



Level 2 NVQ Diploma in
HOSPITALITY SERVICES

Qualification Specification

Qualification recognition number: 600/8356/6

Qualification Reference: L2NVQDHS

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 NVQ Diploma in Hospitality Services**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
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Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the **FAQ Level 2 NVQ Diploma in Hospitality Services** is to provide the learner with the skills, knowledge and understanding in hospitality.

This is a work-based, competency based qualification for learners working with food either in food preparation or food service role or learners not working with food.

This qualification is aimed at learners working or gaining a career in hospitality. It covers a range of hospitality roles including the key career pathways available in this sector.

The Total Qualification Time (TQT) for this qualification is: 370

Guided Learning (GL) for this qualification is: 266 hours

Minimum credits required to achieve the qualification: 37

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/>, Qualifications Wales in Wales <https://www.qiw.wales/>, and CCEA Regulation in Northern Ireland <http://ceea.org.uk/regulation>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.qiw.wales/>

<https://www.delni.gov.uk/>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The **FAQ Level 2 NVQ Diploma in Hospitality Services** can support progression on to the Level 4 Diploma in Hospitality Leadership.

2.4 Assessment Principles

The **FAQ Level 2 NVQ Diploma in Hospitality Services** must be assessed according to the People's 1st Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 2 NVQ Diploma in Hospitality Services learners must achieve a minimum of 37 credits.

Option 1: Learners **NOT** working with food must complete all mandatory components from Group M (11 credits) and a minimum of 26 credits from the optional components in Group O2 and/or Group O3.

Option 2: Learners working with food must achieve all mandatory components in Group M (11 credits) and a minimum of 4 credits from optional Group O1; the remaining 22 credits must be gained the optional components in Group O2 and/or Group O3.

Additional conditions for learners working with food: if the learner takes food and beverage service components, they must complete unit A/601/5030 from Group O1; if the learner takes food preparation units, they must complete unit D/601/6980 from Group O1. If the learner takes food preparation AND food and beverage service units, they must complete unit D/601/6980 from Group O1. The learner may only select a maximum of two level 1 component from Group O2 and Group O3.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	F/601/4218	Maintenance of a safe, hygienic and secure working environment	3	1

2	T/601/4216	Working effectively as part of a hospitality team	3	1
3	L/601/0933	Give customers a positive impression of yourself and your organisation.	5	2

Group O1 – Optional Components

Component Number	URN	Component Name	Credit Value	Level
4	A/601/5030	Maintain food safety when storing, holding and serving food	4	2
5	D/601/6980	Maintain food safety when storing, preparing and cooking food	4	2

Group O2 – Optional Components

Component Number	URN	Component Name	Credit Value	Level
6	F/601/4994	Prepare and clear areas for counter and takeaway service	3	1
7	L/601/5016	Provide a counter and takeaway service	3	1
8	F/601/4915	Prepare and clear areas for table service	4	2
9	H/601/4986	Serve food at the table	4	2
10	J/601/4950	Provide a silver service	6	2
11	A/601/4945	Provide a buffet and carvery service	4	2
12	M/601/4697	Convert a Room for Dining	3	2
13	Y/601/4922	Prepare and clear the bar area	4	2
14	J/601/4978	Serve alcoholic and soft drinks	5	2
15	L/601/4982	Prepare and serve cocktails	5	2
16	K/601/4939	Prepare and serve wines	5	2
17	T/601/4927	Prepare and serve dispensed and instant hot drinks	3	2
18	F/601/4932	Prepare and serve hot drinks using specialist equipment	4	2
19	M/601/4909	Maintain cellars and kegs	3	2
20	H/601/4907	Clean drink dispense lines	3	2
21	T/601/4975	Receive, store and issue drinks stock	3	2
22	R/601/5437	Prepare and finish simple salad and fruit dishes	2	1

23	T/601/5561	Prepare and cook fish	3	1
24	T/601/5575	Prepare and cook meat and poultry	4	1
25	K/601/4844	Prepare Hot and Cold Sandwiches	2	1
26	L/601/7333	Produce Basic Egg Dishes	3	1
27	H/601/4938	Produce Basic Fish Dishes	4	2
28	R/601/4949	Produce Basic Vegetable Dishes	4	2
29	K/601/4861	Produce Basic Rice, Pulse and Grain Dishes	3	2
30	F/601/7331	Produce Basic Pasta Dishes	3	2
31	M/601/5364	Prepare and present food for cold presentation	4	2
32	L/601/5372	Complete Kitchen Documentation	3	2
33	L/601/4996	Set Up and Close Kitchen	4	2

Group O3 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
34	F/601/5028	Collect Linen and Make Beds	3	1
35	K/601/5024	Clean Windows from the Inside	2	1
36	J/601/5015	Cleaning and Servicing a Range of Housekeeping Areas	3	2
37	D/601/5005	Use of Different Chemicals and Equipment in Housekeeping	4	2
38	D/601/5036	Maintain Housekeeping Supplies	3	2
39	D/600/6336	Clean, maintain and protect semi-hard and hard floors	4	2
40	H/600/6337	Clean and maintain soft floors and furnishings	4	2
41	H/601/5037	Providing a Linen Service	3	2
42	K/601/5010	Carry Out Periodic Room Servicing and Deep Cleaning	3	2
43	D/601/5120	Deal with Arrival of Customers	4	2
44	L/601/5100	Deal with Bookings	4	2
45	A/601/5125	Prepare Customer Accounts and Deal with Departures	4	2
46	F/601/5109	Deal with Communications as Part of the Reception Function	3	2

47	T/601/2482	Produce documents in a business environment	4	2
48	H/601/2493	Use office equipment	4	2
49	M/601/5123	Handle Mail and Book External Services	3	2
50	K/601/2480	Provide reception services	3	2
51	R/601/2490	Store and retrieve information	3	2
52	R/601/5129	Provide Tourism Information Services to Customers	5	2
53	M/601/1511	Resolve customer service problems	6	2
54	D/601/0936	Promote additional services or products to customers	6	2
55	A/601/1219	Deal with customers across a language divide	8	2
56	Y/601/1227	Maintain customer service through effective handover	4	2
57	M/601/5039	Maintain and deal with payments	4	2
58	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

People 1st Assessment Strategy for hospitality NVQs and SVQs

1. Introduction

This document sets out the revised Assessment Strategy for hospitality NVQs/SVQs at levels 1 to 3. It replaces the previous version of the Assessment Strategy (February 2006). There are three components to the assessment strategy:

- external quality control, including independent assessment of underpinning knowledge
- requirements for observation, simulation and realistic working environments
- occupational expertise of assessors and verifiers.

The purpose of the Assessment Strategy is for People 1st to work in partnership with awarding bodies to:

- support their quality assurance arrangements for hospitality NVQs/SVQs and
- encourage standardisation across assessment practice
- ensure NVQ/SVQ candidates are assessed to the national occupational
- standards
- assure employers that their staff are consistently being assessed in line with
- national standards
- promote continuous professional development amongst internal and external
- verifiers and assessors.

The Assessment Strategy has been reviewed in close consultation with employers, awarding bodies, training providers and other stakeholders. This version has been amended to include guidance on the independent assessment of underpinning knowledge. This is an important amendment for the assessment strategy, which has been made primarily in response to employer concerns on the consistency of the assessment of underpinning knowledge, expressed to People1st via the consultation for the Sector Skills Agreement (visit the People1st website for more details). It also responds to concerns expressed by Awarding Bodies regarding how best to ensure consistency of approach in the way that questions are used in the assessment of underpinning knowledge. The independent assessment of underpinning knowledge will provide further standardisation for assessment centres in terms of what is acceptable for use of questions to assess knowledge within the S/NVQ.

The approach outlined in this document will bring the following benefits;

- ensure candidates knowledge is assessed consistently against a common
- specification
- ensure sufficiency of assessment of underpinning knowledge
- allow awarding bodies to have greater control and standardisation over the use of knowledge questions within centres.

The strategy should be read in conjunction with the current regulatory requirements of the regulatory authorities.

Further information about the N/SVQ and can be found at www.people1st.co.uk. If you have any feedback or comments on the Assessment Strategy they can be sent to info@people1st.co.uk.

2. External Quality Control and Independent Assessment of Underpinning Knowledge requirements.

As a result of reviewing the Assessment Strategy, People 1st has removed the requirement for awarding bodies to sample an agreed quantity of candidates' assessment and verification. This method was removed because it proved to be too inflexible and did not allow External Verifiers to make decisions on what was appropriate for approved centres based on a range of factors in addition to the number of candidates.

As a result of feedback gained from the Sector Skills Agreement, and also information that has been received as a result of the operation of the S/NVQs, we have included a section to deal with the independent assessment of the underpinning knowledge.

2.1 Risk assessment and management of centres

Awarding bodies will support the process of external quality control by:

- operating existing systems for quality monitoring, risk assessment and management of their approved centres following any guidance issued by the regulatory authorities
- supplying People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis.

People 1st will operate a forum for all awarding bodies that deliver hospitality NVQs/SVQs, to support the process of external quality control, by:

- providing an opportunity for awarding bodies to feedback on their quality monitoring activities including any problems found within the hospitality national occupational standards, the assessment of NVQs/SVQs, and with implementation of the Assessment Strategy
- addressing and resolving issues that are identified through statistical analysis and other monitoring activities.

2.2 Independent Assessment of the Underpinning Knowledge of the S/NVQ.

People1st require all Awarding Bodies to develop, or quality assure, questions to cover areas of the S/NVQs at Levels 2 and 3 only as identified at Appendix A. This will not apply to the Level 1 qualification. It will apply to each of the Hospitality and Catering S/NVQs at Levels 2 and 3.

Questions will be set to support assessment of the knowledge aspect of all the units within the qualification. Acceptable models for Awarding Bodies to deliver this part of the assessment strategy are as follows;

- Questions and answer guides set by the Awarding Body, delivered and marked by the assessor and then subject to Internal and External Verification

Or

- Questions set by the Awarding Body and marked by the Awarding Body

Or

- Questions submitted to the Awarding Body by an Assessment Centre, checked and approved for use by the Awarding Body against the specification developed by People1st (Appendix A).

In terms of types of questions, it is envisaged that a form of objective test, e.g. short answer or multiple choice, will be used. The models of independent assessment can be used in combination. Candidates should answer at least 70% of the questions correctly. Those questions answered incorrectly can then be assessed by other means, such as oral questioning, a repeat of written questions or by assessor-set assignments. Candidates achieving under 70% should have access to another set of questions.

Where questions are marked by the assessor, they must be securely retained by the assessment centre in order that they can be verified.

Awarding Bodies will be expected to offer advice and support in the usual way in order that candidates with particular needs are not disadvantaged by the above assessments.

Where possible the questions should be constructed in order that they minimize duplication of knowledge needing to be covered. They must also take account of how the knowledge is likely to be delivered, and be flexible enough to reflect the variety of environments in which candidates are assessed.

It would be advisable for knowledge statements that are repeated throughout a number of units to be assessed once.

Where an assessment centre brings forward their own questions for use, the following procedure must be used.

Firstly, centres must contact their Awarding Body prior to using any questions with candidates. The Awarding Body must evaluate the questions, in particular in terms of offering coverage of the underpinning knowledge as specified by People1st. The Awarding Body must also be confident that the questions have been written and are being used in a way that does not unfairly disadvantage the candidate. The Awarding Body may refer to People1st for a technical view on coverage if required. This process is subject to the centre agreeing to meet the awarding body terms and conditions, including agreeing to use the questions only as agreed.

Questions and answers produced by organisations other than awarding bodies and assessment centres need to be reviewed for sufficient coverage of the underpinning knowledge. Awarding Bodies should check with People 1st that materials developed by a third party are suitable for use. Centres are obliged to inform their awarding body where they are using assessments developed by third party organisations.

3. Evidence Requirements

People 1st encourages the use of:

- observation as the primary method of assessment of competent performance

- accreditation of prior learning. Opportunities for this should be maximised by early contact between the assessor and candidate.

Supplementary Evidence

Simulation

There are no units within hospitality NVQs/SVQs which can be achieved solely by simulation. Simulation can be used as a supplementary form of evidence where the opportunity for assessment in the workplace is minimal, for example for health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. The only unit in the hospitality NVQs/SVQs in which simulation is allowed, as a supplementary form of evidence, is 1GEN1/04 (Element 2).

In the case of imported units, where simulation is acceptable in the evidence requirements, please note that simulation should be used only where performance evidence is unlikely to be generated through normal working practices.

Witness testimony

Testimonies can confirm performance evidence in two ways:

- Witness testimony, for example from a customer, supplier or colleague that provides evidence towards a candidate's assessment or
- Expert witness testimony that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

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

Realistic Working Environments

Approved Centres must operate a real working environment to provide an opportunity, other than in the workplace, for candidates to gain the full range of competences required to achieve NVQ/SVQ units. The working environment must be compliant with the guidance at Appendix B.

Knowledge and Understanding

Those areas of knowledge that can be assessed by supplementary evidence are indicated in Appendix A.

4. Occupational Expertise of Assessors and Verifiers

People 1st requires assessors and verifiers to follow the requirements outlined in the QCA NVQ Code of Practice and SVQ Criteria and Guidance for Awarding Bodies.

External Verifiers

- External verifiers must have an in-depth knowledge of the NVQs/SVQs they are externally verifying.
- Awarding Bodies must ensure that their external verifiers have sufficient expertise and knowledge of the relevant occupational area to ensure effective external verification. This expertise will have been gained through general operational experience while working within the occupational area being assessed.

- External verifiers should regularly update their occupational competence in the areas they are assessing through a range of Continuous Professional Development.
- It is essential for external verifiers to have supervisory/management skills, interpersonal and investigative skills, the ability to manage and analyse information, hold meetings and make recommendations at all levels.
- It is good practice for external verifiers to hold a qualification in health, safety and hygiene regulations, or alternatively they must have received training in these

Internal Verifiers

- Internal verifiers must have an in-depth knowledge of the NVQs/SVQs that they are internally verifying.
- For internal verification of NVQs and SVQs, where the internal verifier has not yet achieved the D34 or V1 units, all verification decisions must be counter-signed by a colleague who has achieved one or other of these two units. This colleague must have the same occupational expertise.
- It is essential that the internal verifier is from a relevant occupational background and that they have supervisory/management skills, inter-personal and investigative skills, the ability to hold meetings and guide and plan, together with skills in administration and record-keeping. This is a quality monitoring role with responsibility for consistency of assessment to national standards.
- Internal verifiers should regularly update their occupational competence in the areas they are assessing through a range of Continuous Professional Development.
- It is good practice for internal verifiers to hold a qualification in health, safety and hygiene regulations, or alternatively they must have received training in these areas.

Assessors

- Assessors must have an in-depth knowledge of the NVQs/SVQs that they are assessing.
- For NVQ/SVQ assessment, where the assessor has not yet achieved the D32/D33 or A1/A2 units, all assessment decisions must be counter-signed by a colleague who has achieved these units. This colleague must have the same occupational expertise.
- Assessors must have a thorough knowledge of the awarding body's requirements relating to the accreditation of prior learning, achievement and or experience and what constitutes as an acceptable witness / expert witness testimony.
- It is essential that assessors have current occupational competence in the occupational area, and at the level, they are assessing. This will have been gained through a minimum of one years' full time practical experience and kept up to date through on-going Continuous Professional Development.
- It is good practice for assessors to hold a qualification in health, safety and hygiene regulations, or alternatively they must have received training in these areas.

Continuous Professional Development

Updating occupational competence is necessary to maintain currency of skills and understanding of the sector. Continuous professional development must prove that external verifiers, internal verifiers and assessors have an up-to-date working knowledge of the occupational area they work in. Demonstrating continuous professional development by maintaining a record of evidence is considered good practice and could include activities such as:

- updating occupational competence through industrial placement (within industry but not in a realistic working environment)
- other forms of increasing and updating competence through internal or

- external work experience and shadowing (e.g. within other departments; observing the use of new equipment and technology)
- qualifications achieved or training courses attended
- maintaining an awareness of changes in sector related legislation
- other relevant CPD activities, for example keeping abreast of sector changes and developments.



3.2 Component Specifications

Component 1: Maintenance of a safe, hygienic and secure working environment

Component Reference Number: F/601/4218

Level: 1

Credit: 3

GL: 25

Component Summary

This component is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illness and infections. The unit also covers safety and security in your workplace - helping to spot and deal with hazards and following emergency procedures when necessary.

Assessment Guidance

This component must be assessed in line with the People1st assessment principles

Relationship to Occupational Standards

SSC unit 1GEN1.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear
	1.2 Keep hair neat and tidy and wear it in line with organisational standards
	1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
	1.4 Get any cuts, grazes and wounds treated by the appropriate person
	1.5 Report illness and infections promptly to the appropriate person
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act
	2.2 State general rules on hygiene that must be followed
	2.3 State correct clothing, footwear and headgear that should be worn at all times
	2.4 State the importance of maintaining good personal hygiene
	2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so
3 Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly
	3.2 Report any accidents or near accidents quickly and accurately to the proper person
	3.3 Follow health, hygiene and safety procedures during work
	3.4 Practise emergency procedures correctly
	3.5 Follow organisational security procedures

4 Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way
	4.2 State where information about Health and Safety in your workplace can be obtained
	4.3 describe the types of hazard in the workplace that may occur and how to deal with these
	4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else
	4.5 State how to warn other people about hazards and why this is important
	4.6 State why accidents and near accidents should be reported and who these should be reported to
	4.7 Describe the type of emergencies that may happen in workplace and how to deal with these
	4.8 State where to find first aid equipment and who the registered first-aider is in the workplace
	4.9 State safe lifting and handling techniques that should be followed
	4.10 State other ways of working safely that are relevant to own position and why these are important
	4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12 State the possible causes for fire in the workplace
	4.13 Describe how to minimise the risk of fire
	4.14 State where to find fire alarms and how to set them off
	4.15 State why a fire should never be approached unless it is safe to do so
	4.16 State the importance of following fire safety laws
	4.17 Describe organisational security procedures and why these are important
	4.18 State the correct procedures for dealing with customer property
	4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person

Component 2: Working effectively as part of a hospitality team

Component Reference Number: T/601/4216

Level: 1

Credit: 3

GL: 22

Component Summary

This component assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The component includes planning and organising work; working effectively as part of a team and getting feedback from others to support his/her own learning and development.

Assessment Guidance

This component must be assessed in line with the People1st assessment principles

Relationship to Occupational Standards

SSC component 1GEN4.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood
	1.2 Ask questions if the requirements of the work are not clear
	1.3 Accurately follow instructions
	1.4 Plan work and prioritise tasks in order of importance
	1.5 Keep everything needed for the work organised and available
	1.6 Keep work areas clean and tidy
	1.7 Keep waste to a minimum
	1.8 Ask for help from the relevant person if it is needed
	1.9 Provide work on time and as agreed
2 Be able to work effectively with team members	2.1 Give team members help when they ask for it
	2.2 Ensure the help given to team members is within the limits of own job role
	2.3 Ensure the help given to team members does not prevent own work being completed on time
	2.4 Pass on important information to team members as soon as possible
	2.5 Maintain good working relationships with team members
	2.6 Report any problems with working relationships to the relevant person
	2.7 Communicate clearly and effectively with team members

3 Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively
	3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3 Agree what has to be done to improve their work
	3.4 Agree a learning plan with the relevant person
	3.5 Seek opportunities to review and develop learning plan
4 Know how to plan and organise own work	4.1 State why it is essential to understand the requirements of the work
	4.2 List the benefits of planning and organising work
	4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4 List the benefits of keeping everything needed for own work organised and available
	4.5 State why it is important to keep work areas clean and tidy
	4.6 State why it is important to keep waste to a minimum
	4.7 State when to ask for help and who can be asked
5 Know how to work effectively with team members	5.1 State the importance of effective teamwork
	5.2 State the people in own team and explain how they fit into the organisation
	5.3 List the responsibilities of the team and why it is important to the organisation as a whole
	5.4 Describe how to maintain good working relationships with team members
	5.5 State how to determine if helping a team member will prevent own work from being completed on time
	5.6 State the limits of own job role and what can and cannot be done when helping team members
	5.7 State why essential information needs to be passed on to a team member as soon as possible
	5.8 List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9 State why problems with working relationships should be reported to the relevant person
	5.10 Describe how to communicate clearly and why it is important to do so

6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills
	6.2 Describe how to get feedback from team members and how this is helpful
	6.3 Describe how a learning plan can improve own work
	6.4 State why it is important to regularly review own learning plan

Component 3: Give customers a positive impression of yourself and your organisation

Component Reference Number: L/601/0933

Level: 2

Credit: 5

GL: 33

Component Summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This component is about communicating with the customers and giving a positive impression whenever dealing with a customer.

Assessment Guidance

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

Relationship to Occupational Standards

This component directly relates to component A4 of the customer service NOS 2010.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour
	1.2 Greet their customer respectfully and in a friendly manner
	1.3 Communicate with their customer in a way that makes them feel valued and respected
	1.4 Identify and confirm their customer's expectations
	1.5 Treat their customer courteously and helpfully at all times
	1.6 Keep their customer informed and reassured
	1.7 Adapt their behaviour to respond to different customer behaviour
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help
	2.2 Choose the most appropriate way to communicate with their customer
	2.3 Check with their customer that they have fully understood their expectations
	2.4 Respond promptly and positively to their customer's questions and comments
	2.5 Allow their customer time to consider their response and give further explanation when appropriate
3 Communicate information to customers	3.1 Quickly find information that will help their customer

	3.2 Give their customer information they need about the services or products offered by their organisation
	3.3 Recognise information that their customer might find complicated and check whether they fully understand
	3.4 Explain clearly to their customers any reasons why their expectations cannot be met
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour
	4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
	4.3 Identify their organisation's rules and procedures regarding the methods of communication they use
	4.4 Explain how to recognise when a customer is angry or confused
	4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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