



AWARDING QUALIFICATIONS *for* LICENSED RETAIL

Specification

**BIIAB Level 1 Award in Introduction to Employment
in the Hospitality Industry**

May 2012

Table of Contents

1. BIIAB qualifications covered by this specification.....	1
2. What is the BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry (AIEHI)?.....	2
3. What are Rules of Combination (ROC)?.....	3
4. BIIAB Level 1 in Introduction to Employment in the Hospitality Industry Rules of Combination.....	3
5. Progression.....	3
6. Qualification Structure.....	4
7. Assessment.....	4
8. Delivery.....	5
9. Resources.....	5
10. Quality Assurance.....	5
11. Design and delivery.....	5
12. Learner Entry.....	6
13. Level descriptors.....	6
14. How is the qualification assessed?.....	7
15. Format of BIIAB units in this specification.....	8
16. Units.....	10
17. Initial registration process for the Level 1 Award in Introduction to Employment in the Hospitality Industry.....	37
18. Quality Assurance Requirements.....	38
19. What are BII and BIIAB?.....	44
20. Code of professional conduct.....	45
Appendices.....	47

1. BIIAB qualifications covered by this specification

BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry

The BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry (AIEHI) has been developed by BIIAB and is supported by People 1st. It has been accredited on the Qualifications and Credit Framework (QCF) and has a unique Qualification Accreditation Number (QAN) which is shown below.

Each unit within the qualification will also have a QCF unit reference number.

The QAN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Accreditation Number (QAN)
BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry	501/1806/7
(Contained within) BIIAB Level 2 Award in Food Safety in Catering (Contained within) BIIAB Level 2 Health and Safety in the Workplace	501/1302/1 600/3278/9

2. What is the BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry (AIEHI)?

Hospitality, leisure, travel and tourism (HLTT) pre-employment skills for people have been designed by People 1st, the sector skills council for the industry in response to business needs. Discussions also highlighted a requirement for a consistent standard approach to publicly funded pre-employment training as well as conversion and retraining programmes.

This qualification has been designed for people who have not worked in, or need a refresher in, HLTT and are looking to secure an entry-level job. It is also relevant for those who have been out of work for a while or returning to work such as lone parents or those even changing their/a career.

The structure and content of the qualification is intended to equip potential job-seekers with relevant industry knowledge, an understanding of the job roles and skills, as well as the confidence and motivation to quickly adjust to their chosen role. Learners will also achieve a qualification which is recognised by employers and the sector skills council.

Why is pre-employment training required?

- As economic conditions deteriorate and young people in particular are finding it difficult to find jobs, the government has set out particular undertakings to help 18 – 24 year olds find work or training - the Youth Contract
- There is a need for a nationally recognised standard which delivers consistency up and down the country
- The government has undertaken to ensure that all young people, who are out of work for up to 26 weeks, have access to training or find employment, via direct employment or voluntary work
- After feedback from employers, and People 1st on their behalf, government has recognised that there is a skills shortage in the industry which prevents it from growing most effectively
- The difficulties in the economy have focused government attention on the potential ability of the HLTT industry to employ job seekers

3. What are Rules of Combination (RoC)?

Under the Qualifications and Credit Framework (QCF), qualifications are made up of a combination of mandatory and/or optional units. The units and credit required to complete a qualification are set out by the rules of combination (RoC). The RoC for this qualification has been set by People 1st and meets the requirements of the QCF. The RoC allow for flexibility and transferability.

The RoC specify:

- The total number of credits required to pass the qualification
- The minimum credit which must be achieved at the level or above the level of the qualification

4. BIIAB Level 1 in Award Introduction to Employment in the Hospitality Industry Rules of Combination

Qualification credit: 8

Minimum number of units needed to be achieved: 5 (all units are mandatory within AIEHI)

Minimum credit to be achieved at or above the level of the qualification: 8

Mandatory unit credit: 8

5. Progression

The AIEHI is designed to equip learners with the skills to progress into entry-level employment within the sector. It also will allow for a number of progression routes into other Level 1 qualifications specific to the sector or Level 2 qualifications, leading to an identified career progression route.

This qualification will offer opportunities for progression onto other qualifications at Level 2 in Hospitality and Catering, including BIIAB qualifications such as:

- BIIAB Level 2 Award for Personal Licence Holders
- BIIAB Level 2 Award in Customer Service Excellence
- BIIAB Level 2 Award in Introduction to Licensed Hospitality Operations
- BIIAB Level 2 Award in Cooking Theory and Practice
- BIIAB Level 2 Apprenticeship in Licensed Hospitality

6. Qualification Structure

The BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry is an 8 credit qualification that consists of 5 mandatory units.

Listed below are the units contained in the qualification structure which must all be achieved for the qualification to be awarded.

Level 1 Award in Introduction to Employment in the Hospitality Industry					
Units of Assessment		Unit Number	Level	GLH	Credit
1.	Introduction to the Hospitality Industry	M/502/4894	1	20	2
2.	Food Safety in Catering	H/502/0132	2	9	1
3.	Health and Safety in the Workplace	H/601/9699	2	10	1
4.	Principles of Customer Service in Hospitality Leisure Travel and Tourism	T/600/1059	2	10	1
5.	Introduction to Personal Workplace Skills	D/500/9047	1	20	3

7. Assessment

The AIEHI consists of five units that are assessed using a combination of internal and external assessment. The assessment will be based upon the achievement of all of the specified learning outcomes.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

8. Delivery

This specification includes all of the units that form the qualification structure and the standard that must be achieved in order to be awarded the unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. Guidance on delivery is provided within the unit information in this specification.

9. Resources

BIIAB, in conjunction with People 1st, have support materials for tutors and learners that are available to purchase.

In addition, BIIAB have identified suggested reading for each of the units that form this qualification. This is not mandatory and has only been identified to support the delivery of the qualification.

10. Quality Assurance

Quality Assurance guidance is provided later in this specification. This details registration, administration and examination procedures.

11. Design and delivery

The AIEHI consists of only mandatory units. These have been identified as appropriate for pre-employment training across all areas of the sector.

Each unit within the specification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer or facilitators are giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, and supervised study. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver this qualification it is important that centres refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

Units may have a balance of practical skill application as well as knowledge and understanding. This may well be reflected in the need for learners to demonstrate practical skills within the training environment or the workplace and be signed-off as competent by an experienced and suitably qualified assessor.

12. Learner Entry

The AIEHI has been accredited on the QCF for learners aged 14 and over. It is also included on the Foundation Learning Tier (FLT).

13. Level descriptors

Below is a table which outlines the QCF requirements for learners at Level 1 and 2. It is important to refer to these descriptions as part of the assessment process for each unit:

Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction and guidance	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.	Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.	Take responsibility for completing tasks and procedures subject to direction or guidance as needed.
Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.	Compete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.	Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance.

14. How is the qualification assessed?

The assessment methodology that is in place for each unit differs and is explained thoroughly within the unit details in this specification. Some units may require internal marking by the tutor or manager which should be stored at the centre for external quality assurance.

Food Safety in Catering (H/502/0132) and Health and Safety in the Workplace (H/601/9699) are assessed by an externally set multiple-choice examination paper and are marked by BIIAB. Examination Regulations and Invigilation Instructions can be found at:

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsandspecifications/cz-centremanual-genericcentremanual>

All other units are internally assessed by the centre and externally quality assured by BIIAB. Where this is the case marking must be recorded against the assessment criteria for the unit. Recording of marks can be made on the forms outlined below, however if these documents are not to be used centres must ensure that they can record learner achievement appropriately.

- Unit Sign Off Sheet (Form USOS)
- Observation Record (Form OR)
- Record of Questions and Learners Answers (Form QCA)
- Index of Evidence (Form IE)
- Contents Checklist (Form CC)

The above forms can be found at in the Appendices of this document.

Outlined below are the assessment methodologies for each of the units.

Introduction to the Hospitality Industry	Externally set assessment 'job reference portfolio' – Internally marked, internally and externally verified
Food Safety in Catering	Externally set and marked examination paper
Health and Safety in the Workplace	Externally set and marked examination paper
Introduction to Personal Workplace Skills	Internally assessed
Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	Internally assessed

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

An assessment book, which covers all of the units that are internally assessed is produced by BIIAB and is available for centres to download from

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsand specifications/aiehi>

This provides all of the assessment tasks for learners and instructions as to what is required for them to complete each unit.

This qualification can only be awarded once all of the units have been signed-off and externally quality assured as complete by BIIAB.

15. Format of BIIAB units in this specification

All units within this specification will be presented in a standard format that is consistent with the format of all QCF units. The format will give tutors and learners guidance as to the requirements for successful completion of the unit. Each unit will be in the format below:

- **Unit Title**

This will be shown as it appears on the QCF

- **QCF Level**

This identifies the level of achievement for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards (NOS) or the QCF level descriptors.

- **Credit Value**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

- **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

- **Unit Purpose**

This will provide a clear summary as to the purpose of the unit and summarises what would be the overall learning outcome for the unit as a whole.

- **Learning Outcomes & Assessment Criteria**

Learning Outcomes are what is expected that the learner knows, understands or is able to do upon successful completion of the unit.

Descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

- **Indicative Content**

This identifies the breadth of knowledge, skills and understanding that must be delivered to learners to achieve the learning outcomes and the minimum subject material that must be covered by the training. However, this does not mean that other content identified by the centre cannot be delivered.

The indicative content will be shown in bullet point format in a table in a column next to the learning outcome stated in full, as below. Content will be shown as a sub-heading together with the elements that make up that sub-heading.

Learning Outcome	Indicative content
The structure of the hospitality industry	<ul style="list-style-type: none">• Types of outlets;<ul style="list-style-type: none">○ Pubs/Bars/Clubs○ Food Premises<ul style="list-style-type: none">▪ Restaurants▪ Fast Food

Within the unit the learner must be provided with the opportunity to cover all of the indicative content that is identified against each learning outcome. It may not all be covered in assessment but learners must be prepared to be assessed on each bulleted element. The indicative content has been created as a guide to centres and should be updated and adjusted according to centre delivery.

- **Essential Reading**

These are documents that must be provided to learners taking the unit of assessment. They are vital pieces of reading which will provide the best opportunity to meet all of the assessment criteria.

- **Suggested Reading**

This is listed suggested documents and textbooks that may be used to support the teaching of the qualification.

- **Assessment**

This is how the unit is assessed.

- **Guidance for Tutors**

BIIAB will produce guidance on contextualising delivery and assessment where appropriate.

16. Units

1. Introduction to the Hospitality Industry
2. Food Safety in Catering
3. Health and Safety in the Workplace
4. Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
5. Introduction to Personal Workplace Skills

Unit Title: Introduction to the Hospitality Industry

Unit Code: M/502/4894

QCF Level: 1

Credit: 2

GLH: 20

Unit Purpose:

This unit gives learners an introduction to the hospitality industry and related career opportunities including: food preparation and cooking, food and drinks services, accommodation services and guest services.

Learning Outcomes and Assessment Criteria:

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure of the hospitality industry	1.1 Identify different types of outlets within the industry 1.2 Outline the services offered within the industry
2. Know the career opportunities in the hospitality industry	2.1 Describe job roles in the industry 2.2 Describe career opportunities in the industry 2.3 State different working patterns in the industry 2.4 Identify sources of information on training and career opportunities

Indicative Content

Learning Outcomes	Indicative content
<p>The structure of the Hospitality Industry</p>	<ul style="list-style-type: none"> ● Types of Outlets; <ul style="list-style-type: none"> ○ Pubs/Bars/Clubs ○ Food Premises <ul style="list-style-type: none"> ▪ Restaurants ▪ Fast Food ▪ Cafés ○ Hotels <ul style="list-style-type: none"> ▪ Star rating ▪ B&Bs ○ Catering Businesses (schools/business/hospitals) <ul style="list-style-type: none"> ▪ In-house/contract ▪ Silver service ▪ Events catering ● Services offered <ul style="list-style-type: none"> ○ Food ○ Drink ○ Entertainment ○ Leisure ○ Conferencing and office facilities ○ Events Management <ul style="list-style-type: none"> ▪ Functions and conferences ○ Information provision ○ Dealing with foreign guests
<p>Career opportunities in the hospitality industry</p>	<ul style="list-style-type: none"> ● Job Roles <ul style="list-style-type: none"> ○ General Managers ○ Supervisors ○ Room attendants ○ Cleaners ○ Porters ○ Housekeepers ○ Chefs ○ Kitchen Assistants ○ Restaurant staff ○ Bar staff ○ Baristas ○ Receptionists ○ Cashiers ○ Concierge ○ Etc ● Career Opportunities <ul style="list-style-type: none"> ○ Pub Management ○ Nightclub Management ○ Contract ○ Event ○ Commercial ○ Etc

	<ul style="list-style-type: none">● Working patterns<ul style="list-style-type: none">○ Full/Part time○ Shift work○ Split shifts○ Seasonal● Sources of Information<ul style="list-style-type: none">○ Colleagues○ Line managers○ Newspapers○ Trade press○ Careers advisors○ Job centres○ Internet, FE colleges, professional organisations, trade exhibitions, pub companies, BII, BBPA.
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Suggested Reading

Hospitality and Caterer magazine
Leisure Opportunities
Morning Advertiser
The Publican

Useful Websites

www.People1st.co.uk
www.bii.org
www.bbpa.org

Assessment

This unit is assessed using externally set internally assessed job reference portfolio consisting of 5 tasks. This assessment is provided within the BIIAB Level 1 Award in Introduction to Employment in the Hospitality Industry assessment book.

Guidance for Tutors

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction and guidance.

Delivery of the unit must be relevant to the learner and provide a realistic platform to employment. The unit gives learners the opportunity to investigate the range of jobs / careers that exist in the hospitality Industry, and how to access support in gaining employment. This unit will be assessed through an externally set assessment 'job reference portfolio' that includes 5 tasks. The 'job reference portfolio' will be internally marked and externally verified. The assessment will cover both of these learning outcomes:

- Know the structure of the hospitality industry
- Know the career opportunities in the hospitality industry

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

The assessment could provide the basis for a scheme of learning, as the 'job reference portfolio' covers the Learning Outcomes. However the unit is delivered, it is recommended that the 'job reference portfolio' is introduced at an early stage. Learners will need time to plan completion of their tasks. The amount of guidance given by the tutor will vary, depending on individual learners' needs.

To complete the externally set assessments, learners must be able to read and write at the appropriate level. Initial assessment should indicate any support needs the candidate may have. Learners may also benefit from support in information technology. They should be able to use search engines, navigate the Internet, select and print information.

Learners will need access to resources to complete the assignment. Trade magazines/journals/exhibitions/career services/local and national newspapers/Internet are examples of resources that will support this assignment.

Task 3 requires the learner to communicate directly with an employee/employer in the hospitality industry. This task will need to be monitored with attention to safeguarding learners. The tasks have been designed to give learners the opportunity to focus on the jobs and careers within aspects of the industry they are interested in. It is important to tailor the unit to support individual aspirations, whilst not excluding them from learning more about the hospitality industry in general. In supporting learners to match their own skills to a job the tutor should not give learners unrealistic expectations. The experience should be positive and encouraging.

A mark scheme has been provided and is available at:

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsandspecifications/aiehi>

Learners must pass this assessment in order to pass this unit. Tasks can be passed or referred. Learners can be given further opportunities to resubmit work that is referred. It is essential that tutors track resubmitted work and can provide a record of this. Clear feedback with timescales should be given to the learner.

It is important to check, track and monitor learners progress regularly, and provide effective feedback to support successful completion of the assignment.

Each task provides the opportunity to develop English and ICT Skills.

The assessment will be Externally Quality Assured by BIIAB. The 'job reference portfolio' should be ordered consistently between learners. Evidence could be presented in an A4 loose leaf folder.

Who is involved in competence-based qualifications?

A number of individuals and organisations are involved in competence based assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment. For example:

Centres

Organisations that offer competence based qualifications on behalf of BIIAB. They may be colleges, universities, training providers, individual employers and companies and are responsible for the quality of the training. They must adhere to BIIAB's policies and procedures, one of which is to provide a realistic working environment (RWE). Centres appoint suitably qualified tutors, assessors and Internal Quality Assurers (formally internal verifiers).

Learners

Individuals working towards the qualification.

Assessor

A qualified and experience person appointed by the centre who assesses learners and decides if they have met the required standard. They judge learners' evidence of performance, knowledge and understanding against the national standards and decide whether they have demonstrated and provided evidence of competence.

Internal Quality Assurers (formally Internal Verifiers (IV))

Qualified individuals appointed by the centre who ensure that assessors apply the standards consistently. They also advise and support assessors and maintain the quality of assessment in a centre. They sample assessments systematically to confirm the quality and consistency of assessment decisions so that it is fair, transparent and maintains the integrity of the qualification.

External Quality Assurers (formally External Verifiers (EV))

Qualified individuals appointed by BIIAB who are responsible for ensuring that standards are being applied uniformly and consistently across all centres offering competence based qualifications and that the assessors and Internal Quality Assurers are operating standardised assessment procedures to safeguard learner achievement.

They check the quality and consistency of assessments, both within and between centres by systematically sampling evidence. They make regular visits to centres to ensure they continue to meet the approval criteria.

BIIAB

BIIAB is the Awarding Body for the Level 1 Award in Introduction to Employment in the Hospitality Industry. BIIAB is recognised by the Office for Qualification and Examinations Regulation (Ofqual).

Unit Title: Food Safety in Catering

Unit Code: H/502/0132

QCF Level: 2

Credit: 1

GLH: 9

Unit Purpose:

The unit will provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Learning Outcomes and Assessment Criteria:

Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards. 1.3 Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control
4. Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards.

	<p>4.2 Explain how to deal with food spoilage including recognition, reporting and disposal</p> <p>4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation.</p>
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Indicative Content

Learning Outcomes	Indicative content
Personal responsibility for food safety	<ul style="list-style-type: none"> ● Food safety procedures, risk assessment, safe food handling and behaviour <ul style="list-style-type: none"> ○ The law in relation to food hygiene <ul style="list-style-type: none"> ▪ What the individuals responsibilities are ▪ What the organisations responsibilities are ○ Training requirements ○ Duty of care ● Report food safety hazards <ul style="list-style-type: none"> ○ Line Manager ○ HACCP system <ul style="list-style-type: none"> ▪ Identifying the hazards ▪ Critical Control Points ▪ Critical limits ▪ Checks ▪ Corrective action ▪ Verification ▪ Record keeping ○ Other food management system
Keeping him/herself clean and hygienic	<ul style="list-style-type: none"> ● Personal hygiene (importance) <ul style="list-style-type: none"> ○ Avoid germs being spread, cross contamination of foods ○ Food poisoning bacteria carried in the human body ○ Reducing the risk of illness ● Personal hygiene practice <ul style="list-style-type: none"> ○ Washing/drying hands thoroughly ○ Wearing correct clothes, keeping clothes clean and tidy ○ Protective clothing ○ Controlled use of make-up, perfumes etc ○ Appropriate first aid <ul style="list-style-type: none"> ▪ Cuts, spots and boils ○ Dealing correctly with illness ○ Etc
Importance of keeping work areas clean and hygienic	<ul style="list-style-type: none"> ● How to keep the work area and equipment clean and tidy <ul style="list-style-type: none"> ○ What to clean ○ What to disinfect ○ Cleaning chemicals ○ Wet cleaning and disinfecting ○ Cleaning fluids ○ Protective clothing ○ Waste management ● How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

	<ul style="list-style-type: none"> ○ Cleaning schedules ○ HACCP ○ Work surfaces ○ Equipment ● Pest control <ul style="list-style-type: none"> ○ Prevention of pests ○ Pets ○ Signs of ○ Precautions ○ Food contamination
<p>Importance of keeping food safe</p>	<ul style="list-style-type: none"> ● Sources and risks to food safety from contamination and cross contamination <ul style="list-style-type: none"> ○ High risk and low risk ○ Microbial (bacteria, viruses, moulds and yeasts) ○ Chemical ○ Physical (foreign bodies) ○ Food allergies ○ Toxins ○ Foodborne disease <ul style="list-style-type: none"> ▪ Common sources ▪ Symptoms ▪ Precautions ● How to deal with food spoilage <ul style="list-style-type: none"> ○ Recognition <ul style="list-style-type: none"> ▪ Use by and best before ○ Reporting <ul style="list-style-type: none"> ▪ HACCP ○ Disposal <ul style="list-style-type: none"> ▪ Destroy food that has passed its used by date/mouldy ▪ Dispose of out of date food safely ▪ Unfit and waste food must be handled correctly ○ Rubbish bins ○ Pedal bins to be used ● Safe food handling practices and procedures <ul style="list-style-type: none"> ○ Storing (Where and how, eg) <ul style="list-style-type: none"> ▪ Raw foods and cooked foods separate ▪ Vegetables and fruit stored in a separate drawer ▪ FIFO (First in First Out) ▪ Label accurately ▪ Clean walls and floors ○ Preparing <ul style="list-style-type: none"> ▪ Colour coded system for chopping boards ▪ Wash crockery when used

	<ul style="list-style-type: none">○ Cooking<ul style="list-style-type: none">▪ Thoroughly thaw before cooking○ Chilling<ul style="list-style-type: none">▪ Separate fridges▪ Do not overfill fridge○ Reheating<ul style="list-style-type: none">▪ Don't reheat more than once○ Holding○ Serving<ul style="list-style-type: none">▪ Check quality▪ Follow food management guidelines▪ Check for strange smells etc○ Transporting food● Stock control procedures<ul style="list-style-type: none">○ Deliveries<ul style="list-style-type: none">▪ Check quantity and quality, check against order and delivery note○ Storage<ul style="list-style-type: none">▪ Refrigerated/frozen/dry etc○ Date marking○ Stock rotation<ul style="list-style-type: none">▪ FIFO.
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Suggested Reading

BIIAB Workbook for Food Safety in Catering
BIIAB Level 1 Award in Essentials in Catering Workbook

Useful Websites

<http://www.food.gov.uk/>

Assessment

Assessment is by means of externally set and externally marked multiple-choice examination paper taken under examination conditions. Successful completion of this unit will mean that learners are awarded the BIIAB Level 2 Award in Food Safety in Catering qualification certificate. Examination Regulations and Invigilation Instructions can be found at

<http://centrezon.bii.org/cz-usefulinfo/czcentremanualsandspecifications/cz-centremanual-genericcentremanual>

Guidance for Tutors

Delivery of this unit is not prescribed to the tutor. This unit is based upon knowledge, but should be contextualised by the tutor to situations that would occur in premises that sell or handle food.

Unit Title: Health and Safety in the Workplace

Unit Code: H/601/9699

QCF Level: 2

Credit: 1

GLH: 10

Unit Purpose:

The purpose of this unit is to provide learners with knowledge of health and safety principles relevant to any work environment and covers the subject areas highlighted by the Health and Safety Executive as essential to the development, promotion and maintenance of safe working practices and procedures in the workplace.

Learning Outcomes and Assessment Criteria

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand roles and responsibilities for health, safety and welfare in the workplace	1.1 Outline employers and employees duties relating to health, safety and welfare at work 1.2 Outline the consequences for non-compliance with health and safety legislation 1.3 Outline the requirements for training and competence in the workplace 1.4 Outline the ways in which health and safety information can be communicated
2. Understand how risk assessments contribute to health and safety	2.1 Define the terms 'hazard' and 'risk' 2.2 Outline the process for carrying out a risk assessment 2.3 Describe how risk assessment can be used to reduce accidents and ill health at work
3. Understand how to identify and control the risks from common workplace hazards	3.1 Describe the hazards that may be found in a range of workplaces 3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment 3.3 Describe the principle of the risk control hierarchy 3.4 List examples of risk controls for common workplace hazards
4. Know the procedures for responding to accidents and incidents in the workplace	4.1 State the common causes of workplace accidents and ill health 4.2 Identify the actions that might need to be taken following an incident in the workplace 4.3 List the arrangements that should be in place in a workplace for emergencies and first aid 4.4 Outline why it is important to record all incidents, accidents and ill health

Indicative Content

Learning Outcomes	Indicative content
<p>Understand roles and responsibilities for health, safety and welfare in the workplace</p>	<ul style="list-style-type: none"> • Outline employers and employees duties relating to health, safety and welfare at work <ul style="list-style-type: none"> ○ Different Health and Safety regulations <ul style="list-style-type: none"> ▪ Health and Safety at Work Act 1974 ▪ HSE regulations are governed by Statute • Outline the consequences for non-compliance with health and safety legislation <ul style="list-style-type: none"> ○ Consequences for non compliance <ul style="list-style-type: none"> ▪ Criminal records ▪ Fines ▪ Imprisonment ▪ HSE and Enforcement Officers ▪ HSE sanctions ○ Criminal and Civil Law ○ Burden of proof ○ UK and Scotland court structure ○ Where you can find health and safety information • Outline the requirements for training and competence in the workplace <ul style="list-style-type: none"> ○ Health and Safety Regulations ○ The law in regards to staff training on what to do in a fire • Outline the ways in which health and safety information can be communicated <ul style="list-style-type: none"> ○ Statutory Health and Safety Notice ○ Health and Safety information for employees regulations 1989 ○ Management of Health and Safety at Work Regulations 1999 ○ Health and Safety Act at Work 1974 ○ Where can you find health and safety information <ul style="list-style-type: none"> ▪ HSE website and leaflets ▪ Employer Health and Safety Training, guidelines and procedures ▪ Other information resources
<p>Understand how risk assessments contribute to health and safety</p>	<ul style="list-style-type: none"> • Define the terms ‘hazard’ and ‘risk’ <ul style="list-style-type: none"> ○ Definition of a hazard – anything with the potential to cause harm ○ Definition of a Risk – likelihood of a hazard causing harm ○ Reducing consequences • Outline the process for carrying out a risk assessment <ul style="list-style-type: none"> ○ Definition of a risk assessment <ul style="list-style-type: none"> ▪ Steps 1-8 ▪ Risk assessment grid ○ HSE and Health and Safety regulations and risk assessment ○ Hierarchy of control

	<ul style="list-style-type: none"> ▪ Steps 1-5 ○ What is reasonably practical ○ Specific risk assessments <ul style="list-style-type: none"> ▪ Manual handling ▪ Fire ▪ Electricity ▪ Noise ▪ Lone workers ▪ Self employed • Describe how risk assessment can be used to reduce accidents and ill health at work <ul style="list-style-type: none"> ○ Learning from risk assessments ○ Reviewing risk assessments ○ HSE and Health and Safety regulations and risk assessment ○ Hierarchy of control <ul style="list-style-type: none"> ▪ Steps 1-5
<p>Understand how to identify and control the risks from common workplace hazards</p>	<ul style="list-style-type: none"> • Describe the hazards that may be found in a range of workplaces <ul style="list-style-type: none"> ○ Fire regulations ○ Fire <ul style="list-style-type: none"> ▪ 3 elements to burn ▪ Your eyes and others ▪ Reducing the fuel load ▪ Reducing the heat source ▪ Reducing oxygen ○ Fire control <ul style="list-style-type: none"> ▪ Types of fire extinguishers ▪ Servicing and checking ▪ Information to be displayed on extinguishers ▪ Other types of fire control devices ▪ Emergency lighting ▪ Fire practice and training and the law ○ Manual handling <ul style="list-style-type: none"> ▪ Manual handling operations regulations 1992 ▪ Cycle for manual handling risk assessment ▪ Weight labels ○ Electricity <ul style="list-style-type: none"> ▪ Electricity at Work Regulations 1989 ▪ PAT test ▪ What to report ▪ Static, Direct Current (or DC) and Alternating Current (or AC) ▪ Fuses ○ Display Screens <ul style="list-style-type: none"> ▪ Health and Safety (Display Screen Equipment) Regulation 1992 ○ Control of Substances Hazardous to Health (COSHH) <ul style="list-style-type: none"> ▪ Dangerous substances ▪ CSHH Safety data sheets ▪ COSHH symbols • Describe how hazards can cause harm or damage to

	<p>people, work processes, the workplace and the environment</p> <ul style="list-style-type: none"> ○ Fire regulations ○ Fire ○ Manual handling ○ Electricity ○ Display Screens ○ Control of Substances Hazardous to Health (COSHH) ○ What is our environment • Describe the principle of the risk control hierarchy <ul style="list-style-type: none"> ○ Hierarchy of control <ul style="list-style-type: none"> ▪ Steps 1-5 ○ What is reasonably practical • List examples of risk controls for common workplace hazards <ul style="list-style-type: none"> ○ Fire regulations ○ Fire ○ Manual handling ○ Electricity ○ Display Screens ○ Control of Substances Hazardous to Health (COSHH)
<p>Know the procedures for responding to accidents and incidents in the workplace</p>	<ul style="list-style-type: none"> • State the common causes of workplace accidents and ill health <ul style="list-style-type: none"> ○ Definition of an accident and an incident ○ Investigating accidents • Identify the actions that might need to be taken following an incident in the workplace <ul style="list-style-type: none"> ○ Reporting to the HSE and police ○ How to report accidents and incidents ○ Investigating incidents ○ Consequences of reporting – possible new codes of practices • List the arrangements that should be in place in a workplace for emergencies and first aid <ul style="list-style-type: none"> ○ Fire <ul style="list-style-type: none"> ▪ Extinguishers ▪ Other fire control devices ▪ Emergency lighting ▪ Fire practice and training- fire Marshalls ○ Health and Safety (first aid) Regulations 1981 ○ First Aid • Outline why it is important to record all incidents, accidents and ill health <ul style="list-style-type: none"> ○ The benefits of reporting accidents and incidents including the accident pyramid ○ Reporting to the HSE and police ○ How to report accidents and incidents ○ The importance of reporting ill-health

Suggested Reading

BIIAB workbook for Health and Safety in the Workplace

Useful Websites

www.hse.gov.uk

[5 steps to Risk Assessment http://www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)

<http://www.hse.gov.uk/chip/>

<http://www.hse.gov.uk/pubns/indg136.pdf>

<http://www.hse.gov.uk/electricity/electricequip.htm>

<http://www.hse.gov.uk/pubns/indg36.pdf>

<http://www.hse.gov.uk/riddor/riddor.htm#who>

<http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1073791512&type=RESOURCES>

<http://www.hse.gov.uk/involvement/1977.htm>

<http://www.hse.gov.uk/involvement/1996.htm>

<http://www.hse.gov.uk/pubns/indg184.htm>

Assessment

Assessment is by means of externally set and externally marked multiple-choice examination paper taken under examination conditions. Successful completion of this unit will mean that learners are awarded the BIIAB Level 2 Award in Health and Safety in the Workplace qualification certificate. Examination Regulations and Invigilation Instructions can be found at

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsandspecifications/cz-centremanual-genericcentremanual>

Tutor Guidance

Delivery of this unit should be contextualised using examples of health and safety in the workplace, specifically related to the hospitality industry.

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

It is important for learners to be able to practice answering multiple-choice questions. Learners will need training in reading questions, considering and selecting possible answers. The assessment is set at Level 2. Each of the Learning Outcomes is tested in the assessment.

Unit Title: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Unit Code: T/600/1059

QCF Level: 2

GLH: 10

Credit: 1

Unit Purpose:

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Learning Outcomes and Assessment Criteria

Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence

	<p>the customers' choice of products and services</p> <p>3.4 Describe the importance of meeting and exceeding customer expectations</p> <p>3.5 Describe the importance of dealing with complaints in a positive manner</p> <p>3.6 Explain the importance of complaint handling procedures</p>
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Indicative Content

Learning Outcomes	Indicative content
<p>The importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries</p>	<ul style="list-style-type: none"> ● Role of the organisation <ul style="list-style-type: none"> ○ Standards setting ○ Product development ● Characteristics and benefits of excellent customer service <ul style="list-style-type: none"> ○ Characteristics <ul style="list-style-type: none"> ▪ Behaviour ▪ Attitude ▪ Product knowledge ▪ Service knowledge ▪ Well trained ▪ Quality <ul style="list-style-type: none"> ● Products and services ▪ Good problem solving ▪ Dealing with pressure ○ Benefits <ul style="list-style-type: none"> ▪ Spend more money ▪ Customer loyalty ▪ Repeat Business ▪ More business through good reputation ● Internal and external customers in the industries <ul style="list-style-type: none"> ○ Internal <ul style="list-style-type: none"> ▪ Team mates ▪ Managers/supervisory staff ○ External <ul style="list-style-type: none"> ▪ Existing customers ▪ New customers ▪ Groups ▪ Suppliers ▪ Different demographics <ul style="list-style-type: none"> ● Age ● Sex ● Race ● Families ● Product knowledge and sales to organisational success <ul style="list-style-type: none"> ○ Assisting the customer decision <ul style="list-style-type: none"> ▪ Product suggestions – most customers don't know what they want at the point of sale ○ Being able to give guidance, answer questions ○ Up selling/merchandising ○ Drawing attention to events and promotions ● Organisational procedures for customer service <ul style="list-style-type: none"> ○ Booking

	<ul style="list-style-type: none"> ○ Dealing with customers in order ○ Cancellation procedure ○ Taking of payments ○ Complaints ○ Checking availability
<p>The role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries</p>	<ul style="list-style-type: none"> ● Benefits of excellent customer service for the individual <ul style="list-style-type: none"> ○ Motivation ○ Enjoying the work ○ Effective teamwork ● Positive attitude, behaviour and motivation in providing excellent customer service ● Personal presentation within the industries <ul style="list-style-type: none"> ○ Standards of personal hygiene ○ The first impression ○ Grooming <ul style="list-style-type: none"> ▪ Hair, makeup, clothing and footwear ● Appropriate types of communication <ul style="list-style-type: none"> ○ Body language <ul style="list-style-type: none"> ▪ Facial expression, posture, tone and pitch of voice ○ Language <ul style="list-style-type: none"> ▪ Appropriate ● Effective listening skills <ul style="list-style-type: none"> ○ Questioning ○ Active listening ○ Body language
<p>Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries</p>	<ul style="list-style-type: none"> ● Customer needs and expectations <ul style="list-style-type: none"> ○ Anticipating and responding to varying customers' needs and expectations ○ Factors that influence the customers' choice of products and services ○ Customer needs ● Meeting and exceeding customer expectations <ul style="list-style-type: none"> ○ Anticipation ○ Responding ○ Meeting/exceeding the expectations of the customer ● Dealing with complaints in a positive manner <ul style="list-style-type: none"> ○ Being positive and staying calm ○ Showing empathy ○ The value of the complaint to the organisation – learning from it ● Complaint handling procedure <ul style="list-style-type: none"> ○ How to log it ○ Who to report to line managers.

Suggested Reading

BIIAB Workbook for the Award in Customer Service Excellence
BIIAB Workbook for the Award in Customer and Drinks Service

Assessment

Assessment of this unit will be based on an externally set internally marked scenario found in the AIEHI Assessment Book. Learners, working with the tutor, should be able to choose from a range of methods to demonstrate their knowledge and understanding of customer service. Appropriate methods are:

- Verbal explanation/presentation
- PowerPoint presentation
- Written report

The content checklist is the same for each method of assessment. Assessors must provide evidence of the assessment for external verification.

Tutor Guidance

Learners are likely to have varied backgrounds and experiences in employment. Some learners may not have any experience in either paid or unpaid work. Learners have to 'identify', 'describe', and 'explain' aspects of customer service. In delivering this unit role play and simulation activities will be appropriate.

If learners are employed in a different sector whilst working towards this qualification, they should be encouraged to identify their own existing customer service skills. Learners with limited or no experience in customer service skills should relate the unit to their own expectations of good customer service. The unit must be of relevance to the learner and the hospitality industry, although the transferability of these skills to other occupations should be discussed.

If possible, learners would benefit from learning about customer service first hand. For example, a trip to a shopping centre could provide opportunities for learners to assess customer service skills of the staff. Learners could enquire about the availability of a product or ask directions to other amenities. A visit to a café or restaurant would provide similar opportunities for learners to focus on what good and bad customer service is.

To help prepare the learner for the assessment, provide opportunities for them to practise different scenarios and methods of presenting.

Unit Title: Introduction to Personal Workplace Skills

Unit Code: D/500/9047

QCF Level: 1

Credit: 3

GLH: 20

Unit Purpose:

The aim of this unit is to enable the candidate to develop knowledge and understanding of the personal skills required to work in the hospitality and catering industry, enabling the learner to demonstrate such skills.

The unit focuses on the development of generic skills required by employers. These skills relate to key aspects of working life; punctuality, regular attendance at work, presenting a professional and positive image and time management.

The unit provides opportunities to cover key skills, particularly communication skills. There is strong emphasis on communication within the team as well as the development of customer facing skills.

Learning Outcomes and Assessment Criteria

Learning Outcome The learner can:	Assessment Criteria The learner will:
1. Be able to maintain personal appearance	1.1 Identify the correct uniform for work 1.2 State the reasons for wearing uniform correctly 1.3 Describe the correct care and maintenance of uniform 1.4 State the importance of maintaining a personal hygiene and professional personal appearance 1.5 Identify poor hygiene and practices in relation to personal appearance and behaviour. 1.6 Demonstrate professional personal appearance 1.7 Wear correctly maintained full uniform 1.8 Comply with organisational policies
2. Be able to demonstrate time management skills	2.1 Demonstrate punctuality and attendance 2.2 Demonstrate working practices within set time frames 2.3 Demonstrate the ability to follow a plan 2.4 State the importance of punctuality and attendance

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

	<p>2.5 State the effect that punctuality & attendance have on work colleagues</p> <p>2.6 State the procedures to follow if absent or late</p> <p>2.7 State the reasons for planning of tasks</p> <p>2.8 State the importance of working within set time frames.</p>
<p>3. Be able to work effectively in a team</p>	<p>3.1 Identify the communication skills used in teams</p> <p>3.2 State the importance of communicating within and between teams</p> <p>3.3 Describe the importance of knowing own limitations and asking for advice and assistance</p> <p>3.4 State who to ask for advice and assistance</p> <p>3.5 State what makes a good team</p> <p>3.6 Demonstrate correct working practices as part of a team</p> <p>3.7 Demonstrate communication skills with team members</p> <p>3.8 Demonstrate support for team members</p>
<p>4. Be able to deal effectively with customers</p>	<p>4.1 Demonstrate a range of communication skills effectively</p> <p>4.2 Demonstrate a positive and professional attitude towards customers</p> <p>4.3 Demonstrate a professional manner when receiving customer feedback</p> <p>4.4 State the importance of effective communication with customers</p> <p>4.5 Describe the correct methods of dealing with customer requests</p> <p>4.6 State the possible barriers to communication.</p>

Indicative Content

Learning Outcomes	Indicative content
<p>Be able to maintain personal appearance</p>	<ul style="list-style-type: none"> ● Uniform <ul style="list-style-type: none"> ○ Relate to particular role/position/industry, i.e barperson, chef, front of house etc ○ Neat and tidy etc ● Why wear correct uniform? <ul style="list-style-type: none"> ○ Safety ○ Image of individual/organisation ○ Protection ○ Safety ○ Hygiene ○ Legal requirements ● Correct care and maintenance of uniform <ul style="list-style-type: none"> ○ Clean, ironed, state of good repair ● Maintaining a personal hygiene and professional personal appearance <ul style="list-style-type: none"> ○ Clean and smart hair ○ Nails clean and cut ○ Facial hair, shaved/maintained ○ Feet ○ Make-up and other cosmetics ○ Feet and hands ○ Jewellery ● Poor hygiene and practices in relation to personal appearance and behaviour <ul style="list-style-type: none"> ○ Unwashed hands ○ Chewing gum ○ Smoking ○ Eating and drinking in incorrect places ○ Messy hair ○ Not covering hair ○ Incorrect plasters etc ● Wear correctly maintained full uniform ● Comply with organisational policies <ul style="list-style-type: none"> ○ Examples of policies
<p>Be able to demonstrate time management skills</p>	<ul style="list-style-type: none"> ● Punctuality and attendance <ul style="list-style-type: none"> ○ Being on time and reliable ● Demonstrate working practices within set time frames ● Ability to follow a plan ● Importance of punctuality and attendance <ul style="list-style-type: none"> ○ Dependable ○ Individual employment record ○ Effect on further recruitment ● Effect that punctuality & attendance has on work colleagues

	<ul style="list-style-type: none"> ○ Respect ○ Reliability ○ Good relationships with management and colleagues ● Procedures to follow if absent or late <ul style="list-style-type: none"> ○ Notification to the correct person ○ Policy of the organisation ○ Use of correct communication tools to do so ○ Policy on doctors notes ● The reasons for planning of tasks <ul style="list-style-type: none"> ○ To set out and meet deadlines ● Importance of working within set time frames <ul style="list-style-type: none"> ○ To meet the expectations of management and customers
<p>Be able to work effectively in a team</p>	<ul style="list-style-type: none"> ● Communication Skills <ul style="list-style-type: none"> ○ Speaking and listening <ul style="list-style-type: none"> ▪ Being clear, good pronunciation, voice projection ▪ Confirming others understanding ▪ Appropriate response ▪ Active listening ● Communicating within and between teams <ul style="list-style-type: none"> ○ Types of teams <ul style="list-style-type: none"> ▪ Reception, bar teams, front of house, kitchen etc ○ Why important <ul style="list-style-type: none"> ▪ Customer expectations ▪ Meeting the standards set by the organisation ▪ Team spirit, good relationships ● Knowing limitations, asking for advice <ul style="list-style-type: none"> ○ Helps to develop skills ○ Prevent loss/damage
<p>Be able to deal effectively with customers</p>	<ul style="list-style-type: none"> ● Range of communication skills (Link to job) <ul style="list-style-type: none"> ○ Verbal ○ Body language ○ Eye contact ○ Posture ○ Writing and reading ● Positive/Professional attitude <ul style="list-style-type: none"> ○ Polite ○ Smart ○ Knowledgeable ○ friendly ● Professional manner when receiving feedback ● Dealing with customer requests <ul style="list-style-type: none"> ○ Acknowledge

	<ul style="list-style-type: none">○ Keep informed○ Follow up○ Provide the service● Barriers to communication<ul style="list-style-type: none">○ The environment○ Emotion and feelings○ Alcohol and drugs○ Culture○ Mental health○ Disabilities.
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Suggested Reading (workplace policies)

Sickness absence
Alcohol policy
Code of conduct on work related social events
Dress code
Smoking
Electronic communications
Use of phone for personal calls

Assessment

Learners will be asked to demonstrate a range of personal workplace skills, either on the programme, in the workplace or in a realistic simulated learning environment.

Guidance for Tutors

Learners must demonstrate personal workplace skills. The observation can be undertaken during the programme, either in the classroom, in the learner's workplace (either using a witness testimony or a qualified assessor) or within a realistic learning environment. Each Assessment Criterion only needs to be demonstrated on one occasion.

If a witness testimony is used then the witness should be in a position of authority or at a supervisory level with occupational expertise e.g. a line manager or someone from HR within the organisation. It should be made clear to the witness that the observation is part of the process of achieving the qualification and is not linked with company appraisal. Therefore, the information should remain confidential between the two parties. Before the observation takes place there should be an agreement between both parties to confirm they are happy with their roles.

Tutors have the choice of confirming knowledge and understanding using oral or written questions, whichever is the most relevant and appropriate. For example, in some circumstances, contextualised verbal questions are the most effective method of confirming learning. This is not part of the assessment process, but the delivery of the unit.

In delivering the unit refer examples to the hospitality industry. Show images or visit different types of outlets to show good and bad examples of professional personal appearance. Refer to relevant documentation likely to be found in the workplace for example, policies on punctuality and attendance/absenteeism.

17. Initial registration process for the Level 1 Award in Introduction to Employment in the Hospitality Industry

Registration

Each learner will need to be registered for the AIEHI. The learner is required to complete a Registration Form 60553 (RF) and this must be submitted 10 working days before the beginning of the course for those centres that require learner workbooks. All Registration Forms must be submitted with a completed Form BIIAB/5a - Registration Nominal Roll.

The above mentioned forms can be found at:

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsandspecifications/aiehi>

Note: Centres must not register learners at the time of claiming certificates as it is likely the centre will require an external quality assurance visit.

Completion of the Registration Form

Title: the learner must shade in the appropriate circle
Gender: the learner must shade in the appropriate circle
First Name Only: learner must enter their first name only, by putting one letter in each box

Follow the same steps for Surname and Middle Initials.

Note: It is essential that learners use their **full** first name and surname as recorded on their proof of identity. Centres must instruct learner that their full first name and surname must be recorded exactly the same when sitting all units or the database will treat them as separate learners.

Date of Birth: it is a common error for learners to enter the current year instead of the birth year. Invigilators must ask learners to double check that they have entered the year of birth and advise them that BIIAB will be unable to process results if the current year has been entered. Incorrect dates of birth will cause a delay in processing examination documentation.

Unique Learner/Scottish Candidate No:

As part of this qualification the learner must provide this information. Numbers are to be entered starting from the left.

Daytime/Mobile Telephone Number*

Email*

House No*

Postcode*

Ethnic Origin: shade the appropriate circle as indicated.

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

A learner's 'Ethnic Origin' is required for statistical purposes by the Government's regulatory body Ofqual which is monitoring that learners from all ethnic origins have access to qualifications throughout the UK. Learners should be advised why this information is required and reassured that their individual details are not passed on. In the extreme case of a learner refusing to provide this information, BIIAB will process the Learner Answer Sheet without these details.

**The BII and BIIAB may contact learners in future regarding this qualification or membership of the BII but we shall not pass personal data on to any other organisation. If learners do not wish to be contacted, please instruct them not to complete the Daytime/Mobile Telephone No, E-mail Address, House No or Postcode fields.*

BIIAB Centre No:	the centre to provide this to the learner.
Date of Registration:	the full date must be entered inclusive of the year.
Qualification Code:	this will be one of the following codes:
	AIEHIPR for learners who do not require workbooks
	AIEHIPR1 for learners who do require workbooks, this form needs to be to BIIAB 10 working days before the start of the course so that the workbooks can be sent out in plenty of time

A BIIAB/5a Registration Nominal Roll form is to be completed and submitted with the RFs

On receipt of the Registration Form (RF) and Form BIIAB/5a Registration Nominal Roll (RNR) BIIAB will process the registration forms and send for invoicing.

18. Quality Assurance Requirements

Assessment Documentation to be Completed for Internally Assessed Marked Units

When learners are ready for assessment the following documents need to be completed for each candidate by the tutor/assessor:

- Unit Sign off sheet (Form USOS) (all units) – this document is to be completed and used as a reference tool to ensure that all documents have been completed
- Observation Record (Form OR) (unit 5) – this documents should be completed when a tutor evidences an assessment criteria through observation
- Record of Questions and Candidate's Answers (Form QCA) (units 1,4 and 5) – this document should be completed when a tutor evidences an assessment criteria through a discussion with the learner

These documents (unit specific) together with the following two forms need to be completed for each learner; together they will form a 'Portfolio of Evidence':

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

- Index of Evidence (Form IE) (units 1,3,4 and 5) – this document should be completed giving details of where in each of the units a learner has evidenced each of the assessment criteria. This document should be signed by the Internal Quality Assurer.
- Contents Checklist (Form CC) (units 1,4 and 5) – this document is to be completed and used as a reference tool to ensure that all documents have been completed

The above mentioned forms can be found at:

<http://centrezone.bii.org/cz-usefulinfo/czcentremanualsandspecifications/aiehi>

Portfolio Guidance

The main purpose of a learner producing a portfolio is to:

- Provide evidence to an Assessor / Internal Quality Assurer / External Quality Assurer that the requirements of the qualification have been successfully met.

The portfolio should only contain summative competent evidence that is directly linked to the Learning Outcomes. Therefore, course notes should be kept in a different file. Some qualifications will only require a minimal amount of evidence so portfolios aren't expected to contain a lot of material. We (BIIAB) suggest that you develop or follow your own house style for producing portfolios. However, it is important that the following guidelines are followed.

The content of the portfolio should be presented in an A4 or lever arch folder. The learner name, BIIAB registration number and qualifications should be clearly labelled on the front and side of the folder.

An index should be included. All pages must be numbered or referenced. Some learners will find referencing, cross referencing and ordering difficult, a simple template or pro-forma would help the learners and the standardisation process.

It is good practice to produce an overview of the assessment requirements for each unit, For example: "Job reference Portfolio", "Coffee Bean"

BIIAB would also recommend learners produce a CV and a personal statement. This would be helpful if the learner takes the portfolio to a job interview.

The Internal Quality Assurer will give guidance to assessors on portfolio compilation. The Internal Quality Assurer will check:

- Evidence is sufficient and authentic.
- Cross referenced evidence can be easily found in the portfolio
- Documents are signed and dated
- Evidence meets the National Standard for the qualification
- Systems are in place if witness testimonies are used for evidence.

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

The External Quality Assurer will also check the portfolios so it is important the learners and assessors keep them secure. On some occasions the External Quality Assurer will identify the portfolios to be seen on the visit, on other occasions they will be randomly selected.

Assessment Documentation to be completed for Externally Assessed Units

- Candidate Answer Sheet (unit 2) – this examination paper must be completed by the candidate and returned to BIIAB upon completion
- Candidate Nominal Roll (Form BIIAB/3a) (unit 2) – to be completed with the details of all the learners sitting the examination and returned to BIIAB together with the candidate answer sheets upon completion

Documents to be submitted to BIIAB upon Completion of all 5 Units

Once the learner has successfully completed a unit, the following forms must be submitted to BIIAB:

- Sign Off Sheet (22828) (all units) – this sheet lists all 5 units and requires signatures from both the Learner, Assessor and Internal Quality Assurer. The External Quality Assurer will need to sign this form until Direct Claim Status is achieved. BIIAB can not certificate the qualification without first receiving this overall sign off sheet
- Form BIIAB 5b – Certificate Claims Nominal Roll

A copy of these documents must be kept by the centre for a period of 3 years; BIIAB reserves the right to request a copy of these documents at any time for verification purposes.

Units can be taken in any order; however we recommend that they are taken in the order listed in this specification.

External Quality Assurer Process

Summary

An External Quality Assurer (formally External Verifier) is appointed by BIIAB, their role is to work in partnership with centres to quality-assure BIIAB competence based qualifications.

Purpose

An External Quality Assurer's primary focus is to ensure that centre staff involved in the planning, delivery and assessment of qualifications maintain the national standard of qualifications awarded by BIIAB and have a clear commitment to ensuring and improving quality. The role:

Responsibilities

- To visit centres to quality assure centre assessment
- Verifies the performance of allocated centres – to ensure that quality and consistency of BIIAB Awards. Carries out assessment against awarding organisation requirements including the qualification specification.
- To sample centres' assessment and monitor procedures to ensure that the decisions are in accordance with BIIAB requirements.
- Arrange External Quality Assurance visits to centres at appropriate times. To follow up agreed action plans from previous visit(s).
- To provide centres with up-to-date information, support and advice during and in between visits.
- Checks practices, procedures and consistency of assessment to ensure the quality of assessment decisions in all centres remains consistent and meets the qualification specification. Checks that centres understand and adhere to BIIABs code of practice.
- Identifies any areas of concern at centres as well as those needing further development.
- Provides written reports following centre visits.

Nominated Tutor/Assessor Requirements

Training Centres must have at least two tutors.

Each tutor/assessor must meet the following specification:

- Holds relevant professional and/or teaching qualifications equivalent to PTTLs accredited by Ofqual, SQA or endorsed by the HE Academy and
- Has subject and occupational expertise and
- Has teaching experience and
- Where Nominated Tutors are required to carry out learner assessments then the Tutor must be in possession of or working towards an appropriate qualification eg. D32/D33, A1 or A2 assessors qualifications, and proven experience in the sector that they are assessing in
- Nominated tutors for the Food Safety in Catering must also hold a Level 3 qualification in Food Safety or equivalent

Role of Nominated Tutor/Assessor

A tutor may be an assessor and must:

- Ensure that learners understand what is to be assessed, how it is to be assessed and what is expected of them

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

- Observe and record learners carrying out the activities described in the specification. Records should document what has been observed, how it was carried out, and what it demonstrated
- Ensure that materials required for assessment are available
- Help learners to source and provide evidence
- Authenticate the evidence that learners provide for assessment
- Document a learner's achievement
- Identify any gaps or shortfalls in a learner's competence
- Give clear feedback to learners

Role of the Internal Quality Assurer (formally Internal Verifier)

Internal Quality Assurer must hold an appropriate qualification eg. an A1 or D34 award in assessment and verification as well as occupational experience.

Internal Quality Assurers are those appointed by the centre to ensure that assessors apply the standards consistently. They must:

- Advise and support assessors and maintain the quality of assessment in a centre
- Sample assessments systematically to confirm the quality and consistency of assessment decisions
- An Internal Quality Assurer may be another tutor

Centre Contact Responsibilities

It is the Centre Contact's responsibility to ensure that all tutor/assessors fully comply with the nominated tutor requirements as listed in this document, and that the assessment guidance is followed in accordance with BIIAB procedures.

Equal Opportunities Policy

BIIAB has in place an equal opportunities policy, a copy of which is provided to all BIIAB approved centres. BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their tutor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/cz-usefulinfo/cz-qamannual>

Physical Resources

The criteria below provides the basis on which BIIAB evaluate applications in respect of the Award in Introduction to Employment in the Hospitality Industry.

- Sufficient tables and chairs for learners to be comfortably seated during training and the practical assessment
- Whiteboard/flipchart
- Sufficient space for role play and practical based scenarios

Lesson Plans

The centre must produce a lesson plan for each unit, containing aims, objectives and outcomes. Lesson plans must be reviewed on a regular basis by the centre to ensure continued suitability

19. What are BII and BIIAB?

BII is:

- the professional body for the licensed retail sector
- the fastest-growing membership organisation within the sector
- the leading provider of qualifications for the sector through its wholly-owned awarding body, BIIAB
- a promoter of the Social Responsibility Standards for the Production and Sale of Alcoholic Drinks in the UK*

BIIAB is:

- the wholly-owned awarding body of the BII
- the dedicated awarding body for the licensed retail sector
- nationally regulated by Ofqual
- recognised for achieving the ISO 9001:2000 quality standard

What qualifications are available?

BII offer a wide portfolio of sector-specific qualifications, through its awarding body BIIAB. All BIIAB qualifications provide solutions to specific market requirements, deliver real business benefits, and support careers in licensed retail for every type of venue, including:

- Qualifications for Licensing
- Qualifications for Staff Development
- Qualifications for New Licensed Retail Managers
- Qualifications for Management Development

One of the key aims of BIIAB is to offer training and qualifications solutions that are relevant and accessible to those operating in the licensed retail sector. The range of BIIAB qualifications underpin either professional milestones or regulatory requirements.

*For a copy of these Standards visit www.beerandpub.com

20. Code of professional conduct

BII expects that:

1. Its members will at all times conduct themselves and their business in a lawful and socially responsible manner
2. The establishments for which its members are responsible will be operated according to the best practice and standards of the industry, and in particular, that the health and safety of customers and employees will be protected.
3. Its members will not act in such a manner as to bring themselves, their profession or the BII into disrepute.
4. Its members will take responsible interest in keeping up to date with new developments and enhance their own professional knowledge.
5. Its members will take an active interest in assisting the professional development and technical education of those persons in their business for whom they are responsible.
6. Members undertake to pursue business and employment practices that do not knowingly tolerate any form of unlawful discrimination with regard to sex, race or disability. They also undertake not to knowingly collude with any person, persons or organisations engaged in unlawful discriminatory practice.
7. In addition members must seek to work towards removing unfair discrimination in business and employment practices including, but not limited to age, religion and background wherever it is practical to implement.

Any breach of this Code of Professional Conduct will be dealt with by the Council, as it deems fit and proper, in accordance with Byelaw 16.

Notices

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Appendices



Unit Sign Off Sheet (Form USOS)

Centre name:
Centre number:
Learner name:
Learner number:
Unit name:
Unit code:
Taken as part of which qualification:
Declaration by learner I have produced the attached work without assistance other than which is acceptable under the guidance for the qualification. Learners name: Learners signature: Date:
Declaration by the tutor/assessor I confirm that: A) The work of the learner was conducted under the conditions laid out in the specification. ; B) I have authenticated the learner's work and I am satisfied that it is their own work to the best of my knowledge. Assessors name: Assessors signature: Date:

This documentation must be completed for each unit and kept safely at the centre.



AWARDING QUALIFICATIONS for LICENSED RETAIL

Observation Record (Form OR)

Title of Qualification:	
Learner Name:	
Date of Observation:	
Evidence index number:	
Skills/activities observed:	Assessment Criteria covered:
Knowledge and understanding apparent from this observation:	
Other units/elements to which this evidence may contribute:	
Assessor comments and feedback to candidate:	
I can confirm the candidate's performance was satisfactory.	
Assessor's signature:	Date:
Learner's signature:	Date:



Record of Questions and Learner's Answers
(Form QCA)

Title of Qualification:
Learner Name:
Unit:
Element(s):
Evidence Index Number:
Circumstances of Assessment:
List of Questions and Learner's Responses:
Q:
A:
Q:
A:
Q:
A:

Q:	
A:	
Q:	
A:	
Q:	
A:	
Q:	
A:	
Q:	
A:	
Assessor's signature:	Date:
Learner's signature:	Date:



Index of Evidence (Form IE)

Learner Name:				
Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/elements evidence links to <i>(give specific numbers, eg 5.2.1)</i>	<u>Internal Quality Assurers</u> signature and date of sampling
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



Contents Checklist (Form CC)

Title of Qualification:		
Learner Name:		
	Completed?	Page/Section Number
Title page for the portfolio		
Personal profile <ul style="list-style-type: none"> Your own personal details 		
Summary of the units		
Completed units <ul style="list-style-type: none"> Signed by yourself, your assessor and the <u>Internal Quality Assurer</u> (where relevant) Reference numbers included 		
Index of evidence (with cross-referencing information completed)		
Evidence (with reference numbers) <ul style="list-style-type: none"> Observation records Details of witnesses (witness testimony sheets) Personal statements 		



Level 1 Award Introduction to Employment in the Hospitality Industry - Unit 1 'Job reference Portfolio': Tutor mark scheme

Task	Pass	Tutor guidance
<p>Task 1</p> <p>Give examples to explain the term 'types of outlets' and 'services' in relation to the hospitality industry.</p>	<p>Both terms are fully explained and appropriate examples given.</p> <p>'types of outlet' Different types of outlet include: pubs, bars, nightclubs, hotels, guest houses., Band B, café, coffee houses, fast food, leisure facilities</p> <p>'services' The hospitality industry covers a wide range of organizations offering food service and accommodation. The hospitality industry is divided into sectors according to the skill-sets required for the work involved. Sectors include accommodation, food and beverage, meeting and events, gaming, entertainment and recreation, tourism services, and visitor information</p>	<p>Accept alternative accurate wording.</p>
<p>Task 2</p> <p>There are a wide range of jobs available within the hospitality Industry. Select two jobs from the list. Research the requirements of the two selected jobs. Find out the following information about each job. Job title / qualifications required / experience required / work pattern / hours and days required for the job / wages / personal qualities / career prospects / accountability/ bonuses / pension</p>	<p>Information for both jobs are accurate, source details are included.</p> <p>Learners can present information in chart, list or table.</p>	<p>Learners should be encouraged to research jobs that they are specifically interested in.</p> <p>Information should be included in 'job reference portfolio'</p>

BIIAB Level 1 Award in Introduction to the Hospitality Industry (AIEHI) Specification

<p>scheme etc./ entitlements.</p>		
<p>Task 3 Communicate directly with employee / employer. With your tutors support, identify the personal skills, experience and qualifications needed to do the job. Look at your own skills and see if you are able to do the same job. Present this information.</p>	<p>List of questions produced by the learner should be useful, relevant and provide scope to give informative review of their work.</p> <p>Method of communication should be appropriate.</p> <p>Depending on method of communication a risk assessment may be required.</p> <p>Learners can select how they present the information.</p>	<p>Guidance can be given to the wording of questions, but learners should be deciding on what questions to ask. Original transcripts / emails/ audio-visual evidence must also be submitted to tutor. Interview records must be authenticated by employee / employer.</p>
<p>Task 4 Explain what each of the following means: Full time work / part time work / shift work / split shifts / seasonal Give two examples of jobs / careers in each of the above different working patterns.</p>	<p>Learners accurately explain the different working patterns and examples are correct / feasible / realistic.</p> <p>Two examples of each are given.</p>	<p>It is likely that some jobs are suited to more than one working pattern. Accept answers providing feasible and realistic.</p>
<p>Task 5 Prepare an information sheet that lists organisations that can help you to get a job in the hospitality industry. Name of organisation / contact names / telephone numbers/ email addresses / web site addresses.</p>	<p>Information presented in the list is accurate comprehensive and relevant.</p>	<p>The information sheet should be used to assist learners in seeking employment. Some information may need to be supplied by tutor for example: role of careers advisors / details of trade exhibitions.</p>