Level 3 NVQ Diploma in Gambling Operations (5874-03)

Qualification handbook for centres
501/1269/7

Betting
Bingo
Casino
Gaming Machines

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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000   **www.cityandguilds.com**
F +44 (0)20 7294 2413   **centresupport@cityandguilds.com**

Level 3 NVQ Diploma in Gambling Operations (5874-03)

Version and date	Change detail	Section
2.0 June 2013	Added unit 318 to replace expired unit 307	**Structure/ units**

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1   Introduction to the qualification

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

Qualification title and level	**Level 3 NVQ Diploma in Gambling Operations (Bingo)** **Level 3 NVQ Diploma in Gambling Operations (Betting)** **Level 3 NVQ Diploma in Gambling Operations (Casino)** **Level 3 NVQ Diploma in Gambling Operations (Gaming Machines)**
City & Guilds qualification number	5874-03
Qualification accreditation number	501/1269/7

Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

1.1 Qualification structure

To achieve the Level 3 NVQ Diploma in Gambling Operations (5874-03), learners must achieve 28 credits from the mandatory units and a minimum of 9 credits from the optional units available for each pathway. This Diploma has four pathways – Betting, Bingo, Casino and Gaming Machines.

Unit number	Unit title	Credit value
Group A – Mandatory units for all pathways. 28 credits must be achieved from this group for all pathways.		
304	Protect children and vulnerable people from gambling related harm	5
305	Ensure compliance of the business with legal requirements for gambling	10
306	Keep up to date with the available gambling opportunities and associated legislation	3
307	Maintain the health, hygiene, safety and security of the working environment	4
308	Monitor and solve customer service problems	6
318	Maintain the health, hygiene, safety and security of the working environment*	4

*Learners registering after 1st January 2013 **must** take unit 318 instead of unit 307, which has expired

Betting Pathway
A minimum of 4 credits from Betting Group B. The remaining 5 credits can come from Betting Group B or C.

Unit number	Unit title	Credit value
Betting Group B – A minimum of 4 credits must be achieved from this group		
203	Settle bets	3
207	Collect and record gaming machine takings	2
208	Reconcile gaming machine takings and recorded information	2
309	Monitor gambling activities	3
310	Analyse and report on gaming machine data	3
311	Bespoke software (e-skills)	4
Betting Group C		
214	Receive and store goods and materials in a licensed gambling venue	2
234	Promote additional services or products to customers	6
303	Work with others to improve customer service	8
312	Contribute to the production of promotional and interpretative media	5
313	Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue	5
314	Manage own professional development within an organisation	4

Unit number	Unit title	Credit value
315	Ensure food safety practices are followed in the preparation and serving of food and drink	5
401	Provide leadership and direction for own area of responsibility	5
402	Support learning and development within own area of responsibility	5
501	Recruit staff in own area of responsibility	4

Bingo Pathway

A minimum of 5 credits from Bingo Group B. The remaining 4 credits can come from Bingo Group B or C.

Unit number	Unit title	Credit value
Bingo Group B – A minimum of 5 credits must be achieved from this group		
208	Reconcile gaming machine takings and recorded information	2
309	Monitor gambling activities	3
310	Analyse and report on gaming machine data	3
313	Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue	5
Bingo Group C		
207	Collect and record gaming machine takings	2
214	Receive and store goods and materials in a licensed gambling venue	2
234	Promote additional services or products to customers	6
303	Work with others to improve customer service	8
311	Bespoke software (e-skills)	4
312	Contribute to the production of promotional and interpretative media	5
314	Manage own professional development within an organisation	4
315	Ensure food safety practices are followed in the preparation and serving of food and drink	5
401	Provide leadership and direction for own area of responsibility	5
402	Support learning and development within own area of responsibility	5
501	Recruit staff in own area of responsibility	4

Casino Pathway – A minimum of 5 credits from Casino Group B. The remaining 4 credits can come from Casino Group B or C.

Unit number	Unit title	Credit value
Casino Group B – A minimum of 5 credits must be achieved from this group.		
208	Reconcile gaming machine takings and recorded information	2
309	Monitor gambling activities	3
310	Analyse and report on gaming machine data	5
313	Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue	5
316	Supervise the operation of games within a casino environment	3
Casino Group C		
207	Collect and record gaming machine takings	2

234	Promote additional services or products to customers	6
303	Work with others to improve customer service	8
311	Bespoke software (e-skills)	4
312	Contribute to the production of promotional and interpretative media	5
314	Manage own professional development within an organisation	4
401	Provide leadership and direction for own area of responsibility	5
402	Support learning and development within own area of responsibility	5
501	Recruit staff in own area of responsibility	4

Gaming Machines Pathway – A minimum of 2 credits from Gaming Machines Group B. The remaining 7 credits can come from Gaming Machines Group B or C.

Unit number	Unit title	Credit value
Gaming Machines Group B – A minimum of 6 credits must be achieved from this group.		
208	Reconcile gaming machine takings and recorded information	2
309	Monitor gambling activities	3
310	Analyse and report on gaming machine data	3
311	Bespoke software (e-skills)	4
Gaming Machines Group C		
207	Collect and record gaming machine takings	2
234	Promote additional services or products to customers	6
303	Work with others to improve customer service	8
312	Contribute to the production of promotional and interpretative media	5
313	Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue	5
314	Manage own professional development within an organisation	4
315	Ensure food safety practices are followed in the preparation and serving of food and drink	5
401	Provide leadership and direction for own area of responsibility	5
402	Support learning and development within own area of responsibility	5
501	Recruit staff in own area of responsibility	4

2   Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Gambling Operations (4874) will receive automatic approval for the new Level 3 NVQ Diploma in Gambling Operations (5874-03).

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. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

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

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 1st 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 1st 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.

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)
Mandatory units for all pathways					
D/601/6431	304	Protect children and vulnerable people from gambling related harm	Mandatory	5	
R/601/6281	305	Ensure compliance of the business with legal requirements for gambling	Mandatory	10	
R/601/6328	306	Keep to date with the available gambling opportunities and associated legislation	Mandatory	3	
T/502/5531	307	Maintain the health, hygiene, safety and security of the working environment	Mandatory	4	Learners registering after 1st January 2013 **must** take unit 307 instead of this unit
J/601/1515	308	Monitor and solve customer service problems	Mandatory	6	
Y/502/9569	318	Maintain the health, hygiene, safety and security of the working environment	Mandatory	4	Learners registering after 1st January 2013 **must** take this unit instead of 307
Optional units					
A/601/6677	203	Settle bets	Optional for Betting pathway	3	
L/601/6277	207	Collect and record gaming machine takings	Optional for all pathways	2	
Y/601/6489	208	Reconcile gaming machine takings and recorded information	Optional for all pathways	2	
J/601/6441	214	Receive and store goods and materials in a licensed gambling venue	Optional for Betting and Bingo pathways	2	

D/601/0936	234	Promote additional services or products to customers	Optional for all pathways	6
D/601/1553	303	Work with others to improve customer service	Optional for all pathways	8
D/601/6249	310	Analyse and report on gaming machine data	Optional for all pathways	3
J/502/4397	311	Bespoke software	Optional for all pathways	4
M/601/6353	313	Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue	Optional for all pathways	5
L/600/9586	314	Manage own professional development within an organisation	Optional for all pathways	4
D/502/4163	315	Ensure food safety practices are followed in preparation of serving food and drink	Optional for Betting, Bingo and Gaming machine pathways	5
R/601/6524	316	Supervise the operation of games within a casino environment	Optional for Casino pathways	3
T/600/9601	401	Provide leadership and direction for own area of responsibility	Optional for all pathways	5
M/600/9679	402	Support learning and development within own area of responsibility	Optional for all pathways	5
T/600/9663	501	Recruit staff in own area of responsibility	Optional for all pathways	4

Unit 203   Settle Bets

Level: **2**
Credit value: **3**
UAN 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 is linked to Unit GS2006 Settle bets (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit must be assessed in line with the People 1st Sector Assessment Strategy, which can be found at - **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 Settle Bets

Outcome 1 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 Settle Bets

Outcome 2 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 207 Collect and record gaming machine takings

Level: 2
Credit value: 2
UAN 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 AWPs; FOBTs; Section 16; Section 21; redemption; cranes and pushers; video machines; skill machines. 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.

Details of the relationship between the unit and relevant national standards

This unit is linked to Unit GS2013 Collect and record gaming machine takings (People 1st).

Support of the unit by a sector or other appropriate body (if required, otherwise omit)

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

Unit 207   Collect and record gaming machine takings

Outcome 1   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   Collect and record gaming machine takings

Outcome 2   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**
UAN 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.

Details of the relationship between the unit and relevant national standards

This unit is linked to Unit GS2014 Reconcile gaming machine takings and recorded information (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st..

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **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 214 Receive and store goods and materials in a licensed gambling venue

Level: 2
Credit value: 2
UAN 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 is linked to Unit GS2015 Receive and store goods and materials in a licensed gambling venue (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **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 234 Promote additional services or products to customers

Level: 2
Credit value: 6
UAN number: D/601/0936

Unit aim

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners' need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. identify additional services or products that are available
2. inform customers about additional services or products
3. gain customer commitment to using additional services or products
4. understand how to promote additional services or products to customers

Guided learning hours

It is recommended that **40** 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 is linked to Unit A5 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.

Assessment

The assessment and quality assurance requirement for this unit provides evidence towards A and V units

Unit 234 Promote additional services or products to customers

Outcome 1 identify additional services or products that are available

Assessment Criteria

The learner can:
1. update and develop their knowledge of their organisation's services or products
2. check with others when they are unsure about new service or product details
3. identify appropriate services or products that may interest their customer
4. spot opportunities for offering their customer additional services or products that will improve the customer experience.

Unit 234 Promote additional services or products to customers

Outcome 2   inform customers about additional services or products

Assessment Criteria

The learner can:

1. choose the best time to inform their customer about additional services or products
2. choose the best method of communication to introduce their customer to additional services or products
3. give their customer accurate and sufficient information to enable them to make a decision about the additional services or products
4. give their customer time to ask questions about the additional services or products.

Unit 234 Promote additional services or products to customers

Outcome 3 gain customer commitment to using additional services or products

Assessment Criteria

The learner can:
1. close the conversation if the customer shows no interest
2. give information to move the situation forward when their customer shows interest
3. secure customer agreement and check customer understanding of the delivery of the service or product
4. take action to ensure prompt delivery of the additional services or products to their customer
5. refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility.

Unit 234 Promote additional services or products to customers

Outcome 4 understand how to promote additional services or products to customers

Assessment Criteria

The learner can:

1. describe the organisation's procedures and systems for encouraging the use of additional services or products
2. explain how additional services or products will benefit their customers
3. explain how their customer's use of additional services or products will benefit their organisation
4. identify the main factors that influence customers to use their services or products
5. explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
6. state how to give appropriate, balanced information to customers about services or products.

Unit 234   Promote additional services or products to customers

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 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 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 that the additional services or products offered include:

    a.   use of services or products that are new to your customer
    b.   additional use of services or products that your customer has used before.

6.   Your evidence must show that you:

    a.   identify what your customer wants by seeking information directly
    b.   identify what your customer wants from spontaneous customer comments.

Unit 303   Work with others to improve customer service

Level: 3
Credit value: 8
UAN 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

This unit is linked to Unit D8 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.

Assessment

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Unit 303 Work with others to improve customer service

Outcome 1 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 Work with others to improve customer service

Outcome 2 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 Work with others to improve customer service

Outcome 3 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 Work with others to improve customer service

Outcome 4 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.

Unit 304 Protect children and vulnerable people from gambling related harm

Level: 3
Credit value: 5
UAN number: D/601/6431

Unit aim

This unit assesses learners' skills, knowledge and understanding required to satisfy the relevant legislative requirements and Codes of Practice to protect children and vulnerable people from gambling related harm and to provide information and assistance to customers. This unit is appropriate for supervisors and managers working in a gambling environment/venue.

Learning outcomes

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

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

Guided learning hours

It is recommended that **40** 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 is linked to Unit GS3001 Protect children and vulnerable people from gambling related harm (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

There must be performance evidence for the following:

Customer Information: odds/chances of winning; responsible gambling leaflets

Signage and information: responsible gambling information; help-line information; age control restrictions; signs

Incidents or situations: breaches of under age policies; attempted breaches of self-exclusion agreements; breaches of confidentiality.

Unit 304 — Protect children and vulnerable people from gambling related harm

Unit 304   **Protect children and vulnerable people from gambling related harm**

Outcome 1   Be able to protect children and vulnerable people from gambling related harm in accordance with relevant Codes of Practice, legislative requirements and the organisation's policies and procedures

Assessment Criteria

The learner can:

1. respond to requests from other members of staff to deal with incidents and situations concerning compliance with legislation and the organisation's policies
2. maintain accurate records of incidents or situations and related action
3. follow procedures for self-exclusion
4. follow procedures to provide accurate and sufficient customer information, and information on support services, to ensure that gambling is open, fair and transparent
5. respond appropriately to requests for information about responsible gambling
6. follow procedures to display and maintain signage and information related to responsible gambling in appropriate places visible to customers.

Unit 304 Protect children and vulnerable people from gambling related harm

Outcome 2 Know how protect children and vulnerable people from gambling related harm in accordance with relevant Codes of Practice, legislative requirements and the organisation's policies and procedures

Assessment Criteria

The learner can:

1. state who needs to be informed about incidents or situations concerning breaches of Codes of Practice, legislation and organisation policies
2. describe how to maintain accurate records of incidents and related action
3. state best practice to protect children and vulnerable people from gambling related harm
4. explain the importance of responding promptly and effectively to self-exclusion requests
5. describe the external services available to support responsible gambling; ie training and counselling
6. state the Codes of Practice and legislative requirements related to responsible gambling
7. explain the importance of ensuring that signage and information about responsible gambling are available and visible to customers.

Unit 304　　Protect children and vulnerable people from gambling related harm

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, 1.5 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:

- **both** from **customer information**

  a)　odds/chances of winning
  b)　responsible gambling leaflets

- **both** from **signage and information**

  a)　responsible gambling information
  b)　help-line information
  c)　age control restrictions
  d)　signs.

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

Unit 305 Ensure compliance of the business with legal requirements for gambling

Level: 3
Credit value: 10
UAN number: R/601/6281

Unit aim

This unit assesses learners' skills, knowledge and understanding required to ensure compliance with legislation governing the gambling business and its people, products and services. The workplace systems and procedures to ensure compliance with legislation may relate to: workplace design, signage, distribution of information within the gambling facility, general work practices and work organisation. The unit applies to senior personnel and managers working in a gambling venue.

Learning outcomes

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

1. Be able to ensure compliance of the business with legal requirements for gambling in line with the organisation's procedures
2. Understand how to ensure compliance of the business with legal requirements for gambling in line with the organisation's procedures

Guided learning hours

It is recommended that **70** 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 is linked to Unit GS3002 Ensure compliance of the business with legal requirements for gambling (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

There must be performance evidence for the following:
Compliance advice: gambling legislation; corporate social responsibilities.

Unit 305 Ensure compliance of the business with legal requirements for gambling

Outcome 1 Be able to ensure compliance of the business with legal requirements for gambling in line with the organisation's procedures

Assessment Criteria

The learner can:

1. use and monitor workplace systems and procedures to ensure compliance with legal requirements
2. share information with appropriate work colleagues in a timely manner
3. organise information updates and training for colleagues and staff where appropriate
4. incorporate changes in legislation into workplace practices as required
5. determine when to obtain compliance advice.

Unit 305 Ensure compliance of the business with legal requirements for gambling

Outcome 2 Understand how to ensure compliance of the business with legal requirements for gambling in line with the organisation's procedures

Assessment Criteria

The learner can:
1. explain the legal responsibilities of managers in a gambling setting
2. describe consumer protection and trade practices
3. describe licensing procedures, on-going requirements to maintain license, auditing and inspection regimes and reasons for sanctions against licence holders
4. describe how to source and access legal information and advice related to the gambling industry
5. explain when compliance advice is required.

Unit 305 Ensure compliance of the business with legal requirements for gambling

Evidence requirements

What you must do

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

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:

- **one** from **compliance advice**

a) gambling legislation
b) corporate social responsibilities.

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

Unit 306 Keep up-to-date with the available gambling opportunities and associated legislation

Level: 3
Credit value: 3
UAN number: R/601/6328

Unit aim

This unit assesses learners' skills, knowledge and understanding required to keep up-to-date with the gambling facilities, products and services in a specific setting. It also includes keeping up-to-date with legislation associated with the gambling opportunities available in your venue. This unit applies to senior personnel and managers with responsibility for operational functions in a gambling venue.

Learning outcomes

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

1. Be able to source, obtain and share information on available gambling opportunities and associated legislation
2. Understand how to keep up-to-date with available gambling opportunities and associated legislation

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 is linked to Unit GS3003 Keep up to date with the available gambling opportunities and associated legislation (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

There must be performance evidence for the following:
Area of expertise: opportunities available for gambling; gambling legislation

Unit 306 **Keep up-to-date with the available gambling opportunities and associated legislation**

Outcome 1   Be able to source, obtain and share information on available gambling opportunities and associated legislation

Assessment Criteria

The learner can:

1. review a variety of sources of information regularly and note useful information in a way which enables future reference
2. identify and take opportunities to establish and maintain contacts with those who may provide useful and relevant information
3. obtain sufficient information to keep up-to-date with trends and developments within own area of expertise
4. clarify conflicting and unclear information with the relevant people
5. present and make up-to-date information available to colleagues in a manner likely to assist own understanding
6. provide information to customers about products and services in a manner likely to assist own understanding.

Unit 306 Keep up-to-date with the available gambling opportunities and associated legislation

Outcome 2 Understand how to keep up-to-date with available gambling opportunities and associated legislation

Assessment Criteria

The learner can:
1. explain how to evaluate information for usefulness and sufficiency
2. describe how to provide information and advice to colleagues
3. describe how to clarify conflicting and unclear information and the importance of doing this
4. describe how to provide information to customers in ways that assist their understanding
5. explain how to interpret information about specific gambling opportunities (products and services)
6. state the legislation associated with gambling and how it affects your role
7. outline the different gambling opportunities that are available within the organisation and venue.

Unit 306 Keep up-to-date with the available gambling opportunities and associated legislation

Evidence requirements

What you must do
The assessor must assess assessment criteria 1.3 and 1.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.1-1.2 and 1.4-1.5 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:

- **one** from **area of expertise**

a) opportunities available for gambling
b) gambling legislation.

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

Unit 307 Maintain the health, hygiene, safety and security of the working environment

Level: 3
Credit value: 4
UAN number: T/502/5531

Unit aim

This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Learning outcomes

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

1. Be able to maintain the health, hygiene, safety and security of the working environment
2. Understand how to maintain the health, hygiene, safety and security of the working environment

Guided learning hours

It is recommended that **27** 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 is linked to People 1st Hospitality NOS 2008 HS4 Maintain the health, hygiene, safety and security of the working environment.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace or a Realistic Working Environment (RWE).

Unit 307 Maintain the health, hygiene, safety and security of the working environment

Outcome 1 Be able to maintain the health, hygiene, safety and security of the working environment

Assessment Criteria

The learner can:

1. make sure they have information on the health, hygiene, safety and security procedures that apply to their area of responsibility
2. make sure colleagues have relevant information on the health, hygiene, safety and security issues within their area of responsibility
3. make colleagues aware of the importance of following health, hygiene, safety and security procedures
4. check that colleagues follow the health, hygiene, safety and security procedures in their area of responsibility
5. monitor their area of responsibility for risks to health, hygiene, safety and security
6. deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
7. record or report risks and any health, hygiene, safety or security action taken, following organisational procedures
8. pass on information about how health, hygiene, safety or security procedures are working
9. make suggestions as to how health, hygiene, safety or security procedures can be improved.

Unit 307 Maintain the health, hygiene, safety and security of the working environment

Outcome 2 Understand how to maintain the health, hygiene, safety and security of the working environment

Assessment Criteria

The learner can:

1. describe the main areas of health, hygiene and safety laws and regulations that affect work in their area of responsibility
2. identify the statutory authorities that enforce the health, hygiene and safety laws and regulations relevant to their work
3. explain the implications of breaking the law on health, hygiene and safety both for themselves and their organisation
4. describe their organisation's health, hygiene, safety and security procedures as relevant to their work
5. describe their own responsibilities for health, hygiene, safety, and security
6. describe the procedures they should follow to make recommendations about health, hygiene, safety and security
7. identify to whom they should make recommendations about health, hygiene, safety and security
8. identify the person(s) responsible for first aid, health, hygiene, safety and security in their organisation and their responsibilities
9. explain the importance of making sure permanent and temporary staff understand health, hygiene, safety and security procedures
10. explain how to communicate effectively with permanent and temporary staff on issues to do with health, hygiene, safety, and security
11. identify the types of information about health, hygiene, safety and security that they should record and store
12. describe the procedures they should follow to record and store information about health, hygiene, safety and security
13. identify other people and organisations who need to have access to information about health, hygiene, safety and security
14. identify the information on health, hygiene, safety and security they might have to give to external authorities
15. describe the typical health, hygiene, safety and security hazards that exist, or may exist, in their area of responsibility
16. explain how to monitor their area of responsibility to make sure they maintain the health, hygiene, safety and security of employees, customers and other members of the public
17. identify how frequently they should carry out health, hygiene, safety and security inspections
18. explain the limits of their authority when directly dealing with risks and hazards – what they can do themselves and what they need to report
19. explain how to assess the risks associated with the typical health, hygiene, safety and security hazards that exist, or may exist, in their area of responsibility
20. explain how to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards
21. explain how to identify, report or deal with faults with the equipment they are responsible for
22. explain how to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur
23. describe their organisation's emergency procedures
24. explain what they should do in the event of an emergency, including bomb alert and fire
25. describe the evacuation procedures that relate to their area of responsibility.

Unit 307   Maintain the health, hygiene, safety and security of the working environment

Evidence requirements

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

Be able to maintain the health, hygiene, safety and security of the working environment	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos Information held by the candidate on health, hygiene, safety and security Team briefing notes Notes of meetings with line manager Risk assessments Emails and other correspondence Displayed notices and posters covering health, hygiene, safety and security Witness statements Records of professional discussion
Understand how to maintain the health, hygiene, safety and security of the working environment	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

Contingencies	Alternative Assessment Methods	Examples of evidence
1.6 deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
1.7 record or report risks and any health, hygiene, safety or security action taken, following organisational procedures	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 308 Monitor and solve customer service problems

Level: 3
Credit value: 6
UAN number: J/601/1515

Unit aim

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Solve immediate customer service problems
2. Identify repeated customer service problems and options for solving them
3. Take action to avoid the repetition of customer service problems
4. Understand how to monitor and solve customer service problems

Guided learning hours

It is recommended that **40** 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 C5 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.

Assessment

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Unit 308   Monitor and solve customer service problems

Outcome 1   Solve immediate customer service problems

Assessment Criteria

The learner can:

1. respond positively to customer service problems following organisational guidelines
2. solve customer service problems when they have sufficient authority
3. work with others to solve customer service problems
4. keep customers informed of the actions being taken
5. check with customers that they are comfortable with the actions being taken
6. solve problems with service systems and procedures that might affect customers before customers become aware of them
7. inform managers and colleagues of the steps taken to solve specific problems.

Unit 308   Monitor and solve customer service problems

Outcome 2   Identify repeated customer service problems and options for solving them

Assessment Criteria

The learner can:

1. identify repeated customer service problems
2. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
3. work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.

Unit 308 Monitor and solve customer service problems

Outcome 3 Take action to avoid the repetition of customer service problems

Assessment Criteria

The learner can:

1. obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
2. action their agreed solution
3. keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
4. monitor the changes they have made and adjust them if appropriate.

Unit 308   Monitor and solve customer service problems

Outcome 4   Understand how to monitor and solve customer service problems

Assessment Criteria

The learner can:

1. describe organisational procedures and systems for dealing with customer service problems

2. describe the organisational procedures and systems for identifying repeated customer service problems

3. explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers

4. explain how to negotiate with and reassure customers while their problems are being solved.

Unit 308 Monitor and solve customer service problems

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 problems which are:

    a. brought to your attention by customers
    b. are identified first by you and/or by a colleague.

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. problem resulting from a system or procedure failure
    c. problem resulting from a shortage of resources or human error.

6. You must show that you have considered the options for solving problems from the point of view of:

    a. your customer
    b. the potential benefits to your organisation
    c. the potential risks to your organisation.

7. You must provide evidence that you have made use of options that:

    a. follow organisational procedures or guidelines
    b. make agreed and authorised exceptions to usual practice.

Unit 309　　　　Monitor gambling activities

Level:　　　　3
Credit value:　　3
UAN number:　　A/601/6341

Unit aim

This unit assesses learners' skills, knowledge and understanding required to monitor gambling activities. It deals with all types of gambling activities including betting, bingo, casino and gaming machines. This competence is usually carried out by a supervisor or manager.

Learning outcomes

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

1. Be able to monitor gambling activities in accordance with the organisation's procedures
2. Understand how to monitor gambling activities

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 is linked to Unit GS3004 Monitor gambling activities (People 1st)

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

There must be performance evidence for the following:
Reports: verbal; written.

Unit 309 Monitor gambling activities

Outcome 1 Be able to monitor gambling activities in accordance with the organisation's procedures

Assessment Criteria

The learner can:

1. gather and utilise relevant information about the local situation, circumstances and competition
2. summarise and analyse gambling data and prepare recommendations to improve the business
3. report gambling activities to the appropriate personnel in accordance with operational needs
4. analyse problems in gambling operations and develop strategies to rectify them
5. check actual against planned performance targets
6. recommend changes in gambling operations to achieve enhanced performance
7. carry out all monitoring activities in accordance with organisational procedures.

Unit 309   Monitor gambling activities

Outcome 2   Understand how to monitor gambling activities

Assessment Criteria

The learner can:

1. describe how to summarise gambling data
2. explain how to analyse gambling data
3. outline how to implement changes in gambling operations
4. state the company procedures for reporting gambling activities, analysing problems in gambling operations and developing strategies to rectify problems.

Unit 309 Monitor gambling activities

Evidence requirements

What you must do

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

The assessor may assess assessment criterion 1.4 and 1.5 -1.6 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 **one** from **reports**

a) verbal
b) written.

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

Unit 310 Analyse and report on gaming machine data

Level: 3
Credit value: 3
UAN number: D/601/6249

Unit aim

This unit assesses learners' skills, knowledge and understanding required to analyse and report on gaming machine operations within a licensed venue. It covers gaming machine data recovered by means of either a meter or electronic system and relates to the gaming machine reports generated for management by operational staff.

Learning outcomes

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

1. Be able to analyse and report on gaming machine data in accordance with the organisation's procedures and legislative requirements
2. Understand how to analyse and report on gaming machine data in accordance with the organisation's procedures and legislative requirements

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 is linked to Unit GS3006 Analyse and report on gaming machine data (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

Unit 310 Analyse and report on gaming machine data

Outcome 1 Be able to analyse and report on gaming machine data in accordance with the organisation's procedures and legislative requirements

Assessment Criteria

The learner can:
1. obtain accurate gaming machine data
2. record gaming machine data correctly
3. analyse gaming machine data accurately
4. perform cash flow analysis accurately including retrieved information and cash data
5. evaluate variances and identify possible causes
6. prepare reports accurately in accordance with operational needs and forward them to the relevant person.

Unit 310 Analyse and report on gaming machine data

Outcome 2 Understand how to analyse and report on gaming machine data in accordance with the organisation's procedures and legislative requirements

Assessment Criteria

The learner can:
1. state gambling legislation and explain how it affects the analysis and reporting of gaming machine data
2. state the organisation's procedures for record keeping, analysis and reporting on the operation of gaming machines and subsidiary equipment
3. explain the requirement for responsible provisions of gambling services including procedures for self-exclusion of problem gamblers
4. describe general license requirements
5. explain how to analyse and interpret machine data and reports
6. describe the different types of machines that are used in the gambling venue
7. describe the different types of reports required and their uses.

Unit 310 Analyse and report on gaming machine data

Evidence requirements

What you must do

The assessor may assess assessment criterion 1.1-1.6, 2.1-2.7 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 311 Bespoke software

Level: 3
Credit value: 4
UAN number: J/502/4397

Unit aim

This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information.

Bespoke software tools and techniques at this level are defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Input and combine information using bespoke software
2. Create and modify appropriate structures to organise and retrieve information efficiently
3. Exploit the functions of the software effectively to process and present information

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 is linked to the IT User National Occupational Standards version 3 (2009).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Joint Awarding Body Forum.

Assessment

See IT User Assessment Strategy available from **www.e-skills.com**.

Unit 311   **Bespoke software**

Outcome 1   Input and combine information using bespoke software

Assessment Criteria

The learner can:

1. input relevant information accurately so that it is ready for processing
2. select and use appropriate techniques to link and combine information within the application and across different software applications.

Unit 311 Bespoke software

Outcome 2 Create and modify appropriate structures to organise and retrieve information efficiently

Assessment Criteria

The learner can:

1. evaluate the use of software functions to structure, layout and style information
2. create, change and use appropriate structures and/or layouts to organise information efficiently
3. manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available.

Unit 311   **Bespoke software**

Outcome 3   Exploit the functions of the software effectively to process and present information

Assessment Criteria

The learner can:
1. select and use appropriate tools and techniques to edit, analyse and format information
2. check information meets needs, using it tools and making corrections as necessary
3. identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
4. select and use presentation methods to aid clarity and meaning.

Unit 312 Contribute to the production of promotional and interpretative media

Level: 3
Credit value: 5
UAN number: L/601/6571

Unit aim

This unit describes the competence involved in assisting the preparation, development and evaluation of promotional and interpretative media such as leaflets, posters, displays, signs and web sites. Giving assistance to the overall management of the project and authoring of materials may be required.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand principles underpinning the development and use of promotional and interpretative media
2. Be able to assist with planning, delivery and siting of interpretative media
3. Know how to assist with planning, delivery and siting of interpretative media
4. Be able to develop and evaluate interpretative media
5. Know how to contribute to the development and evaluation of interpretative media

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 maps to the National Occupational Standards as stipulated by People 1st.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on the People 1st website - **www.people1st.co.uk.**

Unit 312 Contribute to the production of promotional and interpretative media

Outcome 1 Understand principles underpinning the development and use of promotional and interpretative media

Assessment Criteria

The learner can:

1. describe the basic principles of good design
2. describe the purpose of a design brief, the format and level of detail required and the time scale for its submission
3. explain why evaluation is important.

Unit 312 **Contribute to the production of promotional and interpretative media**

Outcome 2 Be able to assist with planning, delivery and siting of interpretative media

Assessment Criteria

The learner can:
1. identify the purpose of the materials, their intended users and the resources available to produce and site them
2. ensure that suggestions for the production of new media do not duplicate suitable existing media
3. make suggestions for new materials that meet the organisation's legal and specified user requirements
4. describe how suggested new materials will achieve the purpose of the interpretation
5. suggest sites and locations for media that give maximum user visibility and access
6. identify the resources needed for suggested new materials
7. ensure that any media production contracted out to others is produced to specification, within budget and is delivered to the agreed time scale
8. site completed materials at the correct location in the specified manner
9. promptly report any issues that could adversely affect the production and siting of materials to the relevant person(s).

Unit 312 Contribute to the production of promotional and interpretative media

Outcome 3 Know how to assist with planning, delivery and siting of interpretative media

Assessment Criteria

The learner can:

1. describe the overall plan for the project being worked on
2. identify the type of location that best suits different groups of users and different activities
3. identify location of suitable sites for the area being worked in and any health and safety implications
4. compare the type and quantities of resources available for the production process
5. identify factors likely to affect the time scale and who should be involved in agreeing the time scale for production
6. identify the organisations involved in the production process and describe the nature of their involvement and responsibilities
7. describe the factors that could affect production and how these should be handled
8. describe how to monitor and track progress
9. describe how to handle suppliers when production is progressing well and badly
10. identify the person to whom to report and liaise during the production process and the limits of own authority
11. outline the policies of the organisation relating to the production of interpretative media.

Unit 312   Contribute to the production of promotional and interpretative media

Outcome 4   Be able to develop and evaluate interpretative media

Assessment Criteria

The learner can:

1. produce materials within time and resource constraints
2. ensure that the content of materials is an accurate, valid, reliable and honest interpretation of the subject matter
3. check that materials meet the needs of their intended users
4. check that materials are suitable for purpose and are capable of attracting the interest and enthusiasm of users
5. agree clear and relevant success indicators and means of collecting feedback with the relevant person(s)
6. evaluate and promptly report the effectiveness of the materials, in the required format, to the relevant person(s)
7. base relevant recommendations to enhance the success of subsequent materials on accurate evaluation.

Unit 312 Contribute to the production of promotional and interpretative media

Outcome 5 Know how to contribute to the development and evaluation of interpretative media

Assessment Criteria

The learner can:

1. describe how to draft persuasive and balanced suggestions
2. identify the intended users of the interpretative material and their requirements
3. identify the learning, behavioural and design objectives set for the interpretative media
4. describe the types of existing interpretative media and evaluate their success
5. identify sources of assistance and information and describe how to access them
6. describe the subject matter forming the content of the materials being worked on
7. illustrate any house style requirements relating to the design of interpretative media
8. describe how to present, write and sequence content for different types of users to achieve maximum impact, interest and visibility
9. explain the importance of testing the reliability and accuracy of information received
10. describe how to test the reliability and accuracy of information received
11. describe what constitutes an honest interpretation of the subject matter
12. identify any relevant current legislative requirements applicable to the production of media.

Unit 313 Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue

Level: 3
Credit value: 5
UAN number: M/601/6353

Unit aim

This unit assesses learners' skills, knowledge and understanding when working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed. Learners need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. They also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.

Learning outcomes

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

1. Be able to plan staffing levels and prepare work schedules for a team in a licensed gambling venue
2. Be able to monitor staffing levels and schedules against the work targets of a team in a licensed gambling venue
3. Understand how to plan staffing levels and prepare work schedules for a team in a licensed gambling venue
4. Understand how to monitor staffing levels and schedules against the work targets of a team in a licensed gambling venue

Guided learning hours

It is recommended that **38** 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 is linked to Unit GS3007 Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

Unit 313 Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue

Outcome 1 Be able to plan staffing levels and prepare work schedules for a team in a licensed gambling venue

Assessment Criteria

The learner can:

1. produce staffing plans and schedules that cover all operational needs and take account of operational limits
2. produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work and start and finish times
3. schedule hours of work that keep to relevant laws, the organisation's policy and contracts of employment
4. produce plans that are easy for the relevant people to understand and use
5. include realistic emergency plans to cope with abnormal situations.

Unit 313 Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue

Outcome 2 Be able to monitor staffing levels and schedules against the work targets of a team in a licensed gambling venue

Assessment Criteria

The learner can:

1. collect and organise adequate information about the staff available and the work they are doing
2. assess realistically whether there is adequate staff for the targets that need to be personally achieve
3. identify what progress is being made towards achieving personal work targets
4. use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are
5. adjust staffing levels and schedules so that personal targets can be met
6. recommend changes in staffing to their manager, clearly and promptly
7. pass on the results of assessments promptly to the people who need them
8. encourage staff to reach their targets, using the results of the assessments.

Unit 313 **Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue**

Outcome 3 Understand how to plan staffing levels and prepare work schedules for a team in a licensed gambling venue

Assessment Criteria

The learner can:
1. explain why staffing plans are needed
2. state relevant laws, the organisation's policy and contract terms and conditions which affect the hours that staff must work
3. explain the relationship between staffing plans and work targets
4. describe how to work out staffing requirements
5. describe how to produce and present staffing plans in a form suitable for the needs of the relevant people
6. describe how to schedule work so that operational needs are met and take account of operational limits.

Unit 313 Plan, monitor and adjust staffing levels and schedules in a licensed gambling venue

Outcome 4 Understand how to monitor staffing levels and schedules against the work targets of a team in a licensed gambling venue

Assessment Criteria

The learner can:

1. explain how staffing levels and the way in which staff are used can affect the work that can be done
2. describe how to collect and evaluate information on staffing
3. describe how to adjust staffing levels and schedules
4. list the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have
5. explain how to justify assessments of effectiveness
6. describe how their personal manner and behaviour when presenting the results of assessments is likely to influence staff's response to them.

Evidence requirements

What you must do

The assessor may assess assessment criterion 1.1-1.5 and 2.1-2.8, 3.1-3.6 and 4.1-4.5 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 314 Manage own professional development within an organisation

Level: 3
Credit value: 4
UAN number: L/600/9586

Unit aim

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

Learning outcomes

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

1. Be able to assess own career goals and personal development
2. Be able to set personal work objectives
3. Be able to produce a personal development plan
4. Be able to implement and monitor own personal development plan

Guided learning hours

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

Assessment

This unit will be assessed by a portfolio of evidence.

Unit 314 **Manage own professional development within an organisation**

Outcome 1 Be able to assess own career goals and personal development

Assessment Criteria

The learner can:

1. identify own career and personal goals
2. assess how own career goals affect work role and professional development.

Unit 314   Manage own professional development within an organisation

Outcome 2   Be able to set personal work objectives

Assessment Criteria

The learner can:

1. agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.

Unit 314   Manage own professional development within an organisation

Outcome 3   Be able to produce a personal development plan

Assessment Criteria

The learner can:

1. identify gaps between objectives set, own current knowledge and skills
2. produce a development plan.

Unit 314 **Manage own professional development within an organisation**

Outcome 4 Be able to implement and monitor own personal development plan

Assessment Criteria

The learner can:

1. plan activities identified in own development plan
2. explain how to monitor and review own personal development plan.

Unit 315   Ensure food safety practices are followed in the preparation and serving of food and drink

Level: **3**
Credit value: **5**
UAN number: **D/502/4163**

Unit aim

This unit covers the competence that hospitality supervisors need to maintain food safety during the preparation and serving of food.

Learning outcomes

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

1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink
2. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

Guided learning hours

It is recommended that **35** 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 is linked to HS30 Ensure food safety practices are followed in the preparation and serving of food and drink (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed b People 1st.

Assessment

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace or a Realistic Working Environment (RWE).

It is highly recommended that this unit is completed within an NVQ when units Supervise food production operations, Supervise functions or Supervise drinks services are also selected.

Unit 315 Ensure food safety practices are followed in the preparation and serving of food and drink

Outcome 1 Be able to ensure food safety practices are followed in the preparation and serving of food and drink

Assessment Criteria

The learner can:

1. make sure relevant information about food safety procedures is available
2. make sure that good hygiene practices are in place
3. carry out own responsibilities for the implementation of food safety procedures
4. provide feedback to the person responsible for the organisation's food safety procedures on the effectiveness of these procedures
5. monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility
6. identify indicators of potential sources of food safety hazards
7. identify actual food safety hazards
8. identify control measures appropriate to the identified food safety hazards
9. report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible.

Unit 315 Ensure food safety practices are followed in the preparation and serving of food and drink

Outcome 2 Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

Assessment Criteria

The learner can:

1. explain the importance of having food safety procedures
2. describe the current food safety legislation requirements affecting own responsibilities
3. describe own responsibilities under the organisation's food safety procedures including:
   a. helping to check the procedures
   b. assisting with hazard analysis
   c. allocating and supervising food safety responsibilities
   d. identifying and meeting staff training needs
   e. reporting to management
   f. ensuring the proper application and monitoring of control measures
   g. monitoring of control measures
   h. ensuring corrective action is taken when control measures fail
   i. following recording procedures
4. explain how to implement own responsibilities in their workplace
5. describe the different types of food safety hazards (microbiological, physical, chemical and allergenic)
6. describe the common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic
7. describe the significant food safety hazards in own workplace
8. describe the conditions that affect microbial growth
9. describe the indicators of food safety hazards in own area of responsibility (eg food spoilage, temperature controls, condition of premises)
10. explain the importance of being constantly alert to the possibility of food safety hazards in own area of responsibility
11. explain how to look out for food safety hazards
12. describe the principal causes of food safety hazards eg human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross contamination, premises and waste, personal health, handling issues and pests
13. describe the dangers of pest infestation
14. describe effective pest control measures
15. identify effective equipment and surface cleaning methods
16. explain why surface cleaning is important
17. explain the importance of hygienic and effective waste disposal
18. describe the correct methods to control waste
19. describe the personal hygiene practices that staff should follow according to operational requirements including:
    a. hand washing
    b. wearing of protective clothing
    c. footwear and headgear
    d. wearing of jewellery and accessories
    e. treatment and covering of cuts, boils, grazes and wounds
    f. reporting of illnesses and infections to the appropriate person
20. explain the importance of food temperature control

21. identify the temperature levels and controls for the types of food in own area of responsibility during:
    a. delivery
    b. storage
    c. preparation
    d. cooking
    e. cooling and reheating
    f. holding and service
22. explain the dangers of cross-contamination
23. describe methods to eliminate cross contamination for any type of food safety hazard
24. explain how to communicate responsibilities for food safety procedures to staff
25. explain how to make sure staff understand food safety responsibilities
26. explain how to ensure that staff receive appropriate training to meet their food safety responsibilities according to own level of responsibility and autonomy
27. identify the types of failures that may occur with control measures
28. identify the corrective actions to take for failures with control measures
29. explain the importance of providing feedback to the person responsible for the food safety procedures
30. identify the types of issues that should be communicated to the person responsible for the food safety procedures
31. explain the importance of contributing to the evaluation of the food safety procedures.

Unit 315   Ensure food safety practices are followed in the preparation and serving of food and drink

Evidence requirements

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

Learning outcomes	Example Assessment Methods	Examples of Evidence
Be able to ensure food safety hygiene practice is followed in the preparation and serving of food	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Food safety records Correspondence Team briefing notes Witness statements Records of professional discussion
Understand how to ensure food safety hygiene practice is followed in the preparation and serving of food	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to outcome 1

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

Contingencies	Alternative Assessment Methods	Examples of evidence
1.6 identify indicators of potential sources of food safety hazards 1.7 identify actual food safety hazards 1.8 identify control measures appropriate to the identified food safety hazards 1.9 report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 316 Supervise the operation of games within a casino environment

Level: 3
Credit value: 3
UAN number: R/601/6524

Unit aim

This unit assesses learners' skills, knowledge and understanding required to ensure that the game is conducted according to regulatory requirements and the organisation's procedures. This unit is appropriate for individuals who work in a supervisory category within a casino environment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to supervise the operation of games within a casino environment in accordance with gambling regulations and the organisation's procedures
2. Be able to deal with and communicate with customers when supervising the operation of games within a casino environment in accordance with gambling regulations and the organisation's procedures
3. Know how to supervise the operation of the game within a casino environment in accordance with gambling regulations and the organisation's procedures
4. Know how to deal with and communicate with customers when supervising the operation of the game within a casino environment in accordance with gambling regulations and the organisation's procedures

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 is linked to the Unit GS3005 Supervise the operation of the game within a casino environment (People 1st).

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found on People 1st website - **www.people1st.co.uk**.

There must be performance evidence for the following:
(not applicable to this unit)

Unit 316 Supervise the operation of games within a casino environment

Outcome 1 Be able to supervise the operation of games within a casino environment in accordance with gambling regulations and the organisation's procedures

Assessment Criteria

The learner can:

1. access and make sure that the appropriate technical and manual skills are used to operate the game effectively
2. confirm that bets are accepted, calculated and paid out accurately
3. ensure that all transactions are undertaken, recorded and secured in line with organisational procedures
4. ensure that the equipment and the game are operated as required
5. maintain adequate supplies of negotiable and non - negotiable chips
6. identify and note/report any undesirable gambling practices by observing players, operators and onlookers
7. identify and report breaches of game security to the appropriate person
8. collate and report the status of the game.

Unit 316 **Supervise the operation of games within a casino environment**

Outcome 2 Be able to deal with and communicate with customers when supervising the operation of games within a casino environment in accordance with gambling regulations and the organisation's procedures

Assessment Criteria

The learner can:

1. ensure that the appropriate information is communicated to customers before, during and after the game in line with the regulations for the game being undertaken
2. resolve disputes that are within the limits of their authority and report actions taken to the appropriate person
3. refer disputes that are outside the limits of their authority to the appropriate person
4. interact with customers in a courteous and appropriate manner.

Unit 316 Supervise the operation of games within a casino environment

Outcome 3 Know how to supervise the operation of the game within a casino environment in accordance with gambling regulations and the organisation's procedures

Assessment Criteria

The learner can:

1. explain what constitutes illegal activity and undesirable gambling practice within the organisation
2. state the rules of the game being operated and the importance of adhering to the relevant gambling regulations
3. state the organisation's policies and procedures for accepting, calculating and paying out bets
4. describe how to operate the equipment relevant to the game
5. describe the observational skills required during the operation of the game.

Unit 316 **Supervise the operation of games within a casino environment**

Outcome 4 Know how to deal with and communicate with customers when supervising the operation of the game within a casino environment in accordance with gambling regulations and the organisation's procedures

Assessment Criteria

The learner can:
1. state the limits of their authority and the correct reporting procedures
2. explain the importance of providing clear communication about the game throughout the process, and the implications of not doing so
3. explain why it is important to provide good quality customer service and the implications of not doing so.

Unit 316 Supervise the operation of games within a casino environment

Evidence requirements

What you must do

The assessor must assess assessment criteria 1.1-1.5, 1.8 and 2.1 and 2.4 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.6, 1.7, 2.2-2.3, 3.1-3.5 and 4.1-4.3 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 318 Maintain the health, hygiene, safety and security of the working environment

Level: 3
Credit value: 4
UAN number: Y/502/9569

Unit aim

This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Learning outcomes

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

1. Be able to maintain the health, hygiene, safety and security of the working environment
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment
3. Understand how to maintain the health, hygiene, safety and security of the working environment

Guided learning hours

It is recommended that **27** 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 is linked to People 1st Hospitality NOS 2008 HS4 Maintain the health, hygiene, safety and security of the working environment.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace or a Realistic Working Environment (RWE).

Unit 318 Maintain the health, hygiene, safety and security of the working environment

Outcome 1 Be able to maintain the health, hygiene, safety and security of the working environment

Assessment Criteria

The learner can:

1. obtain information on the health, hygiene, safety and security procedures in own area of responsibility
2. ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
3. inform colleagues about the importance of following health, hygiene, safety and security procedures
4. check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
5. monitor own area of responsibility for risks to health, hygiene, safety and security
6. deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
7. follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken
8. pass on information about how health, hygiene, safety or security procedures are working
9. recommend improvements for health, hygiene, safety or security procedures

Unit 318   Maintain the health, hygiene, safety and security of the working environment

Outcome 2   Understand the importance of maintaining the health, hygiene, safety and security of the working environment

Assessment Criteria

The learner can:

1. identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
2. explain the implications of breaking the law on health, hygiene and safety for - individuals - organisation
3. describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
4. describe the organisation's health, hygiene, safety and security procedures for own area of responsibility
5. describe own responsibilities for health, hygiene, safety, and security
6. explain the importance of making sure permanent and temporary staff are aware of relevant procedures
7. explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
8. identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
9. explain the organisation's emergency procedures
10. describe the evacuation procedures that relate to own area of responsibility
11. describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
12. describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
13. identify who to make recommendations to regarding health, hygiene, safety and security

Unit 318 Maintain the health, hygiene, safety and security of the working environment

Outcome 3 Understand how to maintain the health, hygiene, safety and security of the working environment

Assessment Criteria

The learner can:

1. identify information about health, hygiene, safety and security that should be recorded and stored
2. identify other people and organisations who need to have access to information about health, hygiene, safety and security
3. identify the information on health, hygiene, safety and security that external authorities may need to access
4. identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
5. explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public
6. identify how frequently health, hygiene, safety and security inspections should be carried out
7. explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility
8. explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
9. explain the limits of own authority when dealing with risks and hazards
10. explain the procedures to deal with faults of equipment in own area of responsibility
11. explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur
12. explain the procedure to follow in the event of an emergency, including - bomb alert - fire

Unit 401 Provide leadership and direction for own area of responsibility

Level: 4
Credit value: 5
UAN number: T/600/9601

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

Learning outcomes

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

1. Be able to lead in own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Be able to assess own leadership performance

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 is linked to MSC B6 Provide leadership in your area of responsibility.

Assessment

This unit will be assessed by a portfolio of evidence.

Unit 401   Provide leadership and direction for own area of responsibility

Outcome 1   Be able to lead in own area of responsibility

Assessment Criteria

The learner can:

1. identify own strengths and ability to lead in a leadership role
2. evaluate strengths within own area of responsibility.

Unit 401 Provide leadership and direction for own area of responsibility

Outcome 2   Be able to provide direction and set objectives in own area of responsibility

Assessment Criteria

The learner can:
1. outline direction for own area of responsibility
2. implement objectives with colleagues that align with those of the organisation.

Unit 401 **Provide leadership and direction for own area of responsibility**

Outcome 3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement

Assessment Criteria

The learner can:

1. communicate the agreed direction to individuals within own area of responsibility
2. collect feedback to inform improvement.

Unit 401   Provide leadership and direction for own area of responsibility

Outcome 4   Be able to assess own leadership performance

Assessment Criteria

The learner can:
1. assess feedback on own leadership performance
2. evaluate own leadership performance.

Unit 402 Support learning and development within own area of responsibility

Level: 4
Credit value: 5
UAN number: M/600/9676

Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Learning outcomes

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

1. Be able to identify the learning needs of colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility
3. Be able to support colleagues in learning and its application
4. Be able to evaluate learning outcomes and future learning and development of colleagues

Guided learning hours

It is recommended that **25** 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 is linked to MSC D7 Provide learning opportunities for colleagues.

Assessment

This unit will be assessed by a portfolio of evidence.

Unit 402   Support learning and development within own area of responsibility

Outcome 1   Be able to identify the learning needs of colleagues in own area of responsibility

Assessment Criteria

The learner can:

1. identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills
2. prioritise learning needs of colleagues
3. produce personal development plans for colleagues in own area of responsibility.

Unit 402 **Support learning and development within own area of responsibility**

Outcome 2　　Understand how to develop a learning environment in own area of responsibility

Assessment Criteria

The learner can:

1. explain the benefits of continual learning and development
2. explain how learning opportunities can be provided for own area of responsibility.

Unit 402   Support learning and development within own area of responsibility

Outcome 3   Be able to support colleagues in learning and its application

Assessment Criteria

The learner can:
1. identify information, advice and guidance to support learning
2. communicate to colleagues to take responsibility for their own learning
3. explain to colleagues how to gain access to learning resources
4. support colleagues to practise and reflect on what they have learned.

Unit 402 **Support learning and development within own area of responsibility**

Outcome 4 Be able to evaluate learning outcomes and future learning and development of colleagues

Assessment Criteria

The learner can:

1. examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
2. support colleagues when updating their personal development plan.

Unit 501 Recruit staff in own area of responsibility

Level: 5
Credit value: 4
UAN number: T/600/9663

Unit aim

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

Learning outcomes

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

1. Be able to review human resource requirements to meet business objectives in own area of responsibility
2. Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements
3. Be able to participate in the recruitment and selection process
4. Be able to evaluate the recruitment and selection process and identify improvements for the future

Guided learning hours

It is recommended that **25** 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 is linked to MSC D3 Recruit, select and keep colleagues.

Assessment

This unit will be assessed by a portfolio of evidence.

Unit 501 Recruit staff in own area of responsibility

Outcome 1 Be able to review human resource requirements to meet business objectives in own area of responsibility

Assessment Criteria

The learner can:

1. examine the human resources required to meet objectives in own area of responsibility
2. identify gaps between current and required human resources to meet objectives
3. assess the options for human resource requirements to meet objectives.

Unit 501   Recruit staff in own area of responsibility

Outcome 2   Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements

Assessment Criteria

The learner can:

1. explain how to ensure recruitment and selection processes are fair
2. explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met
3. explain when to seek specialist expertise throughout the recruitment process.

Unit 501   Recruit staff in own area of responsibility

Outcome 3   Be able to participate in the recruitment and selection process

Assessment Criteria

The learner can:

1. consult with relevant others to produce or update job descriptions
2. agree with colleagues the stages in the recruitment and selection process for identified vacancies
3. identify the methods and criteria that will be used in the recruitment and selection process.

Unit 501　Recruit staff in own area of responsibility

Outcome 4　Be able to evaluate the recruitment and selection process and identify improvements for the future

Assessment Criteria

The learner can:

1. assess and select candidates using agreed methods and criteria
2. evaluate the recruitment and selection methods and criteria used in own area of responsibility
3. identify ways of improving future recruitment and selection.

Appendix 1　　Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval
contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:
- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

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www.cityandguilds.com

Useful contacts

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

**If you have a complaint, or any suggestions for improvement about any of the
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feedbackandcomplaints@cityandguilds.com**