Know how to facilitate play of gaming machines

**Assessment Criteria**

The learner can:

1. state the organisation's procedures and supplier instructions for routine, operational maintenance
2. describe how to carry out machine security checks
3. describe how to fill, clean and test gaming machines
4. explain the importance of routine maintenance
5. state the most convenient and secure times to carry out routine, operational maintenance on
6. machines
7. list the problems that can occur with gaming machines, how and when to deal with them and the person to report unresolved machine faults to
8. state the extent of any third party responsibilities for gaming machines and their maintenance
9. state what action to take if the machine fails to deliver the correct winnings
10. describe the characteristics of different machines in relation to stakes, prizes, random payouts, non-random payouts
11. state the legislative requirements related to gaming machines and promotional activities and how they affect their own job role.

## **Unit 204            Facilitate play of gaming machines**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.1, 1.4 and 1.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2, 1.3, 1.6, 1.7 and 2.1-2.9 through questioning or witness testimony if no naturally occurring evidence is available.



**Level:** 2

**Credit value:** 3

**NDAQ number:** L/601/6344

### Unit aim

This unit assesses the learners' skills, knowledge and understanding of the day-to-day operations in a gambling venue. It includes the protection of premises, stock, cash, colleagues and customers. This unit is applicable to all staff working in a gambling environment/venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to monitor security in a licensed gambling venue
2. Know how to monitor security in a licensed gambling venue

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2002 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 205**

### Outcome 1

## **Monitor security in a licensed gambling venue**

Be able to monitor security in a licensed gambling venue

### **Assessment Criteria**

The learner can:

1. reduce security risks within the limits of their responsibility and authority
2. note and report unusual practices/behaviours of players and onlookers
3. identify and deal with breakdowns in security functions
4. maintain the security of records and keys at all times
5. use approved procedures and techniques for protecting own safety when security risks arise
6. adhere to the organisation's security procedures, making sure that security is maintained during breaks and at the end of a shift.

**Unit 205**  
Outcome 2

**Monitor security in a licensed gambling venue**  
Know how to monitor security in a licensed gambling venue

**Assessment Criteria**

The learner can:

1. describe the types of security risk that can arise in the workplace
2. state own authority and responsibility to deal with security risks, including personal legal rights and duties
3. describe how to observe players and onlookers without being obtrusive
4. describe how to identify unusual practices and behaviours
5. describe methods of cheating
6. describe how to identify and deal with security problems
7. state the importance of keeping records and machine keys secure
8. list the approved procedures and techniques for protecting personal safety when security risks arise
9. explain the importance of keeping up-to-date with developments in relation to fraudulent activities and how to protect against fraud
10. state the organisation's policies and procedures for dealing with security risks, carrying out security checks, security of keys and records, dealing with breakdowns in security functions and maintaining security during breaks and at the end of a shift.

## Unit 205            Monitor security in a licensed gambling venue

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.4 and 1.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.1, 1.2, 1.3 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

The assessor may assess assessment criterion 2.1 – 2.10 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **security checks**
  - a) anti-fraud devices in place
  - b) signs of tampering
  - c) weak access locks
  - d) damage to machines.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 206

# Control, process and account for betting transactions

**Level:** 2

**Credit value:** 4

**NDAQ number:** Y/601/6668

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to accept and process bets and to pay out winning bets. It is relevant to people who work in a licensed betting office and is equally applicable to offices with or without EPOS technology. The unit involves giving information to customers about different types of bets and the different types of events that are used for betting.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to control, process and account for betting transactions in accordance with the organisation's procedures
2. Know how to control, process and account for betting transactions
3. Know how to follow legislative requirements and the organisation's policies and procedures when controlling, processing and accounting for betting transactions

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2005 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Operational needs: normal trading periods; busy trading periods; emergency trading conditions
- Cash levels: incoming monies; outgoing monies; float
- Bet details: stake, time, legibility, validity, price, event, notification of liability, monitored requirements
- Types of bet: simple, complex
- Problems and difficulties: under-age betting; fraudulent bets; illegible betting slips; self-excluded customers; disputed bets
- Winnings: on bets; on fixed odds terminals.

## Unit 206

## Control, process and account for betting transactions

### Outcome 1

Be able to control, process and account for betting transactions in accordance with the organisation's procedures

#### Assessment Criteria

The learner can:

1. check **bet details** and requirements against event information
2. identify bet details, errors and queries requiring clarification or authorisation and refer them to the appropriate person
3. check that accepted bets provide the required transaction information
4. take payment for the **bet**, validating cheques, cash and cash equivalent and provide accurate change and bet receipts to the customer
5. check and pay out **winnings** to customers
6. identify and rectify **problems and difficulties** with payments, transactions and payouts within the limits of their authority, referring any problems outside their authority to the appropriate person
7. record and collate relevant information accurately on the specified documentation
8. maintain the **cash levels** required to meet **operational needs**
9. count, prepare and place cash and cash equivalents in a secure designated location
10. identify and take relevant action to deal with discrepancies and errors within the limits of their authority, referring any discrepancies and errors outside the limits of their authority to the appropriate person.

## Unit 206

## Control, process and account for betting transactions

### Outcome 2

Know how to control, process and account for betting transactions

#### Assessment Criteria

The learner can:

1. list the different types of events that can be used for betting
2. list the different types of bets that can be made and how to compare pool versus board prices
3. describe how to explain the different types of bets to customers to assist their understanding
4. describe how to complete the documentation related to cash and betting transactions
5. state the organisation's procedures for dealing with discrepancies and errors
6. describe how to identify unacceptable and counterfeit forms of payment and how to deal with these, including customer involvement and implications
7. state the importance of liability levels and what to do if they are reached
8. describe how to identify valid/invalid bets, fraudulent bets and what to do about them.

## **Unit 206**

### **Control, process and account for betting transactions**

#### Outcome 3

Know how to follow legislative requirements and the organisation's policies and procedures when controlling, processing and accounting for betting transactions

#### **Assessment Criteria**

The learner can:

1. state how to follow the organisation's procedures and legislative requirement in relation to customers and betting
2. state the safety and security procedures and how to carry them out
3. state the potential consequences of not conforming to legislative requirements
4. state the emergency trading conditions covering equipment breakdowns, bomb threats, power failure, fire and any other health and safety issues.



# Unit 206                      Control, process and account for betting transactions

## Evidence requirements

### What you must do

The assessor must assess assessment criteria 1.1, 1.3-1.5, 1.7-1.9 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2, 1.6, 1.10, 2.1-2.8 and 3.1-3.4 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **operational needs**
  - a) normal trading periods
  - b) busy trading periods
  - c) emergency trading conditions
  
- **all** from **cash levels**
  - a) incoming monies
  - b) outgoing monies
  - c) float
  
- **five** from **bet details**
  - a) stake, time
  - b) legibility
  - c) validity
  - d) price
  - e) event
  - f) notification of liability
  - g) monitored requirements
  
- **both** from **types of bet**
  - a) simple
  - b) complex
  
- **one** from **winnings**
  - a) on bets
  - b) on fixed odds terminals.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

**Level:** 2

**Credit value:** 2

**NDAQ number:** L/601/6277

### Unit aim

This unit assesses learners' skills; knowledge and understanding required to collect cash and cash equivalents from gaming machines and record the takings. It applies to all cash collections from gaming machines. All types of gaming machine and ancillary equipment, as defined by the Gambling Act 2005, are covered by this unit eg AWP's; FOBT's; Section 16; Section 21; redemption; cranes and pushers; video machines; skill machines etc. This unit is applicable to all staff working in a gambling environment/venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to collect and record gaming machine takings in accordance with the organisation's procedures
2. Know how collect and record gaming machine takings

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Barred combination:** This unit cannot be taken with Unit 208: Reconcile gaming machine takings and recorded information

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2013 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 207**

### Outcome 1

## **Collect and record gaming machine takings**

Be able to collect and record gaming machine takings in accordance with the organisation's procedures

### **Assessment Criteria**

The learner can:

1. collect the machine takings at times and in a sequence which reduce risks to security and disruption to customers
2. keep the takings from each machine securely at all times of day during the collection process, separating them in a way that ensures they can be clearly identified
3. retrieve accurate information from the machine
4. record the takings from each machine clearly and accurately in a way which identifies the number and type of machine to which the takings relate
5. refill the gaming machines appropriate for play
6. secure all machines on completion of cash collection
7. transfer all takings, for which there is personal responsibility for, in a secure manner.

**Unit 207**  
Outcome 2

**Collect and record gaming machine takings**  
Know how collect and record gaming machine takings

**Assessment Criteria**

The learner can:

1. state the organisation's procedures in relation to when and how monies should be collected from machines, cash security during collection and retrieving information from gaming machines
2. explain why it is important to keep takings from each machine separate and clearly identified
3. describe the ways in which machine takings are retrieved and recorded.

## **Unit 207            Collect and record gaming machine takings**

### Evidence requirements

#### **What you must do**

The assessor may assess assessment criterion 1.1-1.7 and 2.1-2.3 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 208

# Reconcile gaming machine takings and recorded information

**Level:** 2

**Credit value:** 2

**NDAQ number:** Y/601/6489

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to reconcile the takings from gaming machines with the recorded information. The unit includes counting takings, ensuring security of cash and recording information accurately. Security procedures and accuracy are of prime importance in this unit. The term 'cash equivalents' is used to include: vouchers, tokens, refill notes and refund documents etc. This unit is appropriate for staff working in an operational capacity within a gambling venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to reconcile gaming machine takings and recorded information, securely and in accordance with the organisation's procedures
2. Know how to reconcile gaming machine takings and recorded information

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Barred combination:** This unit cannot be taken with Unit 207: Collect and record gaming machine takings

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2014 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Takings: cash, cash equivalents

## **Unit 208**

### **Reconcile gaming machine takings and recorded information**

#### Outcome 1

Be able to reconcile gaming machine takings and recorded information, securely and in accordance with the organisation's procedures

#### **Assessment Criteria**

The learner can:

1. count takings accurately, sorting cash into the required denominations and identify the number and type of machine the takings relate to
2. reconcile the takings collected from the machine to the retrieved information
3. report and deal with any cash discrepancies
4. collate the machine takings and complete reconciliation records
5. deposit the takings safely and securely in the designated location.

## **Unit 208**

## **Reconcile gaming machine takings and recorded information**

### Outcome 2

Know how to reconcile gaming machine takings and recorded information

#### **Assessment Criteria**

The learner can:

1. describe the kinds of problems that can arise with machine takings reconciliation and how to deal with them
2. state the organisation's procedures for reporting and dealing with cash discrepancies and the consequences of failing to do so
3. describe how to carry out machine reconciliation including record completion and dealing with non-legal tender and cash equivalents
4. describe how to carry out security precautions and state the importance of complying with security procedures.



## **Unit 208            Reconcile gaming machine takings and recorded information**

Evidence requirements

### **What you must do**

The assessor may assess assessment criterion 1.1-1.5 and 2.1-2.4 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 209

## Prepare and serve dispensed and instant hot drinks

**Level:** 2

**Credit value:** 3

**NDAQ number:** T/601/4927

### Unit aim

This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare equipment and work area for service
2. Understand how to prepare equipment and work area for service
3. Be able to prepare and serve hot drinks
4. Understand how to prepare and serve hot drinks

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2BS7/10 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - **[www.people1st.co.uk](http://www.people1st.co.uk)**.

## **Unit 209**

## **Prepare and serve dispensed and instant hot drinks**

### Outcome 1

Be able to prepare equipment and work area for service

#### **Assessment Criteria**

The learner can:

1. prepare the preparation, service and other equipment ready for use
2. clean the work areas, leaving them tidy and ready for use
3. make sure that preparation, service and other equipment is clean and free from damage
4. store sufficient drink ingredients and accompaniments ready for use.

## **Unit 209**

## **Prepare and serve dispensed and instant hot drinks**

### Outcome 2

Understand how to prepare equipment and work area for service

#### **Assessment Criteria**

The learner can:

1. describe safe and hygienic working practices when preparing and serving hot drinks
2. state why drink, ingredients and accompaniments must be available and ready for immediate use
3. state why it is important to check for damage in all work areas and service equipment before taking orders
4. outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them.

## **Unit 209**

## **Prepare and serve dispensed and instant hot drinks**

### **Outcome 3**

Be able to prepare and serve hot drinks

#### **Assessment Criteria**

The learner can:

1. identify customer requirements
2. provide customers with accurate information on drinks as required
3. promote company drinks to customers at all appropriate times
4. make the drinks using the correct equipment and ingredients
5. serve the drink in company style, offering the correct accompaniments
6. clean preparation and serving equipment after use and tidy the preparation and serving area.

## Unit 209

## Prepare and serve dispensed and instant hot drinks

### Outcome 4

Understand how to prepare and serve hot drinks

#### Assessment Criteria

The learner can:

1. describe safe and hygienic working practices when preparing and serving hot drinks
2. state why information about products given to customers should be accurate
3. describe what the different techniques are for mixing and preparing different types of beverages to customer requirements
4. state why and to whom all customer incidents should be reported
5. explain why and to whom all breakages and spillages should be reported
6. state why customers and service areas should be kept clean, tidy and free from rubbish and used equipment.

# Unit 209 Prepare and serve dispensed and instant hot drinks

## Evidence requirements

### Be able to prepare equipment and work area for service

#### What you must do

The assessor must assess assessment criteria 1.1-1.4 by directly observing the candidate's work.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **preparation equipment**
  - a) small vending machines
  - b) urns/kettles
  - c) coffee pots
  - d) tea pots
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
- at least **one** from **other equipment**
  - a) dish washers
  - b) fridges/freezers
  - c) thermometers
- at least **two** from **drinks**
  - a) coffee
  - b) hot chocolate
  - c) tea
- at least **three** from **drink ingredients**
  - a) coffee bags/pods/capsules
  - b) pre-ground coffee beans
  - c) instant coffee
  - d) syrups
  - e) chocolate powder
  - f) loose tea
  - g) tea bags
  - h) fruit/herbal tea
- at least **two** from **drink accompaniments**

- a) sugar
- b) milk
- c) dusting/topping powder
- d) cream.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Be able to prepare and serve hot drinks

### What you must do

The assessor must assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **drinks**
  - a) coffee
  - b) hot chocolate
  - c) tea
- at least **one** from **preparation equipment**
  - a) small vending machines
  - b) kettles
  - c) urns
  - d) coffee pots
  - e) tea pots
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
- at least **three** from **drink ingredients**
  - a) coffee bags/pods/capsules
  - b) pre-ground coffee beans
  - c) instant coffee
  - d) syrups
  - e) chocolate powder
  - f) loose tea
  - g) tea bags
  - h) fruit/herbal tea
- at least **two** from **drink accompaniments**
  - a) sugar



- b) milk
- c) dusting/topping powder
- d) cream.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

**Level:** 2

**Credit value:** 4

**NDAQ number:** D/601/6980

### Unit aim

This unit covers the main competencies needed for preparing and cooking food safely, and focuses on the four main areas of control - Cooking, Cleaning, Chilling and preventing Cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

### Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to keep yourself clean and hygienic
2. Know how to keep yourself clean and hygienic
3. Be able to keep working area clean and hygienic
4. Know how to keep working area clean and hygienic
5. Be able to store food safely
6. Know how to store food safely
7. Be able to prepare, cook and hold food safely
8. Know how to maintain food safety
9. Know how to prepare, cook and hold food safely

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Barred combination:** This unit cannot be taken with Unit 211: Maintain food safety when storing, preparing and cooking food

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2GEN3/10 of the People 1<sup>st</sup> national occupational standard

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 210**

# **Maintain food safety when storing, preparing and cooking food**

### **Outcome 1**

Be able to keep yourself clean and hygienic

#### **Assessment Criteria**

The learner can:

1. wear clean and hygienic clothes appropriate to the jobs being undertaken
2. tie hair back and/or wear appropriate hair covering
3. only wear jewellery and other accessories that do not cause food safety hazards
4. change clothes when necessary
5. wash hands thoroughly at appropriate times
6. avoid unsafe behaviour that could contaminate the food working with
7. report and cuts, boils grazes illness and infections promptly to the appropriate person
8. make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

## Outcome 2

Know how to keep yourself clean and hygienic

### Assessment Criteria

The learner can:

1. state why clean and hygienic clothes must be worn
2. state why hair must be tied back or an appropriate hair covering be worn
3. state the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food
4. describe the food safety hazards that jewellery and accessories can cause
5. state when clothing should be changed
6. state the importance of changing clothes
7. state why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
8. describe how to wash hands safely
9. state the importance of not handling food when open cuts are present
10. describe what to do if anyone has an open cut
11. state the importance of reporting illnesses and infections promptly
12. state why stomach illnesses are particularly important to report
13. state the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food.

## Unit 210

## Maintain food safety when storing, preparing and cooking food

### Outcome 3

Be able to keep working area clean and hygienic

#### Assessment Criteria

The learner can:

1. make sure surfaces and equipment are clean and in good condition
2. use clean and suitable cloths and equipment for wiping and cleaning between tasks
3. remove from use any surfaces and equipment that are damaged or have loose parts
4. report damaged surfaces, equipment to the person responsible for food safety
5. dispose of waste promptly, hygienically and appropriately
6. identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
7. report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
8. identify, take appropriate action on any signs of pests
9. report any signs of pest to the appropriate person.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

### Outcome 4

Know how to keep working area clean and hygienic

#### Assessment Criteria

The learner can:

1. state why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
2. describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
3. state the importance of only using clean and suitable cloths when cleaning before tasks
4. state how to ensure that clean and suitable cloths are used before tasks
5. explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
6. list the types of damaged surfaces or equipment that can cause food safety hazards
7. describe how to deal with damaged surfaces and equipment
8. state the importance of clearing and disposing of waste promptly and safely
9. describe how to safely dispose of waste
10. describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
11. state the types of damage that should be looked out for
12. state the types of pests that could be found in catering operations
13. state how to recognise the signs that pest may be present.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

## Outcome 5

Be able to store food safely

### Assessment Criteria

The learner can:

1. check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
2. look at and retain any important labelling information
3. prepare food for storage
4. place food in storage as quickly as necessary to maintain its safety
5. make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
6. store food so that cross contamination is prevented
7. follow stock rotation procedures
8. safely dispose of food that is beyond 'use-by-date'
9. keep necessary records up-to-date.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

## Outcome 6

### Know how to store food safely

#### Assessment Criteria

The learner can:

1. state the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
2. state the importance of preparing food for storage
3. state why food must be put in the correct storage area
4. state the temperature food should be stored at
5. state the importance of keeping storage areas clean and tidy
6. describe what to do if storage areas are not clean and tidy
7. state the importance of storing food at the correct temperature
8. describe how to store food at the correct temperature
9. state what types of food are raw
10. state why types of food are ready-to-eat
11. state why stock rotation n procedures are important
12. state why food beyond its 'use-by-date' must be disposed of.



## **Unit 210**

# **Maintain food safety when storing, preparing and cooking food**

### Outcome 7

Be able to prepare, cook and hold food safely

#### **Assessment Criteria**

The learner can:

1. check food before and during operations for any hazards
2. follow correct procedures for dealing with food hazards
3. follow organisational procedures for items that may cause allergic reactions
4. prevent cross-contamination between different types of food
5. use methods, times, temperatures and checks to make sure food is safe following operations
6. keep necessary records up-to-date.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

## Outcome 8

Know how to maintain food safety

### Assessment Criteria

The learner can:

1. describe how to operate a food safety management system
2. explain the concept of hazards to food safety in a catering operation
3. state the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
4. describe what may happen if hazards are not controlled
5. state the types of hazards that may occur in a catering operation
6. describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
7. state why monitoring is important
8. state the key stages in the monitoring process
9. state the importance of knowing what to do when things go wrong
10. state why some hazards are more important than others in terms of food safety
11. state who to report to if there are food safety hazards.

## Unit 210

# Maintain food safety when storing, preparing and cooking food

### Outcome 9

Know how to prepare, cook and hold food safely

#### Assessment Criteria

The learner can:

1. state why it is necessary to defrost foods before cooking
2. state when it is necessary to defrost foods before cooking
3. describe how to safely and thoroughly defrost food before cooking
4. describe how to recognise conditions leading to safety hazards
5. state what to do if any food safety hazards are discovered
6. state the importance of knowing that certain foods cause allergic reactions
7. describe organisational procedures to deal with foods possible of causing allergic reactions
8. state what to do if a customer asks if a particular dish is free from certain food allergen
9. describe how cross-contamination can happen between different food types
10. describe how to avoid cross-contamination between different food types
11. explain why thorough cooking and reheating methods should be used
12. state cooking, reheating, temperatures and times to use for food being worked with
13. describe how to check that food is thoroughly cooked or safely reheated
14. state the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
15. state the types of foods that may need to be chilled or frozen because they are not for immediate consumption
16. describe how to safely store food not for immediate consumption.

# Unit 210      Maintain food safety when storing, preparing and cooking food

## Evidence requirements

### Outcome 1: Be able to keep yourself clean and hygienic

#### What you must do

The assessor must assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **clothes**
  - a) trousers
  - b) tops/jackets
  - c) coats
  - d) disposable gloves
  - e) shoes
  - f) headgear
  - g) aprons
  
- at least **five** from **appropriate times to wash your hands**
  - a) after going to the toilet or in contact with faeces
  - b) when going into food preparation and cooking areas including after any work breaks
  - c) after touching raw food and waste
  - d) before handling raw food
  - e) after disposing of waste
  - f) after cleaning
  - g) changing dressings or touching open wounds
  
- **none** from **unsafe behaviour**
  - a) failure to wash hands thoroughly when necessary
  - b) touching your face, nose of mouth, blowing your nose
  - c) chewing gum
  - d) eating
  - e) smoking
  - f) scratching.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Outcome 3: Be able to keep working area clean and hygienic

### What you must do

The assessor must assess assessment criteria 3.1, 3.2, 3.5 & 3.6 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **surfaces and equipment**
  - a) surfaces and utensils for preparing, cooking and holding food
  - b) surfaces and utensils used for displaying and serving food
  - c) appropriate cleaning equipment.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Outcome 5: Be able to store food safely

### What you must do

The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7 by directly observing the candidate's work.

The assessor may assess assessment criteria 5.8 & 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **storage areas**
  - a) ambient temperature
  - b) refrigerator
  - c) freezer.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Outcome 7: Be able to prepare, cook and hold food safely

### What you must do

The assessor must assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the candidate's work.

The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.

## What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **operations**
  - a) defrosting food
  - b) preparing food, including washing and peeling
  - c) cooking food
  - d) reheating food
  - e) holding food before serving
  - f) cooling cooked food not for immediate consumption
  - g) freezing cooked food not for immediate consumption
  
- **none** from **hazards**
  - a) bacteria and other organisms
  - b) chemical
  - c) physical
  - d) allergenic.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 211

# Maintain food safety when storing, holding and serving food

**Level:** 2

**Credit value:** 4

**NDAQ number:** A/601/5030

### Unit aim

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

### Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to maintain food safety
2. Be able to keep self clean and hygienic
3. Know how to keep self clean and hygienic
4. Be able to keep working area clean and hygienic
5. Know how to keep working area clean and hygienic
6. Be able to store food safely
7. Know how to store food safely
8. Be able to hold and serve food safely
9. Know how to hold and serve food safely

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Barred combination:** This unit cannot be taken with Unit 210: Maintain food safety when storing, preparing and cooking food

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2GEN4/10 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

## Unit 211

# Maintain food safety when storing, holding and serving food

### Outcome 1

Be able to maintain food safety

#### Assessment Criteria

The learner can:

1. describe what might happen if significant food safety hazards are not controlled
2. describe the types of significant food safety hazards likely to come across when handling and storing food
3. describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross-contamination
4. state why some hazards are more important than others in terms of food safety
5. state who to report significant food safety hazards to.



## Unit 211

# Maintain food safety when storing, holding and serving food

## Outcome 2

Be able to keep self clean and hygienic

### Assessment Criteria

The learner can:

1. wear clean and suitable clothes appropriate to the jobs to be done
2. only wear jewellery and other accessories that do not cause food safety hazards
3. change clothes when necessary to prevent bacteria spreading
4. wash hands thoroughly at appropriate times
5. avoid unsafe behaviour that could contaminate the food
6. report any cuts, graze, illness and infections promptly to the proper person
7. make sure any cuts and grazes are treated and covered with an appropriate dressing.

## Unit 211

# Maintain food safety when storing, holding and serving food

## Outcome 3

Know how to keep self clean and hygienic

### Assessment Criteria

The learner can:

1. state why clean and suitable clothes appropriate to job must be worn
2. state what types of clothes are appropriate to different jobs in the handling and serving of food
3. describe how jewellery and accessories can cause food safety hazards
4. state when to change clothes to prevent bacteria spreading and why this is important
5. state why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food
6. state the importance of not handling food with an open wound
7. state how to deal with open wounds when handling food
8. state the importance of reporting illnesses and infections promptly
9. state why it is important to reporting stomach illnesses in particular
10. state the importance of avoiding touching face, nose, or mouth, chewing gum, eating, smoking when working with food.

## Unit 211

## Maintain food safety when storing, holding and serving food

### Outcome 4

Be able to keep working area clean and hygienic

#### Assessment Criteria

The learner can:

1. make sure surfaces and equipment for displaying and serving food are clean and in good condition
2. use clean and suitable cloths and equipment for wiping and cleaning between tasks
3. remove from use any surfaces and equipment that are damaged or have loose parts
4. report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety
5. dispose of waste promptly, hygienically and appropriately
6. identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings
7. identify, take appropriate action on and report to appropriate person any signs of pests.

## Unit 211

## Maintain food safety when storing, holding and serving food

### Outcome 5

Know how to keep working area clean and hygienic

#### Assessment Criteria

The learner can:

1. state why surfaces and equipment must be clean before beginning a new task and how to do so
2. state the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
3. state why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
4. list the types of damaged surfaces and equipment that can cause food safety hazards
5. describe how to deal with damaged surfaces and equipment that are dangerous to food safety
6. state the importance of clearing and disposing of waste promptly and safely
7. describe how to clear and dispose of waste safely
8. state how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards
9. state what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
10. list the types of pests that could be found in catering operations
11. describe how to identify the signs that pests are present.

## Unit 211

# Maintain food safety when storing, holding and serving food

## Outcome 6

Be able to store food safely

### Assessment Criteria

The learner can:

1. check that food is undamaged and within its 'use-by date' once it has been received
2. prepare food for storage
3. put food in the correct storage area as quickly as necessary to maintain its safety
4. make sure storage areas are clean and maintained at the correct temperature for the type of food
5. store food so that cross-contamination is prevented
6. follow stock rotation procedures
7. safely dispose of food that is beyond 'use-by date'
8. keep necessary records up-to-date.

## Unit 211

# Maintain food safety when storing, holding and serving food

## Outcome 7

### Know how to store food safely

#### Assessment Criteria

The learner can:

1. state the importance of making sure food deliveries are undamaged and within their 'use-by date'
2. state why it is important that food is stored at the correct temperature
3. describe how to ensure food is stored at the correct temperature
4. state the importance of preparing food for storage whilst retaining important labelling information
5. state why food must be put in the correct storage area
6. state what temperature different foods should be stored at
7. state the importance of clean storage areas
8. describe what to do if storage areas are not kept clean
9. describe how to check food is stored at the correct temperature
10. state the importance of separating raw and ready-to-eat food
11. list what types of food are raw and which are ready-to-eat
12. explain why stock rotation procedures are important
13. state why food beyond its 'use-by-date' must be disposed of.

## **Unit 211**

# **Maintain food safety when storing, holding and serving food**

### Outcome 8

Be able to hold and serve food safely

#### **Assessment Criteria**

The learner can:

1. handle food in a way that protects it from hazards
2. follow organisational procedures for items that may cause allergic reactions
3. use methods, times and temperatures that maintain food safety
4. keep necessary records up-to-date.

## Unit 211

## Maintain food safety when storing, holding and serving food

### Outcome 9

Know how to hold and serve food safely

#### Assessment Criteria

The learner can:

1. describe how to check food during holding and serving
2. state the importance of knowing that certain foods can cause allergic reactions
3. state what procedure to follow to deal with food that can cause allergic reactions
4. state what to do if a customer asks if a particular dish is free from a certain food allergen
5. describe how cross contamination can happen between raw food and food that is ready to eat
6. describe how to avoid cross contamination between raw and ready to eat food
7. state the holding temperature and times that must be used for the food.



# Unit 211      **Maintain food safety when storing, holding and serving food**

## Evidence requirements

### **Outcome 2: Be able to keep self clean and hygienic**

#### **What you must do**

The assessor must assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the candidate's work.

The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### **What you must cover**

Understanding of why you must be clean and hygienic must be assessed through questioning.

### **Outcome 4: Be able to keep working area clean and hygienic**

#### **What you must do**

The assessor must assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.3, 3.4, 3.6 and 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- **both** from **surfaces and equipment**
  - a) surfaces and utensils used for displaying and serving food
  - b) appropriate cleaning equipment.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

### **Outcome 6: Be able to store food safely**

#### **What you must do**

The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 by directly observing the candidate's work.

The assessor may assess assessment criteria 5.7 and 5.8 through questioning or witness testimony if no naturally occurring evidence is available.

### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **storage areas**
  - a) ambient temperature
  - b) refrigerator
  - c) freezer.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## **Outcome 8: Be able to hold and serve food safely**

### **What you must do**

The assessor must assess assessment criteria 7.1, 7.3 by directly observing the candidate's work.

The assessor may assess assessment criteria 7.2 and 7.4 through questioning or witness testimony if no naturally occurring evidence is available.

### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **hazards**
  - a) sources of bacteria and other organisms
  - b) chemical
  - c) physical
  - d) allergenic.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 212

# Provide change for customers in a licensed gambling venue

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/6436

### Unit aim

This unit assesses the learner's skills, knowledge and understanding required to provide change for customers ie notes into coins and coins into notes. Change may be from the learner's float or from change machines. Learners will need to show they can provide change accurately and in such a way as to maintain customer satisfaction. This unit is appropriate for staff working in an operational capacity within a gambling venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to provide change for customers in a licensed gambling venue in line with the organisation's procedures
2. Know how to provide change for customers in a licensed gambling venue in accordance with the organisation's procedures

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2004 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Problems: counterfeit money; non-legal tender; disputes; operational faults on change machines
- Change: from float; from change machines

## Unit 212

## Provide change for customers in a licensed gambling venue

### Outcome 1

Be able to provide change for customers in a licensed gambling venue in line with the organisation's procedures

#### Assessment Criteria

The learner can:

1. receive and check the float
2. check that there is sufficient **change** available in time to meet customer needs
3. confirm with customers the change that is required and the change given to them
4. make accurate exchanges of cash
5. provide the type and quantity of change required by customers so as to keep pace with game play
6. sort all monies received into the correct denominations
7. reconcile cash and return all monies to the relevant person
8. maintain the safety and security of monies at all times
9. report **problems** and discrepancies to the relevant person.

## Unit 212

## Provide change for customers in a licensed gambling venue

### Outcome 2

Know how to provide change for customers in a licensed gambling venue in accordance with the organisation's procedures

#### Assessment Criteria

The learner can:

1. state why it is important to recognise that customers need change and the need to respond quickly to their needs
2. state why it is important to confirm what change the customer wants and what monies they are being given
3. state why it is important to make a visual check of the change when receiving it
4. describe the types of problems that can occur when giving change and how to deal with them
5. state the denominations of cash in use and their exchange values
6. state the value of, and denominations in, the change float
7. state the organisation's procedures for receiving, handling and security of cash, dealing with non-legal tender including suspected counterfeit notes, and for reporting problems and discrepancies.

## Unit 212      Provide change for customers in a licensed gambling venue

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.8 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.9 and 2.1-2.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **change**
  - a) from float
  - b) from change machines.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 213

# Provide reception services in a licensed gambling venue

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/6438

### Unit aim

This unit assesses learners' skills, knowledge and understanding of providing a reception services for visitors to a gambling venue. The word visitor is used to include customers, employees, service contractors and individuals who have a right of entry. It involves providing clear information, guidance and support to individuals, whilst ensuring that the organisation's procedures and legal requirements are met. This unit is appropriate for staff working in an operational capacity within a gambling environment.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to provide a reception service in line with the organisation's procedures and legal requirements
2. Know how provide reception services in a licensed gambling venue

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2018 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk) .

There must be performance evidence for the following:

- Visitors: customers; employees; service contractors; individuals with rights of entry

## Unit 213

### Provide reception services in a licensed gambling venue

#### Outcome 1

Be able to provide a reception service in line with the organisation's procedures and legal requirements

#### Assessment Criteria

The learner can:

1. meet and greet **visitors** in a courteous and professional manner
2. communicate effectively with customers
3. provide clear and appropriate information and advice on the services and facilities available to customers
4. provide a clear explanation of the gambling rules and any legislative requirements
5. provide guidance and support to enable visitors to register with the venue
6. verify customer information and confirm that visitors comply with age regulations, refusing admission to individuals who do not comply with the entry criteria
7. refer any disputes over entry to the appropriate person
8. maintain records.



## **Unit 213**

## **Provide reception services in a licensed gambling venue**

### Outcome 2

Know how provide reception services in a licensed gambling venue

#### **Assessment Criteria**

The learner can:

1. describe communication techniques
2. describe the services and facilities available to customers
3. state the legal requirements, the organisation's procedures and recording systems relating to the entry requirements for visitors
4. state why it is important to provide good quality customer service and the implications of not doing so
5. state the need to create a good impression of the gambling venue for all visitors
6. state the telephone procedures
7. state the actions to take in the event of an emergency such as a fire, bomb threat or robbery.

## **Unit 213          Provide reception services in a licensed gambling venue**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.2-1.3, 1.6 and 1.8 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.4, 1.5, 1.7 and 2.1-2.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- **two from visitors**
  - a) customers
  - b) employees
  - c) service contractors
  - d) individuals with rights of entry.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 214

# Receive and store goods and materials in a licensed gambling venue

**Level:** 2

**Credit value:** 2

**NDAQ number:** J/601/6441

### Unit aim

This unit assesses learners' skills, knowledge and understanding with checking deliveries and storing goods and materials in the right places so that they are safe and secure and can be easily located when needed. This unit includes the receipt and storage of gambling related items, consumables and catering items; it does not include gaming machines or cash. This unit is appropriate for staff working in an operational capacity within a gambling venue.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to receive goods and materials in a licensed gambling venue in accordance with the organisation's procedures and legislative requirements
2. Be able to store goods and materials in a licensed gambling venue in accordance with the organisation's procedures and legislative requirements
3. Know how to receive goods and materials in a licensed gambling venue
4. Know how to store goods and materials in a licensed gambling venue

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2015 of the People 1<sup>st</sup> national occupational standard

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at: [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 214**

### **Receive and store goods and materials in a licensed gambling venue**

#### Outcome 1

Be able to receive goods and materials in a licensed gambling venue in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. check that the type, quantity and quality of items delivered are acceptable
2. check deliveries in a way that is safe and hygienic and does not damage the received items
3. take suitable action to deal with unacceptable and incorrect deliveries
4. complete paperwork relating to received goods and materials fully, accurately and promptly
5. follow organisations security procedures.

## **Unit 214**

### **Receive and store goods and materials in a licensed gambling venue**

#### Outcome 2

Be able to store goods and materials in a licensed gambling venue in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. maintain stock control records fully and accurately, updating as necessary
2. store goods and materials in the correct spaces, so that they can be easily reached when needed
3. use the available storage space efficiently and safely
4. complete paperwork relating to storing goods and materials fully, accurately and promptly.

## Unit 214

## Receive and store goods and materials in a licensed gambling venue

### Outcome 3

Know how to receive goods and materials in a licensed gambling venue

#### Assessment Criteria

The learner can:

1. describe how to handle goods and materials safely and hygienically and state the implications of not doing so
2. state where deliveries should be off-loaded
3. describe how to deal with unacceptable and incorrect deliveries
4. state how to complete the records (manual/computerised) associated with receiving deliveries
5. describe organisations security procedures.

## Unit 214

## Receive and store goods and materials in a licensed gambling venue

### Outcome 4

Know how to store goods and materials in a licensed gambling venue

#### Assessment Criteria

The learner can:

1. describe why goods and materials need to be rotated
2. describe how to position goods and materials in the right order and so that they can be easily reached
3. describe how to use the storage space efficiently
4. state the organisation's procedures and legislative requirements for storing goods and materials
5. state how to complete the records (manual/computerised) associated with putting goods and materials into storage.

## **Unit 214            Receive and store goods and materials in a licensed gambling venue**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.1-1.2, 1.4-1.5, 2.1-2.4 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.3, 3.1-3.5 and 4.1-4.5 through questioning or witness testimony if no naturally occurring evidence is available.



## Unit 215

## Receive and set up gaming machines

**Level:** 2

**Credit value:** 2

**NDAQ number:** L/601/6439

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to receive and set up gaming machines. Learners are expected to change over machines as well as accepting new machines. The unit involves setting up, testing and reporting any inconsistencies so that the machine functions to the gambling parameters required. The machine contents may be cash or goods. The preparations learners need to make to receive and set up gaming machines (new and change over machines) may include verifying the delivery schedule; for out-going machines: taking meter readings, de-floating, locking, handing over keys and administration procedures and for incoming machines: receiving keys and administration procedures. This unit is applicable to all staff working in a gambling environment/venue.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to receive and set up gaming machines in accordance with the organisation's procedures and legislative requirements
2. Know how to receive and set up gaming machines in accordance with the organisation's procedures and legislative requirements

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2022 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 215**

## **Receive and set up gaming machines**

### Outcome 1

Be able to receive and set up gaming machines in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. make necessary preparations to receive new gaming machines and for change over machines
2. check gaming set up requirements with the relevant person(s)
3. fill machines with the required contents and to the correct level in accordance with manufacturer's instructions
4. check that gaming machines are in working order in accordance with manufacturer's instructions and before being made available for customer play
5. leave gaming machines and machine site clean, tidy and hazard free when the work is completed
6. register new machines onto the relevant systems
7. complete documentation accurately and clearly and pass it to the relevant person.

## **Unit 215**

### **Outcome 2**

## **Receive and set up gaming machines**

Know how to receive and set up gaming machines in accordance with the organisation's procedures and legislative requirements

### **Assessment Criteria**

The learner can:

1. state personal rights, duties and responsibilities under the Health and Safety at Work Act and any current legislation applicable specifically to different types of gaming machines
2. state the organisation's procedures in relation to changing over gaming machines, gaming machine installation sites, handling any problems with the installation, testing or set up of gaming machines, the contents and level of fill of gaming machines, registering new machines onto the organisation's systems, completion of documentation
3. describe how to confirm that gaming machines are in working order
4. describe how to position gaming machines to attract maximum attention and use.

## **Unit 215            Receive and set up gaming machines**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.1-1.5 and 1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.6 and 2.1-2.4 through questioning or witness testimony if no naturally occurring evidence is available.

## Unit 216

## Check claims and deliver prizes for bingo customers

**Level:** 2

**Credit value:** 3

**NDAQ number:** R/601/6555

### Unit aim

This unit assesses the learners' skills, knowledge and understanding relating to checking claims for winnings and delivering the right prizes to the right customers. Learners are expected to handle customers courteously and to ensure that they adhere to legislation and work in line with their organisation's systems and procedures correctly. The unit is typically carried out by floor staff.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to check claims for bingo prizes
2. Be able to deliver prizes for bingo customers in accordance with the organisation's procedures and legislative requirements
3. Know how to check claims and deliver prizes for bingo prizes

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2003 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on People 1<sup>st</sup> website - **[www.people1st.co.uk](http://www.people1st.co.uk)**.

There must be performance evidence for the following:

- Claims: main stage games; national games; link games
- Prizes: cash; goods

## Unit 216

## Check claims and deliver prizes for bingo customers

### Outcome 1

Be able to check claims for bingo prizes

#### Assessment Criteria

The learner can:

1. identify and locate claimants for whom they are responsible quickly and accurately
2. accept and check game claims from customers accurately, clearly and at a pace which can be followed
3. handle invalid claims in a way which customers can understand and appreciate
4. check that customers are satisfied with the results of their claim and where necessary report instances of customer dissatisfaction to the appropriate person.

## **Unit 216**

### **Check claims and deliver prizes for bingo customers**

#### Outcome 2

Be able to deliver prizes for bingo customers in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. deliver and hand over prizes to customers on completion of confirmation details in a way that avoids disturbing play
2. identify and report any problems associated with prizes.

## Unit 216

## Check claims and deliver prizes for bingo customers

### Outcome 3

Know how to check claims and deliver prizes for bingo prizes

#### Assessment Criteria

The learner can:

1. state the legislative requirements for checking and issuing bingo prizes
2. state the consequences of not conforming to legislative requirements
3. state why it is important to inform customers of what is happening to resolve their problems and queries
4. describe how to check main stage, national and link bingo games
5. describe the types of problems that can occur when checking claims and delivering prizes to customers and how to deal with them
6. state the organisation's procedures for accepting games claims, checking game claims, reporting customer dissatisfaction and for handling problems in relation to claims and prizes
7. describe how to explain invalid claims to customers and why it is important to ensure that they understand the reasons for an invalid claim.



## Unit 216      Check claims and deliver prizes for bingo customers

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1, 1.2, and 2.1 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.3, 1.4, 2.2 and 3.1-3.7 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **claims**
  - a) main stage games
  - b) national games
  - c) link games
  
- at least **one** from **prizes**
  - a) cash
  - b) goods.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 217

# Calculate and issue prizes for main stage bingo games

**Level:** 2

**Credit value:** 4

**NDAQ number:** A/601/6257

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to calculate prizes, issue prize information and make up and issue cash prizes. Learners need to show that they can assemble and analyse relevant sales data and apply both the organisation's procedures and legislative requirements to calculate cash prizes for main stage bingo games and any added prize money, where relevant. Learners must also be able to transfer data and prize information to session control records and ensure cash prizes are forwarded to pay out personnel in time for the start of games. Learners are expected to supply information for the National Bingo game and link games within the required time limits. This unit is appropriate for staff working in an operational capacity within a bingo hall.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to calculate and issue prizes for main stage bingo games in accordance with the organisation's procedures and legislative requirements
2. Know how calculate and issue prizes for main stage bingo games

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2011 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Game control: national games; link games; main stage games

## Unit 217

### Calculate and issue prizes for main stage bingo games

#### Outcome 1

Be able to calculate and issue prizes for main stage bingo games in accordance with the organisation's procedures and legislative requirements

#### Assessment Criteria

The learner can:

1. calculate total prize monies by gathering and verifying sales information
2. identify and solve discrepancies and problems within the limits of their authority and where necessary report unresolved discrepancies and problems, minimising delays to the game
3. allocate prize monies according to the game structure and agree any added prize monies with the relevant person
4. display prize allocations and any added prize monies to customers
5. record data and prize information accurately and clearly
6. make up individual cash prizes to match the agreed prize allocations for each game and forward them to the relevant person in time for the start of the game
7. supply necessary information to the relevant game control at the right time
8. maintain and forward reconciled cash and void books to the relevant person, in a way which ensures their security and that of the takings.

## Unit 217

## Calculate and issue prizes for main stage bingo games

### Outcome 2

Know how calculate and issue prizes for main stage bingo games

#### Assessment Criteria

The learner can:

1. describe book permutations and the circumstances that would necessitate book recalls
2. state the importance of working within the set time limits for games
3. describe how to calculate participation fees
4. state the information needed for the National Bingo game and for link games and how this should be prepared and supplied
5. describe the types of problems that can occur with the calculation of cash prizes, how to resolve them and who to report unresolved problems to
6. state the legal requirements for calculating, issuing and displaying bingo cash prizes and the potential consequences of not meeting the requirements
7. state the organisation's procedures in relation to handling books sold out of sequence, handling void books, dealing with split claims, issuing cash prizes, reconciling recorded and actual takings and acceptable differences, completing session control records, cash, security, personal security, additional prize monies.

# Unit 217 Calculate and issue prizes for main stage bingo games

## Evidence requirements

### What you must do

The assessor must assess assessment criteria 1.1, 1.3-1.8 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2 and 2.1-2.7 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **game control**
  - a) national games
  - b) link games
  - c) main stage games.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/6441

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to call bingo games and validate claims. Learners are expected to show that they can call games to meet the needs of both their customers and their organisation; calling games in a lively and entertaining way whilst complying with the organisation's procedures and legislative requirements. Essential skills are the ability to check and use equipment and customer service. This unit is appropriate for staff working in an operational capacity within a bingo hall.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to call main stage bingo games in accordance with the organisation's procedures and legislative requirements
2. Be able to deal with claims and validate main stage bingo games
3. Know how to call main stage bingo games
4. Know how validate main stage bingo games

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2020 of the People 1<sup>st</sup> national occupational standard

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Equipment: the caller's console; the display board, the sound system
- Bingo games: main stage games; link games; national games.

## **Unit 218**

## **Call and validate main stage bingo games**

### Outcome 1

Be able to call main stage bingo games in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. test equipment and ensure it is safe and in working order, and correctly programmed, and report any unresolved equipment problems
2. check that the order of play and promotional information needed for the games is obtained and report related unresolved problems
3. welcome customers to the bingo games in a way that is appropriate to the session and their needs
4. advise customers of the rules of play prior to starting the game
5. display accurate information about the current type of game
6. call bingo numbers clearly and audibly and at a rate which balances the needs of customers with the needs of the organisation
7. promote special events and gambling opportunities and make announcements in accordance with operational needs.

## **Unit 218**

### **Outcome 2**

## **Call and validate main stage bingo games**

Be able to deal with claims and validate main stage bingo games

### **Assessment Criteria**

The learner can:

1. respond to customer claims promptly
2. locate and direct floor staff quickly to winning customers as necessary
3. validate claims in a way that demonstrates the integrity of the game
4. handle any disputed claims in a way that maintains customer goodwill.



**Unit 218**  
Outcome 3

**Call and validate main stage bingo games**  
Know how to call main stage bingo games

**Assessment Criteria**

The learner can:

1. describe how to play main stage bingo games, including different game and winning possibilities
2. state the legal requirements for calling bingo games
3. state the rules, regulations and procedures for main stage bingo games
4. describe how to use and operate the equipment
5. describe how to make announcements and call in a lively and entertaining way and explain why this is important
6. describe how to structure what is said so customers can understand
7. describe the possible faults that can occur with equipment and how to deal with them
8. state the organisation's procedures in relation to calling games, testing equipment, dealing with faulty equipment and dealing with problems within the limits of their authority; dealing with problems outside the limits of their authority
9. explain the importance of ensuring personal presentation, body language and vocabulary conform to the organisation's procedures when calling
10. describe how to promote special events and gambling opportunities.

## Unit 218

### Outcome 4

## Call and validate main stage bingo games

### Know how validate main stage bingo games

#### Assessment Criteria

The learner can:

1. state the legal requirements for validating claims
2. state how to validate claims
3. describe how to defuse potentially stressful situations so as to maintain customer goodwill
4. state the organisation's procedures in relation to validating claims, dealing with disputes, dealing with problems and discrepancies within the limits of their authority; dealing with problems and discrepancies outside the limits of their authority
5. explain the importance of ensuring personal presentation, body language and vocabulary conform to the organisation's procedures when validating claims and dealing with disputes.

## Unit 218 Call and validate main stage bingo games

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.7, 2.1 and 2.3 by directly observing the candidate's work.

The assessor may assess assessment criterion 2.2 and 2.4, 3.1-3.10 and 4.1-4.5 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **all three** from **equipment**

- a) the caller's console
- b) the display board
- c) the sound system

- **two** from **bingo games**

- a) main stage games
- b) link games
- c) national games.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

**Level:** 2

**Credit value:** 5

**NDAQ number:** F/601/6325

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to install and set up gaming machines. Learners will be expected to carry out setting up, testing and adjusting activities so that the machine functions to the gambling parameters required. The machine contents may be cash or goods. This unit is appropriate for staff working in an operational capacity within a gambling venue.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to install gaming machines in accordance with the organisation's procedures and legislative requirements
2. Be able to set up gaming machines in accordance with the organisation's procedures and legislative requirements
3. Understand how to install and set up gaming machines

### Guided learning hours

It is recommended that **37** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2021 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - **[www.people1st.co.uk](http://www.people1st.co.uk)**.

There must be performance evidence for the following:

- Fit for purpose: all necessary services; right amount of space; suitable for the type of intended promotional activity; will attract the most customers.

## **Unit 219**

## **Install and set up gaming machines**

### Outcome 1

Be able to install gaming machines in accordance with the organisation's procedures and legislative requirements

#### **Assessment Criteria**

The learner can:

1. check installation sites are fit for purpose
2. access suitable sources of technical advice to support installations, as necessary
3. install gaming machines securely in the agreed site using the correct tools
4. test and confirm gaming machines are in working order in accordance with the manufacturer's instructions, using the correct tools
5. identify and rectify problems and difficulties with installing gaming machines within their limits of authority, referring problems outside the limits of their authority to the appropriate person
6. carry out installations at a time and in a manner which reduce risks to security and minimises disruption to customers.

## **Unit 219**

### **Outcome 2**

## **Install and set up gaming machines**

Be able to set up gaming machines in accordance with the organisation's procedures and legislative requirements

### **Assessment Criteria**

The learner can:

1. check gaming set up requirements with the relevant person(s)
2. adjust and set machines to the required operating parameters using the correct tools
3. fill machines with the required contents and to the correct level in accordance with the manufacturer's instructions
4. test machines and confirm the gaming mechanism is in working order in accordance with manufacturer's instructions, using the correct tools
5. identify and rectify problems and difficulties with setting up gaming machines within the limits of their authority, referring any problems outside the limits of their authority to the appropriate person
6. leave gaming machines and machine sites clean, tidy and hazard free on completion of the work
7. complete documentation accurately and clearly and pass it to the relevant person.

## Unit 219

### Outcome 3

## Install and set up gaming machines

Understand how to install and set up gaming machines

### Assessment Criteria

The learner can:

1. state personal rights, duties and responsibilities under the Health and Safety at Work Act and any current legislation applicable specifically to different types of gaming machines
2. state the organisation's procedures in relation to gaming machine installation sites, handling any problems with the installation, testing or set up of gaming machines, the contents and level of fill of gaming machines, completion of documentation
3. state the people from whom clarification and agreements must be sought before installing and setting up gaming machines
4. state the acceptable minimum percentage payout for relevant gaming machines
5. state the sources of technical advice for installations and how to access them
6. explain how to interpret and use gaming machine site plans, manufacturer's instructions and technical specifications
7. state the space and services required for the machines to be installed
8. describe how machines are played, including any special features
9. describe how to use tools and equipment safely when installing and setting up gaming machines
10. describe how to use safe manual handling techniques and lifting equipment to move gaming machines to the installation site
11. describe machine fitting techniques suitable for different types of gaming machines
12. describe how to test that both the machine installation and gaming machine settings are in working order
13. describe how to position gaming machines to attract maximum attention and use.

## Unit 219            Install and set up gaming machines

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1, 1.3-1.4, 1.6, 2.1-2.4 and 2.6-2.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2, 1.5, 2.5 and 3.1-3.13 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **fit for purpose**
  - a) all necessary services
  - b) right amount of space
  - c) suitable for the type of intended promotional activity
  - d) will attract the most customers.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.



## Unit 221

## Reconcile takings for bingo books and tickets

**Level:** 2

**Credit value:** 2

**NDAQ number:** H/601/6558

### Unit aim

This unit assesses the learners' skills, knowledge and understanding to reconcile takings for bingo books and tickets.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to reconcile takings for bingo books and tickets in accordance with the organisation's procedures
2. Know how to reconcile takings for bingo books and tickets in accordance with the organisation's procedures

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2010 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Takings: main stage games; national games; link games.

## **Unit 221**

### Outcome 1

## **Reconcile takings for bingo books and tickets**

Be able to reconcile takings for bingo books and tickets in accordance with the organisation's procedures

### **Assessment Criteria**

The learner can:

1. calculate total book sales, less void books accurately at the end of each sales period
2. check that the cash and cash equivalents match the total sales figure for each sales period
3. report and record discrepancies clearly and accurately
4. forward takings and void books to the relevant person in a way that maintains personal security and that of the takings.

## **Unit 221**

### Outcome 2

## **Reconcile takings for bingo books and tickets**

Know how to reconcile takings for bingo books and tickets in accordance with the organisation's procedures

### **Assessment Criteria**

The learner can:

1. state the organisation's procedures for reconciling cash and sales, record keeping, reporting discrepancies and security
2. state the acceptable methods of payment
3. describe how to recognise and deal with counterfeit, suspicious and unacceptable bank notes and coins.

## Unit 221 Reconcile takings for bingo books and tickets

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1, 1.2 and 1.4 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.3 and 2.1-2.3 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **takings**
  - a) main stage games
  - b) national games
  - c) link games.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 222

# Operate a payment point for ancillary bingo games

**Level:** 2

**Credit value:** 3

**NDAQ number:** K/601/6349

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to make up and issue prize payouts for ancillary bingo games, to operate the cashier's console and to provide and reconcile change for floor staff. When operating the console learners are expected to identify and issue refunds to customers. They need to show they can work quickly and accurately to keep pace with the needs of customers, staff and the pace of games. Security is an essential skill for achievement of this unit. This unit is appropriate for staff working in an operational capacity within a bingo hall.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare a payment point for ancillary bingo games
2. Be able to operate a payment point for ancillary bingo games and reconcile takings
3. Know how to operate a payment point for ancillary bingo games

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2008 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 222**

## **Operate a payment point for ancillary bingo games**

### **Outcome 1**

Be able to prepare a payment point for ancillary bingo games

#### **Assessment Criteria**

The learner can:

1. check the float, ensuring sufficient change is available to meet the rate of play and the demands of floor staff and report discrepancies to the relevant person
2. issue change to floor staff in the correct mix of coins to the set total value
3. test all equipment to ensure it is safe and in working order and report unresolved equipment problems to the appropriate person.

## Unit 222

## Operate a payment point for ancillary bingo games

### Outcome 2

Be able to operate a payment point for ancillary bingo games and reconcile takings

#### Assessment Criteria

The learner can:

1. complete cash receipts accurately
2. operate the console equipment correctly in line with the pace of the games
3. check returned change and cash accepted from floor staff
4. validate credit refunds to customers at appropriate intervals in the games
5. issue accurate prize payouts to match the pace of games and avoid delays and backlogs
6. deal with prize receipts in accordance with the organisation's procedures
7. handle disputed claims in a way that maintains customer goodwill
8. reconcile takings against recorded information and complete records accurately
9. provide cash reconciliation records and cash to the relevant person and report variances
10. operate the payment point in a way that maintains personal security and the takings and in accordance with the organisation's procedures and legislative requirements.

## Unit 222

## Operate a payment point for ancillary bingo games

### Outcome 3

Know how to operate a payment point for ancillary bingo games

#### Assessment Criteria

The learner can:

1. state the legal requirements that apply to game charges and refund of customer credits
2. state why it is important to ensure change is issued to and returned by the same person
3. list the types of coin denomination required for each session
4. list the prize amounts and types for the games being played
5. state why it is important to issue prizes and operate the console to keep up with the pace of the game
6. state the organisations' procedures in relation to cash collection, handling and holding cash on the premises, using cash, preparing, issuing and reconciling change, session earnings and profit targets, operating the payment point equipment, disputed claims, reporting cash variances and security
7. describe how to use mechanised cash bingo information in reconciling cash takings and how to operate the console
8. describe how to defuse potentially stressful customer complaint situations so as to maintain customer goodwill
9. list the type of equipment problems that can occur and what action to take.



## Unit 222      Operate a payment point for ancillary bingo games

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.3, 2.1-2.6 and 2.8-2.10 by directly observing the candidate's work.

The assessor may assess assessment criterion 2.7 and 3.1-3.9 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **one** from **prizes**
  - a) cash
  - b) goods
  
- **both** from **reconcile takings**
  - a) ancillary bingo games
  - b) change provided for customers.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

**Level:** 2

**Credit value:** 3

**NDAQ number:** M/601/6546

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to call bingo games and validate claims. Learners are expected to show that they can mix games in such a way as to meet spend per head targets and that they can call games to meet the needs of both their customers and their organisation. Learners also need to show that they can call games in a lively and entertaining way whilst complying with the organisation's procedures and legislative requirements. Essential skills are the ability to check and use equipment and customer service. This unit is appropriate for staff working in an operational capacity within a bingo hall.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to call and validate ancillary bingo games in accordance with the organisation's procedures and legislative requirements
2. Know how to call and validate ancillary bingo games
3. Know the rules, regulations, legal requirements and the organisation's procedures for calling and validating ancillary bingo games

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2009 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on People 1<sup>st</sup> website - **[www.people1st.co.uk](http://www.people1st.co.uk)**.

There must be performance evidence for the following:

- Equipment: the caller's console; the display board; sound system; random generator.

## **Unit 223**

### Outcome 1

## **Call and validate ancillary bingo games**

Be able to call and validate ancillary bingo games in accordance with the organisation's procedures and legislative requirements

### **Assessment Criteria**

The learner can:

1. test all equipment and ensure it is safe and in working order, and correctly programmed, and report any unresolved problems
2. check that the order of play and promotional information is as required for the games and report related unresolved problems
3. welcome customers to bingo games in a way that is appropriate to the session and their needs
4. advise customers of the rules of play prior to starting the game
5. display accurate information about the current type of game
6. call bingo numbers clearly and audibly and at a rate which balances both the customers' and organisation's needs
7. mix the type of games to maximise the opportunities of achieving set targets
8. respond to and validate customer claims promptly and in a way that demonstrates the integrity of the game
9. handle any disputed claims in a way that maintains customer goodwill.

**Unit 223**  
Outcome 2

**Call and validate ancillary bingo games**  
Know how to call and validate ancillary bingo games

**Assessment Criteria**

The learner can:

1. describe how to play ancillary bingo games, including different game and winning possibilities
2. describe the importance of maximising opportunities to achieve set targets and the implications of not achieving targets
3. describe how to use and operate the equipment
4. describe how to make announcements and call in a lively and entertaining way and state why this is important
5. describe how to structure what is said so customers can understand
6. list possible faults that can occur with equipment and how to deal with them
7. describe how to validate claims
8. describe how to defuse potentially stressful situations so as to maintain customer goodwill.

## **Unit 223**

### **Outcome 3**

## **Call and validate ancillary bingo games**

Know the rules, regulations, legal requirements and the organisation's procedures for calling and validating ancillary bingo games

### **Assessment Criteria**

The learner can:

1. state the rules, regulations and procedures for ancillary bingo games
2. state the legal requirements for calling bingo games and validating claims
3. state the organisation's procedures in relation to calling games, validating claims, dealing with disputes, testing equipment, dealing with faulty equipment, dealing with problems and discrepancies within and outside of their authority
4. state the importance of ensuring personal presentation, body language and vocabulary conform to the organisation's procedure.

## Unit 223 Call and validate ancillary bingo games

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1, 1.3-1.8 and 2.1-2.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2, 1.9, 2.7, 2.8, 3.1-3.8 and 4.1 to 4.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **all from equipment**
  - a) the caller's console
  - b) the display board
  - c) sound system

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 224

## Sell bingo books and tickets

**Level:** 2

**Credit value:** 3

**NDAQ number:** T/601/6497

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to sell bingo books and tickets. Learners need to show that they can set up and maintain the book selling point and sell main, national and link game bingo books. They are expected to be able to handle customers courteously and helpfully and complete sales in the given time before the start of sessions. Accuracy, customer service and speed are essential skills for achievement of this unit. This unit is appropriate for staff working in an operational capacity within a bingo hall.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for selling bingo books and tickets
2. Be able to sell bingo books and tickets in accordance with the organisation's procedures and legislative requirements
3. Know how to sell bingo books and tickets
4. Know the organisation's rules and statutory regulations for selling bingo books and tickets

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2007 of the People 1<sup>st</sup> national occupational standard

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Bingo books: main stage games; national games; link games.

## **Unit 224**

### **Outcome 1**

## **Sell bingo books and tickets**

Be able to prepare for selling bingo books and tickets

### **Assessment Criteria**

The learner can:

1. check that the correct equipment and materials are obtained before opening the sales point
2. check and accurately record book serial numbers
3. check the accuracy of the float
4. report unresolved book and ticket problems and float discrepancies and avoid unnecessary delay to selling
5. display prices and legally required gambling information so that it is clearly visible to customers
6. make available an adequate number of books of the right types to meet expected customer demand.



## **Unit 224**

### Outcome 2

## **Sell bingo books and tickets**

Be able to sell bingo books and tickets in accordance with the organisation's procedures and legislative requirements

### **Assessment Criteria**

The learner can:

1. issue customers with the type and quantity of books and tickets they have requested
2. take payment for the books and tickets, validating cash and cash equivalents and provide accurate change to the customer
3. split and sell books in a way which avoids duplication of serial numbers
4. report problems outside their area of responsibility
5. carry out security procedures
6. return and store unsold books in the correct sequence for the next sales period.

## Unit 224

### Outcome 3

## Sell bingo books and tickets

### Know how to sell bingo books and tickets

#### Assessment Criteria

The learner can:

1. state the importance of completing book sales as quickly as possible
2. state the importance of maintaining the sequence of numbers and the implications if numbers go missing and books are sold and split incorrectly
3. describe how to play the different types of bingo games
4. describe how to explain book sale options to customers to facilitate their understanding
5. describe how to estimate customer demand for bingo books and tickets
6. list the types of books and tickets available and describe how to make them up for the different types of bingo game
7. list the payment methods that are acceptable and describe how to validate these forms of payment
8. describe the kinds of problems and disputes that can arise with book preparation and sales and how and when to deal with them.

## **Unit 224**

### Outcome 4

## **Sell bingo books and tickets**

Know the organisation's rules and statutory regulations for selling bingo books and tickets

### **Assessment Criteria**

The learner can:

1. state the legal requirements relating to: the display of charges to play notices, payments for bingo books, the tearing of bingo books
2. state the organisation's procedures relating to: bingo book preparation and sales, checking and recording book serial numbers, tearing bingo books to avoid duplication of numbers, checking the accuracy of the float; dealing with problems and discrepancies within and outside their authority; validating cash and cash equivalents; splitting books; security; returning unsold books; time involved to sell books and tickets
3. state the organisation's rules and statutory regulations relating to the different types of bingo games, ticket sales, storage of tickets and damaged tickets.

## Unit 224      Sell bingo books and tickets

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.3, 1.5-1.6, 2.1-2.3 and 2.5-2.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.4, 2.4, 3.1-3.8 and 4.1-4.3 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **bingo books**
  - a) main stage games
  - b) national games
  - c) link games.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 225

## Prepare and clear the bar area

**Level:** 2

**Credit value:** 4

**NDAQ number:** Y/601/4922

### Unit aim

This unit is about preparing stock and equipment in the bar area before service and clearing down. It also covers clearing and storing glassware, and dealing with broken glass.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare customer and service area
2. Understand how to prepare customer and service area
3. Be able to clear customer and service area
4. Understand how to clear customer and service area
5. Be able to clean and store glassware
6. Understand how to clean and store glassware

### Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2BS1/10 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - **[www.people1st.co.uk](http://www.people1st.co.uk)**.

## **Unit 225**

Outcome 1

## **Prepare and clear the bar area**

Be able to prepare customer and service area

### **Assessment Criteria**

The learner can:

1. check stocks for drinks service, restock and rotate them in line with workplace procedures
2. prepare and store the drink accompaniments, ready for service
3. make sure that service and electrical equipment is clean, free from damage and displayed as required
4. make sure that menus and promotional material are accurate, clean, free from damage and displayed as required
5. make sure service areas are clean, tidy and ready for service.

## **Unit 225**

### **Outcome 2**

## **Prepare and clear the bar area**

Understand how to prepare customer and service area

### **Assessment Criteria**

The learner can:

1. describe safe and hygienic practices when preparing customer and service areas
2. state why and to whom breakages should be reported
3. explain why it is essential to check the expiry dates on stock items
4. state why refrigeration units should be maintained at the correct temperature
5. state why correct storage and rotation procedures should be followed
6. state why service areas must be secure from unauthorised access at all times
7. state why maintenance should not be attempted on electronic items
8. state why a constant stock of drinks and accompaniments must be maintained
9. state why stocks of drinks must be rotated
10. outline the types of unexpected situations may occur when preparing the bar area and how to deal with these.

## **Unit 225**

Outcome 3

## **Prepare and clear the bar area**

Be able to clear customer and service area

### **Assessment Criteria**

The learner can:

1. store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures
2. ensure that service equipment is clean and stored as required
3. make sure electrical equipment and machines are left in the correct condition
4. ensure that customer and service areas are tidy, free from rubbish and ready for cleaning.



## Unit 225

### Outcome 4

## Prepare and clear the bar area

### Understand how to clear customer and service area

#### Assessment Criteria

The learner can:

1. describe safe and hygienic working practices when clearing customer and service areas
2. explain why service areas should be left tidy and free from rubbish after service
3. state why waste must be handled and stored correctly
4. state why certain electrical equipment must be turned off after service
5. state why maintenance must not be attempted on electrical equipment
6. state why customer service areas must be secure from unauthorised access after service
7. state why spillages and breakages must be reported to the appropriate person
8. state why correct storage procedures must be followed for food and drink stocks
9. outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them.

## Unit 225

Outcome 5

## Prepare and clear the bar area

Be able to clean and store glassware

### Assessment Criteria

The learner can:

1. empty glassware and position it ready for cleaning
2. check that cleaning equipment or machinery is clean, safe, free from damage and ready for use
3. clean glassware at the recommended temperature using appropriate cleaning method
4. check that finished glassware is clean, dry and free from damage
5. dispose of damaged or broken glassware following recommended procedures
6. dispose of waste or dirty water following recommended procedures
7. check that cleaning equipment or machines are left clean, dry undamaged and ready for future use
8. keep storage areas clean, tidy and free from rubbish.

## **Unit 225**

### **Outcome 6**

## **Prepare and clear the bar area**

### **Understand how to clean and store glassware**

#### **Assessment Criteria**

The learner can:

1. describe safe and hygienic working practices when handling glassware, cleaning equipment and materials
2. explain why glassware should be handled carefully
3. state why glassware should be cleaned at the correct temperature
4. describe the proper procedure for disposing of broken glass
5. describe how to maintain glass washing equipment
6. outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them.

## Unit 225 Prepare and clear the bar area

### Evidence requirements

#### Outcome 1: Be able to clear customer and service area

##### What you must do

The assessor must assess assessment criteria 3.1-3.4 by directly observing the candidate's work.

##### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **drink stocks**
  - a) bottled soft/alcoholic drinks
  - b) draught soft/alcoholic drinks
  - c) soft/alcoholic drinks served by optics
  - d) soft/alcoholic drinks free poured with measure and pourer
  - e) hot drinks
- at least **two** from **drink accompaniments**
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks
  - d) decorative items from drinks
- at least **four** from **service equipment**
  - a) bottle openers/cork screws
  - b) optics, measurers/pourers
  - c) glassware
  - d) drip trays and drip mats
  - e) ice buckets and tongs
  - f) knives and chopping boards
  - g) coasters and drink mats
- at least **one** from **electrical equipment**
  - a) refrigerated units
  - b) ice machine
- at least **three** from **service areas**
  - a) counters and shelves
  - b) waste bins/bottle containers
  - c) floors
  - d) tables and chairs

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Outcome 3: Be able to prepare customer and service area

### What you must do

The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **stocks for drinks service**
  - a) bottled soft/alcoholic drinks
  - b) draught soft/alcoholic drinks
  - c) soft/alcoholic drinks served by optics
  - d) soft/alcoholic drinks free poured with measure and pourer
  - e) hot drinks
- at least **two** from **drink accompaniments**
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks
  - d) decorative items from drinks
- at least **four** from **service equipment**
  - a) bottle openers/cork screws
  - b) optics, measurers/pourers
  - c) glassware
  - d) drip trays and drip mats
  - e) ice buckets and tongs
  - f) knives and chopping boards
  - g) coasters and drink mats
- at least **one** from **electrical equipment**
  - a) refrigerated units
  - b) ice machine
- at least **three** from **service areas**
  - a) counters and shelves
  - b) waste bins/bottle containers
  - c) floors
  - d) tables and chairs.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Outcome 5: Be able to clean and store glassware

### What you must do

The assessor must assess assessment criteria 5.1-5.4, 5.6 and 5.7 by directly observing the candidate's work.

The assessor may assess assessment criteria 5.5 through questioning or witness testimony if no naturally occurring evidence is available.

### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **glassware**
  - a) glasses
  - b) water jugs.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 226

## Serve alcoholic and soft drinks

**Level:** 2

**Credit value:** 5

**NDAQ number:** J/601/4978

### Unit aim

This unit is about providing customers with a range of alcoholic and non-alcoholic drinks – bottled, draught, cans and cartons, and those served by free pouring or optics, for example spirits and liqueurs.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to take customers orders
2. Understand how to take customers orders
3. Be able to serve alcoholic and non-alcoholic drinks
4. Understand how to serve alcoholic and non-alcoholic drinks

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2BS2/10 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 226**

## **Serve alcoholic and soft drinks**

### Outcome 1

### Be able to take customers orders

#### **Assessment Criteria**

The learner can:

1. deal with customers in order of arrival where possible
2. maintain focus on the customer and their needs
3. offer customers accurate information on available drinks
4. take the opportunity to maximise sales through up-selling in line with current best practice and or legislation
5. identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink
6. provide alcoholic drinks to permitted people only
7. deal with customer incidents effectively and inform the proper person where necessary.



## Unit 226

### Outcome 2

## Serve alcoholic and soft drinks

### Understand how to take customers orders

#### Assessment Criteria

The learner can:

1. state the Licensing Objectives relevant to the country working within
2. state current relevant legislation to licensing and weights and measures
3. state why it is important to check glassware for damage
4. explain why drinks should be stored at the correct temperature
5. describe how to deal with violent/disorderly customers
6. explain why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics
7. state why it is important to offer customer accurate information about special offers and promotions
8. state what legal measures must be used to serve alcohol and why they must be used
9. state what law is in relation to serving underage drinkers and how this affects the bar staff
10. state what law is in relation to the times of day/night that alcohol may be served
11. describe symptoms that indicate when a customer has drunk excessive amounts and what are the legal responsibilities are in relation to this
12. state under what circumstances customers must not be served with alcohol
13. describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs
14. describe what procedures to follow in response to people smoking in a no smoking area
15. describe the type of non-routine needs that customers may have and how to deal with them
16. describe organisations' standards for customer service
17. describe different service styles within organisation
18. describe why customers should be dealt with in order of arrival where possible.

## **Unit 226**

Outcome 3

## **Serve alcoholic and soft drinks**

Be able to serve alcoholic and non-alcoholic drinks

### **Assessment Criteria**

The learner can:

1. select a glass in which to serve the drink according to organisations' procedures and customer requirements
2. check that the glass is clean and undamaged
3. pour drink according to the product that is being served
4. ensure that the drink is at the correct temperature before serving
5. promote additional products to the customer as appropriate.

## **Unit 226**

### Outcome 4

## **Serve alcoholic and soft drinks**

Understand how to serve alcoholic and non-alcoholic drinks

### **Assessment Criteria**

The learner can:

1. describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment
2. state why the bottle should be left facing the customer
3. describe the correct way to pour and serve different draught drinks
4. describe the correct way to pour and serve different drinks for free or optic pouring
5. describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements
6. state correct temperature for different types of drinks.

## Unit 226      **Serve alcoholic and soft drinks**

### Evidence requirements

#### **Outcome 1: Be able to take customers orders**

##### **What you must do**

The assessor must assess assessment criteria 1.1 – 1.6 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

##### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **information**
  - a) price
  - b) alcoholic content
  - c) name and type of drink
  - d) style characteristics
- at least **two** from **drinks**
  - a) bottled drinks
  - b) draught drinks
  - c) drinks in cans or cartons
  - d) drinks served by free pouring or optics
- at least **two** from **drink accompaniments**
  - a) ice/water
  - b) food garnishes for drinks
  - c) decorative items/stirrers.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

#### **Outcome 3: Be able to serve alcoholic and non-alcoholic drinks**

##### **What you must do**

The assessor must assess assessment criteria 3.1-3.4 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.5 through questioning or witness testimony if no naturally occurring evidence is available.

## What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **drinks**
  - a) bottled
  - b) draught
  - c) drinks in cans
  - d) drinks in cartons
  - e) free pouring/optics
  
- at least **one** from **customer**
  - a) with routine needs
  - b) with non-routine needs
  
- at least **one** from **service style**
  - a) at the bar
  - b) at the table.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 227

## Maintain cellars and kegs

**Level:** 2

**Credit value:** 3

**NDAQ number:** M/601/4909

### Unit aim

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units are in working order, and that conditions are correct. The unit also covers connecting and disconnecting kegs and gas cylinders and checking to see that they are functioning properly.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to maintain cellars
2. Understand how to maintain cellars
3. Be able to prepare kegs and gas for use
4. Understand how to prepare kegs and gas for use

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit 2BS5/10 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 227**

Outcome 1

## **Maintain cellars and kegs**

Be able to maintain cellars

### **Assessment Criteria**

The learner can:

1. make sure that cellar surfaces are free from dirt, rubbish, spillages and mould
2. make sure that the floors are clean and that drains, gullies and sumps are free from blockages
3. make sure that cellar equipment is clean and in good working order
4. use the recommended cleaning equipment and materials and store them correctly after use
5. maintain cellar environmental conditions in line with service operations
6. secure the cellar against unauthorised access.

**Unit 227**  
Outcome 2

**Maintain cellars and kegs**  
Understand how to maintain cellars

**Assessment Criteria**

The learner can:

1. describe safe and hygienic practices when maintaining cellars
2. explain why there are specific security procedures for going in and out of the cellar
3. state why cellars should be secured against unauthorised access at all times
4. state why the cellar should be kept clean and tidy at all times
5. state why the cellar must be kept at a recommended temperature and what that temperature should be
6. outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them.



## **Unit 227**

Outcome 3

## **Maintain cellars and kegs**

Be able to prepare kegs and gas for use

### **Assessment Criteria**

The learner can:

1. position the full keg or gas cylinder for convenience at the appropriate time
2. disconnect empty keg or gas cylinder using the recommended method
3. check that the new keg or gas cylinder contains the correct product and shows the correct date
4. connect keg or gas cylinder using the recommended method
5. check that new keg or gas cylinder is working properly
6. store used keg or gas cylinder ready for dispatch
7. deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary.

## Unit 227

### Outcome 4

## Maintain cellars and kegs

### Understand how to prepare kegs and gas for use

#### Assessment Criteria

The learner can:

1. describe safe and hygienic working practices when preparing kegs and gas cylinders for use
2. describe the risks of mishandling kegs and gas cylinders
3. state why the correct and safe lifting techniques must be used
4. state why gas cylinders for use must be chained or strapped to the wall
5. state why and to whom any signs of damage to kegs/cylinders must be reported
6. state why it is essential to turn off the gas supply before disconnecting the keg
7. state what the safety considerations are in dealing with mixed gases
8. describe procedures in an event of an emergency
9. describe how to determine if kegs/cylinders are leaking
10. state why it is important to check date stamp on stock
11. describe how to tell if stock is out of condition
12. outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them.

## Unit 227            Maintain cellars and kegs

### Evidence requirements

#### Outcome 1: Be able to maintain cellars

##### What you must do

The assessor must assess assessment criteria 1.1-1.6 by directly observing the candidate's work.

##### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **equipment**
  - a) racks/shelves/cradles
  - b) refrigeration/cooling units
  - c) environmental conditions
  - d) cleaning systems
  - e) equipment to control
  
- **all** from **environmental conditions**
  - a) humidity
  - b) ventilation
  - c) lighting
  - d) temperature.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

#### Outcome 3: Be able to prepare kegs and gas for use

##### What you must do

The assessor must assess assessment criteria 3.1-3.6 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

##### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **kegs or gas cylinders**
  - a) beer
  - b) cider
  - c) lager
  - d) real ales
  - e) carbon dioxide/mixed gas cylinders
  - f) bulk gas.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 228

# Facilitate the operation of the game within a casino environment

**Level:** 2

**Credit value:** 15

**NDAQ number:** H/601/6320

### Unit aim

This unit assesses learners' skills, knowledge and understanding required to facilitate the operation of the game. The unit also covers relevant gambling regulations, procedures and financial calculations for the game being undertaken. This unit is appropriate for staff working in an operational capacity within a casino environment.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to facilitate the operation of the game within a casino environment in accordance with the organisation's procedures
2. Know how to facilitate the operation of the game within a casino environment in accordance with the organisation's procedures

### Guided learning hours

It is recommended that **120** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2017 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Financial instruments: cash; chips; plaques; sealed packets
- Appropriate information: rules of the game – for inexperienced players; minimum / maximum allowable stakes; instructions associated with the game.

## **Unit 228**

### **Facilitate the operation of the game within a casino environment**

#### Outcome 1

Be able to facilitate the operation of the game within a casino environment in accordance with the organisation's procedures

#### **Assessment Criteria**

The learner can:

1. operate the game effectively using the appropriate technical and manual skills
2. operate the equipment and the game in accordance with the relevant gambling regulations
3. exchange financial instruments accurately, as requested by the customer
4. record and secure transactions at the table
5. identify unusual practices/behaviours by observing players and onlookers and note and/or report them to the appropriate person
6. accept, calculate and pay out bets accurately in accordance with the regulations for the game
7. resolve betting related disputes within the limits of their responsibility and report actions taken, or disputes outside the limits of their authority, to the appropriate person
8. communicate appropriate information to customers before, during and after the game in a courteous and appropriate manner, in line with the regulations for the game being undertaken.

## **Unit 228**

### **Facilitate the operation of the game within a casino environment**

#### Outcome 2

Know how to facilitate the operation of the game within a casino environment in accordance with the organisation's procedures

#### **Assessment Criteria**

The learner can:

1. describe the observational skills required during the operation of the game
2. state the rules and procedures of the game (including security procedures) that are being operated
3. state the importance of adhering to the relevant gambling regulations
4. state the organisation's policies and procedures for accepting, calculating and paying out bets
5. describe how to operate the equipment relevant to the game
6. state the importance of providing clear communication about the game throughout the process, and the implications of not doing so
7. state why it is important to provide good quality customer service and the implications of not doing so
8. state the limits of their authority and the correct reporting procedures.

## Unit 228 Facilitate the operation of the game within a casino environment

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.4, 1.6 and 1.8 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.5, 1.7 and 2.1-2.8 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **financial instruments**
  - a) cash
  - b) chips
  - c) plaques
  - d) sealed packets
  
- at least **two** from **appropriate information**
  - a) rules of the game – for inexperienced players
  - b) minimum/maximum allowable stakes
  - c) instructions associated with the game.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.



## Unit 229

# Ensure the availability and suitability of resources to operate a game within a casino environment

**Level:** 2

**Credit value:** 2

**NDAQ number:** J/601/6312

### Unit aim

This unit assesses learners' skills, knowledge and understanding needed to ensure that the relevant equipment and materials to operate the game are available, in good working order and comply with regulatory requirements. This unit is appropriate for staff working in an operational capacity within a casino environment.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to ensure the availability and suitability of resources to operate a game within a casino environment in accordance with legislative requirements and the organisation's procedures
2. Know how to ensure the availability and suitability of resources to operate a game within a casino environment in accordance with legislative requirements and the organisation's procedures

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2016 of the People 1<sup>st</sup> national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit must be assessed in line with the People 1<sup>st</sup> Sector Assessment Strategy, which can be found at - [www.people1st.co.uk](http://www.people1st.co.uk) .

There must be performance evidence for the following:

- Equipment that can affect the outcome of the game: roulette wheel/balls; cards; table; dice
- Equipment to support the smooth running of the game: chips; shufflers; audio equipment; CCTV; writing implements; rake; shoes; table layout ; discard rack.

## **Unit 229            Ensure the availability and suitability of resources to operate a game within a casino environment**

Outcome 1            Be able to ensure the availability and suitability of resources to operate a game within a casino environment in accordance with legislative requirements and the organisation's procedures

### **Assessment Criteria**

The learner can:

1. check that the equipment that can affect the outcome of the game is available, in good working condition and meets legal requirements
2. report to the appropriate person, when any equipment that can affect the outcome of the game does not comply with legal requirements
3. check that that the ancillary equipment to support the smooth running of the game is available and in good working condition
4. check that the seating arrangements and seating are appropriate for the game being undertaken
5. check that the appropriate information about the game is available and clearly displayed in accordance with national regulations
6. make sure that all equipment is correctly positioned in preparation for the game, in line with the regulations for the game.

## **Unit 229**

### **Ensure the availability and suitability of resources to operate a game within a casino environment**

#### **Outcome 2**

Know how to ensure the availability and suitability of resources to operate a game within a casino environment in accordance with legislative requirements and the organisation's procedures

#### **Assessment Criteria**

The learner can:

1. state how to comply with the organisation's procedures, legislative requirements and gambling regulations relating to the appropriate condition and positioning of equipment to operate the game
2. outline the equipment used to operate the game
3. state the reporting procedures relating to equipment which does not comply with legal requirements and the implications of not following them
4. state the company procedures for the security of and access to the resources needed to operate the games.

## Unit 229      **Ensure the availability and suitability of resources to operate a game within a casino environment**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.1, 1.3-1.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2 and 2.1-2.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### **What you must cover**

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **equipment that can affect the outcome of the game**
  - a) roulette wheel/balls
  - b) cards
  - c) table
  - d) dice
  
- at least **four** from **equipment to support the smooth running of the game**
  - a) chips
  - b) shufflers
  - c) audio equipment
  - d) CCTV
  - e) writing implements
  - f) rake
  - g) shoes.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

## Unit 230

## Provide casino cash desk services

**Level:** 2

**Credit value:** 8

**NDAQ number:** T/601/6435

### Unit aim

This unit assesses learners' skills, knowledge and understanding when providing financial services within a casino environment. It covers the skills and knowledge needed to process transactions in accordance with the organisation's procedures and legislative requirements. This unit is appropriate for staff working in an operational capacity within a casino environment.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to provide casino cash desk services in accordance with legislative requirements, the organisation's policy and procedures
2. Know how to provide casino cash desk services in accordance with legislative requirements, the organisation's policy and procedures

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit GS2019 of the People 1<sup>st</sup> national occupational standard:

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy which can be found on People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

There must be performance evidence for the following:

- Process: receiving; paying out; converting
- Financial instruments: cash; cash chips; cheques; drop plaques; bankers drafts; foreign currency; telephone transfers; debit cards; cheque cashing facility
- Financial checks: table cash count; machine counts; bank balances.

## **Unit 230**

### Outcome 1

## **Provide casino cash desk services**

Be able to provide casino cash desk services in accordance with legislative requirements, the organisation's policy and procedures

### **Assessment Criteria**

The learner can:

1. interact with customers in a courteous and appropriate manner
2. provide appropriate and clear information and advice on the financial services and facilities available to customers
3. refer non-complying requests to the appropriate person
4. calculate transactions and process the financial instruments
5. undertake regular financial checks in accordance with regulations
6. consolidate cash desk transactions
7. maintain the smooth running of the cash desk operation in compliance with the organisation's cash handling procedures and follow opening and closing procedures
8. prepare completion reports and maintain records.

## **Unit 230**

### **Outcome 2**

## **Provide casino cash desk services**

Know how to provide casino cash desk services in accordance with legislative requirements, the organisation's policy and procedures

### **Assessment Criteria**

The learner can:

1. state the legislation and financial regulatory requirements governing the handling, processing and recording of transactions
2. state the range of financial instruments and the organisation's policies and procedures for accepting, calculating and paying out financial instruments
3. describe the systems and procedures relating to consolidate cash desk transaction
4. state why it is important to provide good quality customer service and the implications of not doing so.

## Unit 230 Provide casino cash desk services

### Evidence requirements

#### What you must do

The assessor must assess assessment criteria 1.1-1.2, 1.4-1.8 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.3 and 2.1-2.4 through questioning or witness testimony if no naturally occurring evidence is available.

#### What you must cover

There must be performance evidence, gathered through observing the candidate's work for:

- **two** from **process**
  - a) receiving
  - b) paying out
  - c) converting
  
- **two** from **financial instruments**
  - a) cash
  - b) cash chips
  - c) cheques
  - d) drop plaques
  - e) bankers drafts
  - f) foreign currency
  - g) telephone transfers
  - h) debit cards
  - i) cheque cashing facility
  
- **one** from **financial checks**
  - a) table cash count
  - b) machine counts
  - c) bank balances.

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.



## Unit 231

# Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems

**Level:** 2

**Credit value:** 5

**NDAQ number:** H/601/6270

### Unit aim

This unit assesses learners' skills, knowledge and understanding when carrying out preventive maintenance on domestic appliances, consumer electronic equipment or signal reception equipment / systems. Learners are required to implement the preventive maintenance procedures in compliance with the manufacturer's instructions, to use the appropriate test equipment, and to restore the appliance to normal operation at the end of the work. Their responsibilities require them to comply with health and safety and other legislative requirements and the policies and procedures of their service organisation in respect of maintenance procedures.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to carry out preventative maintenance procedures in accordance with health and safety legislation and other relevant regulations and guidelines
2. Know how to carry out preventative maintenance procedures in accordance with health and safety legislation and other relevant regulations and guidelines
3. Know how to carry out preventative maintenance procedures relating to signal reception in accordance with health and safety legislation and other relevant regulations and guidelines
4. Know how to carry out preventative maintenance procedures relating to consumer / commercial electronics in accordance with health and safety legislation and other relevant regulations and guidelines
5. Know how to carry out preventative maintenance procedures relating to domestic appliance servicing in accordance with health and safety legislation and other relevant regulations and guidelines

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit EES 11 of the Summit Skills national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

## Assessment

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

Assessment criteria covers:

- Signal loss in a system– eg cable type and length, diplexers, outlets)
- Operation and care of test equipment – signal reception eg spectrum analyser, signal level meter)
- Operation and care of test equipment – consumer/commercial electronics: eg multimeter, oscilloscope, function generator)
- Operation and care of test equipment – domestic appliance servicing: eg multimeter, earth loop impedance tester, insulation resistance tester
- Modules contained in the appliance (motors, pumps, water valves, heaters, processors)
- Basic operation principles of the modules eg (motors, pumps, water valves, heaters, processors, etc).

**Unit 231**                    **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

Outcome 1                    Be able to carry out preventative maintenance procedures in accordance with health and safety legislation and other relevant regulations and guidelines

**Assessment Criteria**

The learner can:

1. carry out maintenance activities safely and in line with maintenance schedules, within the limits of their authority
2. report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule
3. complete relevant maintenance records accurately and pass them on to the appropriate person
4. dispose of waste materials in accordance with safe working practices and approved procedures.

**Unit 231**                      **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

Outcome 2                      Know how to carry out preventative maintenance procedures in accordance with health and safety legislation and other relevant regulations and guidelines

**Assessment Criteria**

The learner can:

1. state the specific safety precautions to be taken when preventing faults
2. describe how to use workshop manuals and maintenance procedures
3. describe the customer care procedures and techniques
4. describe component and module replacement methods and techniques
5. outline the requirements for handling specific components or modules including static-sensitive components
6. state the correct tools and equipment required for the work
7. describe the documentation required for service procedures
8. state the waste disposal procedures, including ownership and advice to customers
9. describe the disassembly and reassembly procedures for the product or system
10. outline the product or system specification
11. state the faults that can be prevented by maintenance and those that cannot
12. state the extent of their responsibility and who to report unresolved problems to.

**Unit 231**                    **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

Outcome 3                    Know how to carry out preventative maintenance procedures relating to signal reception in accordance with health and safety legislation and other relevant regulations and guidelines

**Assessment Criteria**

The learner can:

1. describe the alignment methods for both satellite and terrestrial antenna
2. outline the causes of signal loss in a system
3. describe the operation and care of test equipment.

## Unit 231

### **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

#### Outcome 4

Know how to carry out preventative maintenance procedures relating to consumer / commercial electronics in accordance with health and safety legislation and other relevant regulations and guidelines

#### **Assessment Criteria**

The learner can:

1. outline each stage of the basic operation of the product
2. explain the importance of isolating a live (TV) chassis before starting working on it
3. state the signal requirements of the product
4. describe the operation and care of test equipment.

**Unit 231**                      **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

Outcome 5                      Know how to carry out preventative maintenance procedures relating to domestic appliance servicing in accordance with health and safety legislation and other relevant regulations and guidelines

**Assessment Criteria**

The learner can:

1. outline the basic operational principles of the modules contained in the appliance
2. state the sequence in which the appliance operates
3. explain the need to ensure a safe, properly bonded earth for the appliance
4. describe the service requirements of the product
5. list appliance settings that can be adjusted
6. describe the operation and care of test equipment
7. state the gas legislation and water by-laws as appropriate.

**Unit 231**      **Carry out preventative maintenance procedures on domestic appliances, consumer electronic equipment and signal equipment / systems**

Evidence requirements

Please refer to the Summit Skills Assessment Strategy which can be found on **[www.cityandguilds.com](http://www.cityandguilds.com)** on pages for 5874



## Unit 232

# Replace components in consumer electronic equipment

**Level:** 2

**Credit value:** 7

**NDAQ number:** T/601/6435

### Unit aim

This unit assesses learners' skills, knowledge and understanding when rectifying faults in consumer electronic equipment, by replacing (ie removing and replacing) faulty components and/or by making adjustments to components to bring the product back to full working order, in accordance with approved procedures. They will be required to ensure that any replacement parts are correct for their intended purpose, that they meet any safety requirements, and are fitted without damage. Their responsibilities require them to comply with health and safety and other legislative requirements and the policies and procedures of their service organisation in respect of replacing components in consumer electronics.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to replace components in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines
2. Know how to replace components in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

### Guided learning hours

It is recommended that **65** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit EES18 of the Summit Skills national occupational standard:

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy which can be found on People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

Assessment criteria covers:

- component replacement techniques and safety precautions: eg de-soldering, soldering
- component handling and disposal precautions: eg for static sensitive components
- component operating conditions and any associated hazards: eg stored electrical or mechanical energy
- operation and care of test equipment: eg multimeter, oscilloscope, signal generator, etc.

## Unit 232

## Replace components in consumer electronic equipment

### Outcome 1

Be able to replace components in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

### Assessment Criteria

The learner can:

1. obtain the required components and ensure that they are in a suitable condition for replacement and fit for purpose in line with the equipment specification
2. prevent damage to components, tools and equipment by taking necessary precautions during replacement
3. replace the components in the correct sequence using appropriate tools and techniques
4. make any necessary settings or adjustments to the equipment to ensure that it is within the normal operating specification and meets the customer's expectations
5. deal promptly with problems within their control and report those that cannot be solved
6. maintain documentation in accordance with the organisation's requirements.

## Unit 232

## Replace components in consumer electronic equipment

### Outcome 2

Know how to replace components in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

#### Assessment Criteria

The learner can:

1. state the specific safety precautions to take when working with consumer electronic equipment
2. state the safety issues relating to working on live equipment at a customer's premises
3. state the customer care procedures and techniques
4. describe how to use workshop manuals and interpret circuit diagrams, mechanical and component drawings
5. describe component replacement techniques and safety precautions
6. state the correct soldering techniques for the work
7. describe the component handling and disposal precautions for the work
8. describe the component operating conditions and any associated hazards
9. state how to select, use and care for the tools and equipment including control procedures
10. outline the product specifications, and state the tests needed to confirm that they are being met
11. state the waste disposal procedures including ownership and advice to give customers
12. outline each stage of the basic operation of the product
13. explain the need to isolate a live (TV) chassis before working on it
14. describe the signal requirements of the product
15. describe the operation and care of test equipment
16. state the extent of their responsibility and who to report unresolved problems to.

## Unit 232

## Replace components in consumer electronic equipment

### Evidence requirements

Please refer to the Summit Skills Assessment Strategy which can be found on [www.cityandguilds.com](http://www.cityandguilds.com) on pages for 5874

## Unit 233

# Diagnose faults in consumer electronic equipment

**Level:** 2

**Credit value:** 8

**NDAQ number:** Y/601/6671

### Unit aim

This unit assesses learners' skills, knowledge and understanding when diagnosing faults in consumer electronic equipment, in accordance with approved procedures. Learners are required to use logical service techniques, and to select and use the appropriate test equipment. Their responsibilities require them to comply with health and safety and other legislative requirements and the policies and procedures of their service organisation in respect of diagnosing faults.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to diagnose faults in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines
2. Know how to diagnose faults in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

### Guided learning hours

It is recommended that **75** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit EES12 of the Summit Skills national occupational standard.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup>.

### Assessment

This unit should be assessed against People 1<sup>st</sup> assessment strategy which can be found on People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

Assessment criteria covers:

- Hazards associated with carrying out fault diagnosis: eg live electrical components or chassis, stored energy, misuse of tools
- Fault finding techniques: half-split, input-to-output, function testing, injection and sampling techniques and equipment self-diagnostics
- Operation and care of test equipment eg multimeter, oscilloscope, function generator.

## **Unit 233**

### **Diagnose faults in consumer electronic equipment**

#### Outcome 1

Be able to diagnose faults in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

#### **Assessment Criteria**

The learner can:

1. establish the most likely cause of the fault by identifying relevant information on the symptoms and problems associated with the equipment
2. locate the fault by using diagnostic techniques, tools and aids
3. complete the fault diagnosis safely and within the agreed time, informing the appropriate people when this cannot be achieved
4. draw valid conclusions about the nature and cause of the fault using the evidence gained
5. determine the implications of the fault in relation to other work and safety considerations
6. record details on the extent and location of the fault in an appropriate format.

## Unit 233

## Diagnose faults in consumer electronic equipment

### Outcome 2

Know how diagnose faults in consumer electronic equipment in accordance with health and safety legislation and other relevant regulations and guidelines

#### Assessment Criteria

The learner can:

1. state the specific safety precautions to take when working with consumer electronic equipment
2. state the safety issues relating to working on live equipment at a customer's premises
3. state the codes of practice that apply to the type of equipment or system being diagnosed
4. state the customer care procedures and techniques
5. describe the correct soldering techniques to use for the work
6. explain how to minimise the risk of faults reoccurring
7. describe how to use workshop / manufacturers' manuals and other appropriate sources of information
8. state the hazards associated with carrying out fault diagnosis on electrical equipment and how they can be minimised
9. describe how to use and care for fault diagnostic tools and equipment
10. describe the various fault finding techniques that can be used, and how they are applied
11. state each stage of the basic operation of the product
12. explain the importance of isolating a live (TV) chassis before starting working on it
13. describe the signal requirements of the product
14. describe the operation and care of test equipment
15. state the extent of their responsibility and who to report unresolved problems to.

## Unit 233

## Diagnose faults in consumer electronic equipment

### Evidence requirements

Please refer to the Summit Skills Assessment Strategy which can be found on [www.cityandguilds.com](http://www.cityandguilds.com) on pages for 5874



## Unit 301

# Ensure responsibility for actions to reduce risks to health and safety

**Level:** 3

**Credit value:** 4

**NDAQ number:** A/601/5867

### Unit aim

The aim of this unit is to provide candidates with the knowledge, understanding and skills to understand their health and safety responsibilities in the workplace.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to identify the hazards and evaluate the risks in the workplace
2. Be able to reduce the risks to health and safety in the workplace
3. Know how to reduce risks to health and safety in the workplace

### Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the ProSkills.

## **Unit 301**

### **Ensure responsibility for actions to reduce risks to health and safety**

#### Outcome 1

1. Be able to identify the hazards and evaluate the risks in the workplace

#### **Assessment Criteria**

The learner can:

1. identify workplace instructions that are relevant to them and their job role
2. identify working practices and hazards in the workplace that could be harmful
3. evaluate the hazards and prioritise in risk order
4. report hazard(s) to the responsible person.

## Unit 301

## Ensure responsibility for actions to reduce risks to health and safety

### Outcome 2

2. Be able to reduce the risks to health and safety in the workplace

#### Assessment Criteria

The learner can:

1. perform work activities at own level of competence in accordance with identified health and safety:
  - workplace policies
  - instructions and procedures,
  - suppliers and manufacturers' information and
  - relevant legal requirements
2. manage hazards in accordance with workplace instructions and legal requirements
3. report any differences between workplace instructions and supplier/manufacturer instructions.

## Unit 301

## Ensure responsibility for actions to reduce risks to health and safety

### Outcome 3

3. Know how to reduce risks to health and safety in the workplace

#### Assessment Criteria

The learner can:

1. explain their responsibility in remaining alert to hazards and risks
2. describe own responsibilities and scope for action in controlling risk
3. explain the importance of adhering to health and safety policies and practices
4. describe where and when to get additional health and safety assistance
5. describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace.

## **Unit 301            Ensure responsibility for actions to reduce risks to health and safety**

Evidence requirements

Please refer to the ProSkills Assessment Strategy which can be found here:

**<http://proskills.co.uk/qualifications/vocational-qualifications-approvals>**

**Level:** 3

**Credit value:** 6

**NDAQ number:** M/601/6532

### **Unit aim**

This unit assesses learners' skills, knowledge and understanding of being an effective team member, including taking some responsibility for helping colleagues to learn. The unit involves supporting the team's efforts by sharing the workload fairly, making realistic commitments and doing their best to keep them, and contributing to team morale and good working relations. The unit is also about being an effective learner in the workplace. It assumes that learners receive some help and support in planning and carrying out their learning plans. Learners' responsibilities are to contribute to the planning process, carry out their plan and report on their progress. Finally, the unit is about helping colleagues to gain the information and skills they need to do their jobs. It involves passing knowledge and skills onto colleagues when going about their day-to-day work. This standard is not about being a professional trainer and learners are not expected to assess their colleagues' performance formally. This unit has been adapted from Skillsmart Retail's Unit E.8 'Work effectively in your retail organisation'.

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to support effective team working in a licensed gambling venue
2. Be able to help with planning and organising own learning in a licensed gambling venue
3. Be able to help others to learn in a licensed gambling venue
4. Know how to support effective team working in a licensed gambling venue
5. Know how to help with planning and organising own learning in a licensed gambling venue
6. Know how to help others to learn in a licensed gambling venue

### **Guided learning hours**

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards**

This unit directly relates to Unit GS2023 of the People 1<sup>st</sup> national occupational standard.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by People 1<sup>st</sup>.

### **Assessment**

This unit should be assessed against the People 1<sup>st</sup> assessment strategy and evidence requirements which can be found on the People 1<sup>st</sup> website - [www.people1st.co.uk](http://www.people1st.co.uk).

## **Unit 302**

### Outcome 1

## **Work effectively in a licensed gambling venue**

Be able to support effective team working in a licensed gambling venue

### **Assessment Criteria**

The learner can:

1. share work fairly with colleagues, taking account of their own and others' preferences, skills and time available
2. make realistic commitments to colleagues and do what has been promised to do
3. inform colleagues promptly if what has been promised cannot be done and suggest suitable alternatives
4. encourage and support colleagues when working conditions are difficult
5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect
6. follow the organisation's health and safety procedures whilst working.

**Unit 302**  
Outcome 2

**Work effectively in a licensed gambling venue**

Be able to help with planning and organising own learning in a licensed gambling venue

**Assessment Criteria**

The learner can:

1. discuss and agree with the right people goals that are relevant, realistic and clear
2. identify the knowledge and skills needed to achieve personal goals
3. agree action points and deadlines that are realistic, taking into account past learning experiences and the time and resources available for learning
4. check personal progress and, when necessary, change methods of working, on a regular basis
5. ask for feedback on personal progress from those in a position to give it, and use the feedback to improve performance.



## **Unit 302**

### Outcome 3

## **Work effectively in a licensed gambling venue**

Be able to help others to learn in a licensed gambling venue

### **Assessment Criteria**

The learner can:

1. encourage colleagues to ask for work-related information or advice that is likely to be within their authority to provide
2. identify when colleagues are having difficulty performing tasks at which they are competent, and tactfully offer advice
3. provide clear, accurate and relevant information and advice relating to tasks and procedures
4. explain and demonstrate procedures clearly, accurately and in a logical sequence
5. encourage colleagues to ask questions if they do not understand the information and advice given to them
6. provide colleagues with opportunities to practise new skills, and give constructive feedback
7. check that health, safety and security are not compromised while helping others to learn
8. guide colleagues to suitable sources of help when they are not the most appropriate person to advise colleagues in their learning.

**Unit 302**  
Outcome 4

**Work effectively in a licensed gambling venue**  
Know how to support effective team working in a licensed gambling venue

**Assessment Criteria**

The learner can:

1. state their team's purpose, aims and targets
2. state their personal responsibility for contributing to the team's success
3. state their colleagues' roles and main responsibilities
4. state the importance of sharing work fairly with colleagues
5. describe the factors that can affect their own and colleagues' willingness to carry out work, including skills and existing workload
6. state the importance of being a reliable team member
7. list the factors to take account of when making commitments, including their existing workload and the degree to which interruptions and changes of plan are within their control
8. outline the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues
9. state the importance of good working relations, and techniques for removing tension between colleagues
10. state the importance of following the organisation's policies and procedures for health and safety, including setting a good example to colleagues.

## **Unit 302**

### Outcome 5

## **Work effectively in a licensed gambling venue**

Know how to help with planning and organising own learning in a licensed gambling venue

### **Assessment Criteria**

The learner can:

1. state who can help set goals, help plan learning, and give feedback on their personal progress
2. describe how to identify the knowledge and skills needed to achieve personal goals
3. explain how reflecting on past learning experiences can help to plan their future learning, and techniques for doing so
4. state how to work out how much time needs to devote to learning and how much time can be made available for learning
5. state how often to check personal progress and how to do this
6. describe how to adjust plans as needed to meet personal goals
7. explain why to ask for feedback on progress, how to do so, and how to respond positively.

**Unit 302**  
Outcome 6

**Work effectively in a licensed gambling venue**  
Know how to help others to learn in a licensed gambling venue

**Assessment Criteria**

The learner can:

1. state their role in helping others to learn in the workplace
2. state how to work out what personal skills and knowledge can be usefully share with others
3. describe how and when to offer help and advice to colleagues who are learning
4. list methods of helping others to learn on the job, and how to choose suitable methods for different learning situations
5. state health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks
6. list sources of help within the organisation for people who are learning, and how to access them.

## **Unit 302            Work effectively in a licensed gambling venue**

### Evidence requirements

#### **What you must do**

The assessor must assess assessment criteria 1.1, 1.6, 2.1, 2.3, 3.3, 3.4 and 3.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2-1.5, 2.2, 2.4-2.5, 3.1-3.2, 3.6-3.8, 4.1-4.10, 5.1-5.7 and 6.1-6.6 through questioning or witness testimony if no naturally occurring evidence is available.

The assessor may assess assessment criterion through questioning or witness testimony if no naturally occurring evidence is available.

**Level:** 3

**Credit value:** 8

**NDAQ number:** D/601/1553

### **Unit aim**

Teamwork is a key component of delivering and improving excellent customer service. The people the learner works with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on their skills and those of others. It involves communicating with each other and agreeing how they can work together to give a more effective service. They all need to work together positively. The learner must also monitor their own and the team's performance and change the way they do things if that improves customer service. This unit is about how the learner develops a relationship with others to improve their customer service performance.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Improve customer service by working with others
2. Monitor their own performance when improving customer service
3. Monitor team performance when improving customer service
4. Understand how to work with others to improve customer service

### **Guided learning hours**

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards (if appropriate, otherwise omit)**

This unit directly relates to Unit D8 of the Customer Service NOS 2010.

### **Support of the unit by a sector or other appropriate body (if required, otherwise omit)**

This unit is endorsed by the Institute of Customer Service (ICS).

### **Assessment**

This unit should be assessed against Customer Service assessment strategy 2010.

## **Unit 303**

### Outcome 1

## **Work with others to improve customer service**

### Improve customer service by working with others

#### **Assessment Criteria**

The learner can:

1. contribute constructive ideas for improving customer service
2. identify what they have to do to improve customer service and confirm this with others
3. agree with others what they have to do to improve customer service
4. co-operate with others to improve customer service
5. keep their commitments made to others
6. make others aware of anything that may affect plans to improve customer service.

**Unit 303**  
Outcome 2

**Work with others to improve customer service**  
Monitor their own performance when improving customer service

**Assessment Criteria**

The learner can:

1. discuss with others how what they do affects customer service performance
2. identify how the way they work with others contributes towards improving customer service.



## **Unit 303**

### Outcome 3

## **Work with others to improve customer service**

Monitor team performance when improving customer service

### **Assessment Criteria**

The learner can:

1. discuss with others how teamwork affects customer service performance
2. work with others to collect information on team customer service performance
3. identify with others how customer service teamwork could be improved
4. take action with others to improve customer service performance.

**Unit 303**  
Outcome 4

**Work with others to improve customer service**  
Understand how to work with others to improve customer service

**Assessment Criteria**

The learner can:

1. describe who else is involved either directly or indirectly in the delivery of customer service
2. describe the roles and responsibilities of others in their organisation
3. describe the roles of others outside their organisation who have an impact on their services or products
4. evaluate what the goals or targets of their organisation are in relation to customer service and how these are set
5. evaluate how their organisation identifies improvements in customer service.

## Unit 303 Work with others to improve customer service

### Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must include examples of agreeing customer service roles and responsibilities which are:
  - a. part of your own role
  - b. part of other people's roles.
5. You must provide evidence that you have worked with two of these groups of people:
  - a. team members or colleagues
  - b. suppliers or service partners
  - c. supervisors, team leaders or managers.
6. Your evidence must show that your work with others involves communication by two of these methods as expected within your job role:
  - a. face to face
  - b. in writing
  - c. by telephone
  - d. using text messages
  - e. by e-mail
  - f. using the internet (including social networking)
  - g. using an intranet.

## 6 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](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

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

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

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

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

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

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

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLLA assessments.

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## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Registrations/enrolment, Certificates, 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](mailto:centresupport@cityandguilds.com)**

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### 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](mailto:singlesubjects@cityandguilds.com)**

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### 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](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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