

## Optional Units

# BIIAB Level 2 NVQ Diploma in Front of House Reception (QCF)

601/6241/7

Version 2

## Contents

<b>Unit No.</b>	<b>Title</b>
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CFAQ54	Maintain customer service through effective handover
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DCALD	Deal with customers across a language divide
ERRHLTS	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector
MDP	Maintain and deal with payments

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Communications as Part of the Reception Function</b> <b>2FOH1</b> <b>2</b> <b>3</b> <b>21</b> <b>F/601/5109</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to deal with incoming communications	1.1 1.2 1.3 1.4 1.5	Deal with communications promptly, politely and in line with organisational style Identify the person, find out what their needs are and deal with these correctly Answer enquiries accurately without giving any confidential information Record clear and accurate messages and pass them on as requested Deal correctly with any problems
2 Know how to deal with incoming communications	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	State the range of methods of communication that can be used to communicate with other organisations and people Describe how to use the communication equipment in organisation State organisational style when communicating with other organisations and people State why it is important to deal with everyone politely and helpfully Outline the types of unexpected situations and problems that may occur when communicating with others, and how to deal with these State why it is important to give only accurate and non-confidential information State organisational standards for answering telephone calls, and why these are important State why it is important to identify people who make enquiries and establish their needs State why it is important to relay messages promptly to those concerned, and the procedures that should be followed

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Communications as Part of the Reception Function</b> <b>2FOH1</b> <b>2</b> <b>3</b> <b>21</b> <b>F/601/5109</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
3 Be able to deal with outgoing communications	3.1 Choose the best method of communication with the person concerned 3.2 Use organisation's agreed style 3.3 Communicate in a way that gives a positive impression of self and the organisation 3.4 State personal identity and explain the reason why contact is being made 3.5 Give only non-confidential and relevant information to the person that has been contacted 3.6 Leave clear and accurate messages where needed 3.7 Deal with any problems correctly
4 Know how to deal with outgoing communications	4.1 State the importance of stating personal identity and explaining the purpose of making contact 4.2 State why it is important to give only accurate and non-confidential information 4.3 State why it is important to communicate clearly, using a tone and pace which can be easily understood 4.4 Describe how to communicate both orally and in writing, in a way that gives a positive impression of self and the organisation

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Communications as Part of the Reception Function</b> <b>2FOH1</b> <b>2</b> <b>3</b> <b>21</b> <b>F/601/5109</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<b>1</b> Be able to deal with incoming communications	<p>The assessor <b>must</b> assess assessment criteria 1.1 1.2, 1.3 and 1.4, by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 1.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> methods of <b>communication</b></li> <li>• <b>both</b> from <b>enquiries</b> <ol style="list-style-type: none"> <li>a. those you can deal with yourself</li> <li>b. those that need to be passed to another person</li> </ol> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>3</b> Be able to deal with outgoing communications	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>methods of communication</b></li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Arrival of Customers</b> <b>2FOH2</b> <b>2</b> <b>4</b> <b>32</b> <b>D/601/5120</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to deal with the arrival of customers	1.1 1.2 1.3 1.4 1.5 1.6 1.7	Correctly identify customer requirements Retrieve any customer booking details from the booking system and check them with the customer Offer alternatives for any services that are not available as requested Complete the registration document correctly Give accurate information which meets customer needs Promote the services and facilities of organisation when appropriate Pass on customer details to the relevant departments in line with organisation's procedures
2 Know how to deal with the arrival of customers	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12	State organisation's standards for customer care and why these are important State organisation's booking procedures, and why it is important to follow these correctly State organisation's checking in procedures, and why it is important to follow these State basic legal requirements relating to accommodation, goods and services for sale Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these State why registration documentation must be correctly completed by the customer State the specific requirements for registering overseas visitors State the organisation's procedure for allocation of rooms State why it is important to give accurate information to customers State why it is important to correctly identify customer requirements State what registration information must be obtained, in order to comply with legislation State why all correspondence relating to the booking should be available

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Arrival of Customers</b> <b>2FOH2</b> <b>2</b> <b>4</b> <b>32</b> <b>D/601/5120</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to deal with the arrival of customers</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>customers</b> <ul style="list-style-type: none"> <li>a) customers with routine requirements</li> <li>b) customers with special requirements</li> <li>c) customers without advanced bookings</li> </ul> </li> <li>• at least <b>one</b> from <b>booking systems</b> <ul style="list-style-type: none"> <li>a) computerised system</li> <li>b) manual system</li> </ul> </li> <li>• at least <b>four</b> from <b>information to customers</b> <ul style="list-style-type: none"> <li>a) location of room</li> <li>b) key security and safety procedures</li> <li>c) services and facilities available</li> <li>d) prices</li> <li>e) special offers and promotions available</li> </ul> </li> <li>• at least <b>one</b> from <b>services and facilities</b> <ul style="list-style-type: none"> <li>a) business facilities</li> <li>b) leisure facilities</li> <li>c) food and beverage facilities</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Bookings</b> <b>2FOH3</b> <b>2</b> <b>4</b> <b>30</b> <b>L/601/5100</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to deal with booking enquiries	1.1 Be polite and helpful when dealing with enquiries 1.2 Find out what the customer needs and give them accurate information 1.3 Take the opportunity to sell other products and services to the customer 1.4 Invite the customer to make a booking, and take and record their details correctly
2 Know how to deal with booking enquiries	2.1 State the importance of dealing with customers politely and helpfully at all times 2.2 State why it is important to give accurate spoken and written information to customers 2.3 Outline the types of unexpected situations and problems that may occur with bookings, and how to deal with these 2.4 State basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries 2.5 Describe organisation's booking procedures and systems 2.6 State the importance of up-selling, room/product rates and yield management and how these apply to own work role 2.7 State why it is important to get and record booking details accurate 2.8 State why it is important to take the opportunity to sell products and services
3 Be able to confirm, cancel and amend bookings	3.1 Deal with confirmations in the booking systems 3.2 Identify, check and follow up unconfirmed bookings in the booking system 3.3 Deal with booking amendments and cancellations and maintain records of bookings in line with organisation's procedures
4 Know how to confirm, cancel and amend bookings	4.1 State organisation's cancellation policies and procedures 4.2 State why confirmations and deposits are required from customers 4.3 State why it is essential to follow up unconfirmed bookings



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Bookings</b> <b>2FOH3</b> <b>2</b> <b>4</b> <b>30</b> <b>L/601/5100</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to deal with booking enquiries	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>customers</b> <ul style="list-style-type: none"> <li>a) with routine requests</li> <li>b) with special needs</li> </ul> </li> <li>• at least <b>three</b> from <b>enquiries</b> <ul style="list-style-type: none"> <li>a) face to face</li> <li>b) telephone</li> <li>c) letter or fax</li> <li>d) electronic communication</li> <li>e) on-line booking systems</li> </ul> </li> <li>• at least <b>two</b> from <b>information</b> <ul style="list-style-type: none"> <li>a) services and facilities available</li> <li>b) features and benefits or services and facilities</li> <li>c) prices</li> <li>d) special offers and promotions available</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Deal with Bookings</b> <b>2FOH3</b> <b>2</b> <b>4</b> <b>30</b> <b>L/601/5100</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to confirm, cancel and amend bookings</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2 and 3.3 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>customer</b> <ul style="list-style-type: none"> <li>a) with routine requests</li> <li>b) with special needs</li> </ul> </li> <li>• at least <b>one</b> from <b>booking systems</b> <ul style="list-style-type: none"> <li>a) computerised systems</li> <li>b) manual systems</li> <li>c) online systems</li> </ul> </li> <li>• one from <b>booking amendments</b> and <b>cancellations</b> <ul style="list-style-type: none"> <li>a) change bookings</li> <li>b) cancel bookings</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare Customer Accounts and Deal with Departures</b> <b>2FOH4</b> <b>2</b> <b>4</b> <b>30</b> <b>A/601/5125</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to prepare and maintain customer accounts	1.1 Enter charges regularly and accurately against customer accounts in the accounts system 1.2 Record any account adjustments accurately against customer accounts 1.3 File and store account documents correctly at all times 1.4 Present accounts to customer 1.5 Make sure customer accounts cannot be accessed by unauthorised people
2 Understand how to prepare and maintain customer accounts	2.1 Describe organisational standards for customer care, and why it is important to follow these 2.2 State the basic legal requirements relating to preparing and maintaining customer accounts 2.3 Describe organisational procedures for customer accounts, and why it is important to follow these 2.4 Explain why customer accounts must be updated regularly with charges and adjustments 2.5 State why it is important to give accurate verbal and written information to customers 2.6 State why customer accounts must be secure from unauthorised access 2.7 Outline the types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly
3 Be able to deal with the departure of customers	3.1 Prepare documents and other necessary items before the customer departs 3.2 Present the account to the customer for confirmation 3.3 Check customer account details and request payment as required 3.4 Complete documentation and deal with it using the correct account or booking system 3.5 Complete all other procedures for customer departures 3.6 Record customer comments, complaints and suggestions and feed them back to appropriate person or department 3.7 Promote establishment services and facilities as appropriate

<b>Unit Title</b>	<b>Prepare Customer Accounts and Deal with Departures</b>	
<b>BIIAB Reference</b>	<b>2FOH4</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>A/601/5125</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Understand how to deal with the departure of customers	4.1	State the basic legal requirements relating to accommodation, goods and services for sale
	4.2	Describe safe and hygienic working practices when dealing with the departure of customers
	4.3	State organisational procedures for customer departures
	4.4	State why complaints, comments and suggestions should be recorded and fed back to the appropriate person
	4.5	State why details of any extra charges should be available to the customer
	4.6	Outline the types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly
	4.7	Describe opportunities to promote the organisation when the customer is leaving

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare Customer Accounts and Deal with Departures</b> <b>2FOH4</b> <b>2</b> <b>4</b> <b>30</b> <b>A/601/5125</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to prepare and maintain customer accounts	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>account systems</b> <ul style="list-style-type: none"> <li>a) computerised systems</li> <li>b) manual systems</li> <li>c) on-line systems</li> </ul> </li> <li>• at least <b>two</b> from <b>account adjustments</b> <ul style="list-style-type: none"> <li>a) charges</li> <li>b) allowances/discounts</li> <li>c) refunds</li> <li>d) deposits/pre-payments</li> <li>e) transfers</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare Customer Accounts and Deal with Departures</b> <b>2FOH4</b> <b>2</b> <b>4</b> <b>30</b> <b>A/601/5125</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to deal with the departure of customers</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>customer account</b> <ul style="list-style-type: none"> <li>a) those where part payment is required</li> <li>b) those where full payment is required</li> <li>c) those where the account does not require immediate settlement</li> </ul> </li> <li>• at least <b>one</b> from <b>account or booking system</b> <ul style="list-style-type: none"> <li>a) computerised</li> <li>b) manual</li> <li>c) online systems</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Produce documents in a business environment</b>	
<b>BIIAB Reference</b>	<b>2FOH5</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>T/601/2482</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the purpose of producing high quality and attractive documents in a business environment	1.1	Outline different types of documents that may be produced and the different styles that could be used
	1.2	Describe different formats in which text may be presented
	1.3	Explain the purpose and benefits of producing high quality and attractive documents
2 Know the resources and technology available and how to use them when producing documents in a business environment	2.1	Describe the types of resources available for producing high quality and attractive documents
	2.2	Outline ways of using different resources to produce documents
	2.3	Describe different types of technology available for inputting, formatting and editing text, and their main features
3 Understand the purpose of following procedures when producing documents in a business environment	3.1	Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents
	3.2	Outline different ways of organising content needed for documents
	3.3	Outline ways of integrating and laying out text and non-text
	3.4	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
	3.5	Explain the purpose of storing documents safely and securely, and ways of doing so
	3.6	Explain the purpose of confidentiality and data protection when preparing documents
	3.7	Explain the purpose and benefits of meeting deadlines
4 Be able to prepare for tasks	4.1	Confirm the purpose, content, style and deadlines for documents

<b>Unit Title</b>	<b>Produce documents in a business environment</b>	
<b>BIIAB Reference</b>	<b>2FOH5</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>T/601/2482</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Be able to produce documents to agreed specifications	5.1	Prepare resources needed to produce documents
	5.2	Organise the content required to produce documents
	5.3	Make use of technology, as required
	5.4	Format and produce documents to an agreed style
	5.5	Integrate non-text objects into an agreed layout, if required
	5.6	Check texts for accuracy
	5.7	Edit and correct texts, as required
	5.8	Clarify document requirements, when necessary
	5.9	Store documents safely and securely following organisational procedures
	5.10	Present documents to the required format and within the agreed deadlines



<b>Unit Title</b>	<b>Use office equipment</b>	
<b>BIIAB Reference</b>	<b>2FOH6</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>H/601/2493</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know about different types of office equipment and its uses	1.1	Identify different types of equipment and their uses
	1.2	Describe the different features of different types of office equipment
	1.3	Explain why different types of equipment are chosen for tasks
2 Understand the purpose of following instructions and health and safety procedures	2.1	Explain the purpose of following manufacturer's instructions when using equipment
	2.2	Explain the purpose of following organisational instructions when using equipment
	2.3	Identify health and safety procedures for using different types of equipment
	2.4	Explain the purpose of following health and safety procedures when using equipment
	2.5	Explain the purpose of keeping equipment clean and hygienic
3 Understand how to use equipment in a way that minimises waste	3.1	Give examples of waste when using equipment
	3.2	Give examples of ways to reduce waste
	3.3	Explain the purpose of minimising waste
4 Know about the different types of problems that may occur when using equipment and how to deal with them	4.1	Give examples of equipment problems
	4.2	Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
	4.3	Give examples of how to deal with problems
5 Understand the purpose of meeting work standards and deadlines	5.1	Explain the purpose of meeting work standards and deadlines when using equipment
6 Understand the purpose of leaving equipment and the work area ready for the next user	6.1	Explain the purpose of leaving equipment and the work area ready for the next user

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Use office equipment</b> <b>2FOH6</b> <b>2</b> <b>4</b> <b>18</b> <b>H/601/2493</b>																		
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>																		
7 Be able to use office equipment	<table border="1"> <tr> <td data-bbox="651 504 715 548">7.1</td> <td data-bbox="715 504 1445 548">Locate and select equipment needed for a task</td> </tr> <tr> <td data-bbox="651 548 715 638">7.2</td> <td data-bbox="715 548 1445 638">Use equipment following manufacturer's and organisational guidelines</td> </tr> <tr> <td data-bbox="651 638 715 683">7.3</td> <td data-bbox="715 638 1445 683">Use equipment minimising waste</td> </tr> <tr> <td data-bbox="651 683 715 728">7.4</td> <td data-bbox="715 683 1445 728">Keep equipment clean and hygienic</td> </tr> <tr> <td data-bbox="651 728 715 817">7.5</td> <td data-bbox="715 728 1445 817">Deal with equipment problems following manufacturer's and organisational procedures</td> </tr> <tr> <td data-bbox="651 817 715 862">7.6</td> <td data-bbox="715 817 1445 862">Refer problems, if required</td> </tr> <tr> <td data-bbox="651 862 715 952">7.7</td> <td data-bbox="715 862 1445 952">Make sure final work product meets agreed requirements</td> </tr> <tr> <td data-bbox="651 952 715 996">7.8</td> <td data-bbox="715 952 1445 996">Make sure that product is delivered to agreed timescale</td> </tr> <tr> <td data-bbox="651 996 715 1041">7.9</td> <td data-bbox="715 996 1445 1041">Make sure equipment, resources and work area are ready for the next user</td> </tr> </table>	7.1	Locate and select equipment needed for a task	7.2	Use equipment following manufacturer's and organisational guidelines	7.3	Use equipment minimising waste	7.4	Keep equipment clean and hygienic	7.5	Deal with equipment problems following manufacturer's and organisational procedures	7.6	Refer problems, if required	7.7	Make sure final work product meets agreed requirements	7.8	Make sure that product is delivered to agreed timescale	7.9	Make sure equipment, resources and work area are ready for the next user
7.1	Locate and select equipment needed for a task																		
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7.6	Refer problems, if required																		
7.7	Make sure final work product meets agreed requirements																		
7.8	Make sure that product is delivered to agreed timescale																		
7.9	Make sure equipment, resources and work area are ready for the next user																		

<b>Unit Title</b>	<b>Communicate in a business environment</b>	
<b>BIIAB Reference</b>	<b>2FOH7</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>D/601/2475</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the purpose of planning communication	1.1	Explain reasons for knowing the purpose of communication
	1.2	Explain reasons for knowing the audience to whom the communication is being presented
	1.3	Describe different methods of communication
	1.4	Describe when to use different methods of communication
2 Understand how to communicate in writing	2.1	Identify different sources of information that may be used when preparing written communication
	2.2	Describe the communication principles for using electronic forms of written communication in a business environment
	2.3	Describe the reasons for using language that suits the purpose of written communication
	2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
	2.5	Describe ways of checking for the accuracy of written information
	2.6	Explain the purpose of accurate use of grammar, punctuation and spelling
	2.7	Explain what is meant by plain English, and why it is used
	2.8	Explain the need to proofread and check written work
	2.9	Explain how to identify work that is important and work that is urgent
	2.10	Describe organisational procedures for saving and filing written communications
3 Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly
	3.2	Explain ways of making contributions to discussions that help to move them forward
	3.3	Describe methods of active listening
	3.4	Explain the purpose of summarising verbal communications
4 Understand the purpose of feedback in developing communication skills	4.1	Describe ways of getting feedback on communications
	4.2	Explain the purpose of using feedback to develop communication skills

<b>Unit Title</b>	<b>Communicate in a business environment</b>	
<b>BIIAB Reference</b>	<b>2FOH7</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>D/601/2475</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)
	5.2	Select methods of communication to be used
	5.3	Confirm methods of communication, as required
6 Be able to communicate in writing	6.1	Find and select information needed for written communications
	6.2	Organise, structure and present information so that it is clear, accurate and meets the needs of the audience
	6.3	Use language that suits the purpose of written communication and the audience
	6.4	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear
	6.5	Proofread and check written communications and make amendments, as required
	6.6	Confirm what is important and what is urgent
	6.7	Produce written communications to meet agreed deadlines
	6.8	Keep a file copy of written communications sent
7 Be able to communicate verbally	7.1	Verbally present information and ideas to others clearly and accurately
	7.2	Make contributions to discussion(s) that move the discussion forward
	7.3	Actively listen to information given by other people, and make relevant responses
	7.4	Ask relevant questions to clarify own understanding, as required
	7.5	Summarise verbal communication(s) and agree that the correct meaning has been understood
8 Be able to identify and agree ways of developing communication skills	8.1	Get feedback to confirm whether the communication has achieved its purpose
	8.2	Use feedback to identify and agree ways of improving own communication skills

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Handle Mail and Book External Services</b> <b>2FOH8</b> <b>2</b> <b>3</b> <b>28</b> <b>M/601/5123</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Be able to handle mail and messages	1.1 Collect mail and messages 1.2 Sort and distribute mail and messages to the correct person or place 1.3 Deal with mail and messages which have not been collected and distributed in line with workplace procedures 1.4 Make sure that mail and messages are kept secure
2 Know how to handle mail and messages	2.1 State why it is important to communicate politely and helpfully 2.2 State the legal requirements for handling mail and messages 2.3 Describe safe and hygienic working practices when handling mail, messages and written communications 2.4 Describe organisation's procedures for handling and distributing mail and why these are important 2.5 State why suspicious items should be reported immediately 2.6 Explain why written communications should be secured against unauthorised access 2.7 State what the procedures are for recording delivery and registered mail 2.8 Outline the types of unexpected situations and problems that may occur and how to deal with these
3 Be able to book external services	3.1 Identify customer needs and requirements 3.2 Identify organisations correctly and contact them as requested 3.3 Book services which meet customer needs 3.4 Provide customers with accurate details of the booking and of any alternatives 3.5 Follow organisation's procedures for booking services

<b>Unit Title</b>	<b>Handle Mail and Book External Services</b>	
<b>BIIAB Reference</b>	<b>2FOH8</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>28</b>	
<b>Unit Reference No.</b>	<b>M/601/5123</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Know how to book external services	4.1	State the types of services that might be asked to be booked and the procedures that should be followed
	4.2	State why it is important to give accurate verbal and written information to customers
	4.3	State why confirmation and deposits are required from customers
	4.4	Outline the types of unexpected situations and problems that may occur and how to deal with these

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Handle Mail and Book External Services</b> <b>2FOH8</b> <b>2</b> <b>3</b> <b>28</b> <b>M/601/5123</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to handle mail and messages</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p style="padding-left: 40px;">at least <b>one</b> from <b>mail</b></p> <p style="padding-left: 40px;">a) letters  b) parcels  c) registered or courier delivered post  d) electronic</p> <p style="padding-left: 40px;">at least <b>two</b> from <b>messages</b></p> <p style="padding-left: 40px;">a) faxes  b) electronic communication  c) typed/handwritten memos</p> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>3 Be able to book external services</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p style="padding-left: 40px;">at least <b>two</b> from <b>services</b></p> <p style="padding-left: 40px;">a) transport  b) deliveries  d) entertainment</p> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Provide reception services</b>	
<b>BIIAB Reference</b>	<b>2FOH9</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/601/2480</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the purpose of reception services in a business environment	1.1	Explain the purpose of the receptionist role as the first point of contact between the public / client and an organisation
	1.2	Explain the purpose of presenting a positive image of self and the organisation
	1.3	Explain how to present a positive image of self and the organisation
2 Understand the procedures to be followed when providing reception services	2.1	Describe the structure and lines of communication in an organisation
	2.2	Explain how the structure in an organisation affects lines of communication
	2.3	Explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities
	2.4	Explain how to carry out entry, departure, security and confidentiality procedures in a reception area
	2.5	Explain the purpose of health and safety procedures when providing a reception service, including own responsibilities
	2.6	Explain how to carry out health and safety procedures in a reception area
	2.7	Describe the emergency procedures and your role within them
	2.8	Describe the types of problems that may occur with visitors including, conflict and aggression
	2.9	Explain ways of dealing with problems and when to refer them to an appropriate colleague
3 Understand ways of improving reception services and developing own role	3.1	Explain the purpose of suggesting ideas for improving a reception area
	3.2	Explain the purpose of carrying out additional duties, if applicable, and give examples



<b>Unit Title</b>	<b>Provide reception services</b>	
<b>BIIAB Reference</b>	<b>2FOH9</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/601/2480</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
4 Provide a reception service	4.1	Present a positive image of self and the organisation
	4.2	Provide individuals with requested information and other useful information, within guidelines on confidentiality
	4.3	Follow entry and exit security procedures, if required
	4.4	Follow relevant health and safety procedures
	4.5	Deal with problems that may occur, if necessary
	4.6	Refer problems, as required
	4.7	Make sure a reception area gives a positive image of the organisation
	4.8	Make suggestions for improving a reception area, as required
	4.9	Follow organisational procedures in the event of an accident or emergency, as required
	4.10	Look for and complete additional task(s) during quiet periods, as required

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Store and retrieve information</b> <b>2FOH10</b> <b>2</b> <b>3</b> <b>17</b> <b>R/601/2490</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand processes and procedures for storing and retrieving information	1.1 Explain the purpose of storing and retrieving required information 1.2 Describe different information systems and their main features 1.3 Explain the purpose of legal and organisational requirements for the security and confidentiality of information 1.4 Explain the purpose of confirming information to be stored and retrieved 1.5 Describe ways of checking information for accuracy 1.6 Explain the purpose of checking information for accuracy 1.7 Explain the purpose of providing information to agreed format and timescales 1.8 Describe the types of information that may be deleted 1.9 Describe problems that may occur with information systems and how to deal with them, when necessary
2 Be able to store information	2.1 Identify, confirm and collect information to be stored 2.2 Follow legal and organisational procedures for security and confidentiality of information to be stored 2.3 Store information in approved locations 2.4 Check and update stored information, if required 2.5 Delete stored information, if required 2.6 Deal with, or refer problems, if required
3 Be able to retrieve information	3.1 Confirm and identify information to be retrieved 3.2 Follow legal and organisational procedures for security and confidentiality of information 3.3 Locate and retrieve the required information 3.4 Check and update information, if required 3.5 Provide information in the agreed format and timescale 3.6 Deal with, or refer problems if required

<b>Unit Title</b>	<b>Provide Tourism Information Services to Customers</b>	
<b>BIIAB Reference</b>	<b>2FOH11</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>50</b>	
<b>Unit Reference No.</b>	<b>R/601/5129</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to work with customers on their tourism information needs	1.1	Politely welcome customers
	1.2	Use open questioning techniques to identify the customer needs
	1.3	Use active listening skills when identifying the customer needs
	1.4	Make clear any areas of uncertainty with the customer if appropriate
	1.5	Confirm customer requirements
	1.6	Ensure that the customer is willing to pay for any external tourism information services, if appropriate
	1.7	Focus on the customer's needs while recognising other customers that may be waiting
2 Understand how to work with customers on their tourism information needs	2.1	State why it is important to be helpful and polite
	2.2	Explain when and how to use open question techniques effectively
	2.3	State why using active listening skills is helpful to the customer
	2.4	State why it is essential to confirm the customer needs
	2.5	State why it is important to check the customer is happy with the service and how to deal with any dissatisfaction
	2.6	State how to access information and sources
	2.7	Describe what tourism information the organisation possesses and where this is stored
	2.8	Describe arrangements organisations can negotiate with tourism organisations
	2.9	State what information is available without charge and what information is available with a charge
	2.10	Describe how to organise the customers in manner that ensures all customers will be dealt with effectively

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide Tourism Information Services to Customers</b> <b>2FOH11</b> <b>2</b> <b>5</b> <b>50</b> <b>R/601/5129</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
3 Be able to seek tourism information and offer advice to customers	3.1 Identify sources that provide the information required by the customer 3.2 Ensure that the information identified is accurate, current and relates to the customer 3.3 Provide relevant information and advice to the customer based on their needs 3.4 Clearly explain any restrictions with information and or products and services when appropriate 3.5 Offer information and advice that best fits the customer needs if several options are available 3.6 Confirm politely with the customer that they have understood the information and advice that has been provided 3.7 Give customers written and/or printed confirmation of the information they have sought, where appropriate 3.8 Ensure that the customer is happy with the service provided and politely conclude the customer enquiry
4 Understand how to seek tourism information and offer advice to customers	4.1 Describe how to access and use a range of different information sources 4.2 List a range of other external organisations that provide tourism information and how to contact them 4.3 Describe company procedures with regards to booking fees, liabilities and billing customers 4.4 Describe how to effectively structure advice and what limitations there are to the advice provided 4.5 State the relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers 4.6 State the methods available for providing written or printed information to customers 4.7 Describe methods for politely concluding customer interactions

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Provide Tourism Information Services to Customers</b> <b>2FOH11</b> <b>2</b> <b>5</b> <b>50</b> <b>R/601/5129</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to work with customers on their tourism information needs</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 1.4, 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <p style="padding-left: 40px;">at least <b>three</b> from <b>information sources</b></p> <ul style="list-style-type: none"> <li><b>a)</b> electronic sources</li> <li><b>b)</b> brochures</li> <li><b>c)</b> directories</li> <li><b>d)</b> timetables</li> <li><b>e)</b> maps</li> <li><b>f)</b> guidebooks</li> <li><b>g)</b> external organisations</li> <li><b>h)</b> leaflets</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>3 Be able to seek tourism information and offer advice to customers</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 by directly observing the learner’s work.</p> <p>The assessor may assess assessment criteria 3.6, 3.7 and 3.8 through questioning or witness testimony if no naturally occurring evidence is available.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Promote additional services or products to customers</b> <b>CFAQ48</b> <b>2</b> <b>6</b> <b>40</b> <b>D/601/0936</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Identify additional services or products that are available	1.1	Update and develop their knowledge of their organisation's services or products
	1.2	Check with others when they are unsure about new service or product details
	1.3	Identify appropriate services or products that may interest their customer
	1.4	Spot opportunities for offering their customer additional services or products that will improve the customer experience
2 Inform customers about additional services or products	2.1	Choose the best time to inform their customer about additional services or products
	2.2	Choose the best method of communication to introduce their customer to additional services or products
	2.3	Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products
	2.4	Give their customer time to ask questions about the additional services or products
3 Gain customer commitment to using additional services or products	3.1	Close the conversation if the customer shows no interest
	3.2	Give information to move the situation forward when their customer shows interest
	3.3	Secure customer agreement and check customer understanding of the delivery of the service or product
	3.4	Take action to ensure prompt delivery of the additional services or products to their customer
	3.5	Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility
4 Understand how to promote additional services or products to customers	4.1	Describe the organisation's procedures and systems for encouraging the use of additional services or products
	4.2	Explain how additional services or products will benefit their customers
	4.3	Explain how their customer's use of additional services or products will benefit their organisation
	4.4	Identify the main factors that influence customers to use their services or products
	4.5	Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
	4.6	State how to give appropriate, balanced information to customers about services or products

<b>Unit Title</b>	<b>Promote additional services or products to customers</b>
<b>BIIAB Reference</b>	<b>CFAQ48</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>40</b>
<b>Unit Reference No.</b>	<b>D/601/0936</b>
<b>Evidence Requirements</b>	
<p>Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.</p> <p>The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.</p> <p>The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.</p> <p>The learner's <b>communication</b> with customers may be:</p> <ul style="list-style-type: none"> <li>a) Face to face</li> <li>b) In writing</li> <li>c) By telephone</li> <li>d) Text message</li> <li>e) Email</li> <li>f) Internet (including social networking)</li> <li>g) Intranet</li> </ul> <p>Or by any other method they would be expected to use within their job role</p> <p>The learner must provide evidence that the <b>additional services or products</b> offered include:</p> <ul style="list-style-type: none"> <li>a) Use of services or products that are new to the customer</li> <li>b) Additional use of services or products that their customer has used before</li> </ul> <p>The learner's evidence must show that they:</p> <ul style="list-style-type: none"> <li>a) Identify what their customer wants by seeking information directly</li> <li>b) Identify what their customer wants from spontaneous customer comments</li> </ul>	

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain customer service through effective handover</b> <b>CFAQ54</b> <b>2</b> <b>4</b> <b>27</b> <b>Y/601/1227</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Agree joint responsibilities in a customer service team	1.1 Identify services or products they are involved in delivering that rely on effective teamwork 1.2 Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues 1.3 Agree with colleagues when it is right to pass responsibility for completing a customer service action to another 1.4 Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action 1.5 Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action
2 Check that customer service actions are seen through by working together with colleagues	2.1 Access reminders to identify when to check that a customer service action has been completed 2.2 Ensure that they are aware of all details of customer service actions their colleague was due to complete 2.3 Ask their colleague about the outcome of them completing the customer service action as agreed 2.4 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed 2.5 Work with colleagues to review the way in which customer service actions are shared
3 Understand how to maintain customer service through effective handover	3.1 Explain their organisation's customer service procedures for the services or products they are involved in delivering 3.2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions 3.3 Describe ways of ensuring that information is passed between them and their colleagues effectively 3.4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague 3.5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting 3.6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes



<b>Unit Title</b>	<b>Maintain customer service through effective handover</b>
<b>BIIAB Reference</b>	<b>CFAQ54</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>27</b>
<b>Unit Reference No.</b>	<b>Y/601/1227</b>
<b>Evidence Requirements</b>	
<p>Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.</p> <p>The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.</p> <p>The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.</p> <p>The learner does not need to be more senior than their colleague or be their supervisor to pass on responsibility to them for customer service actions or check completion.</p> <p>The learner must provide evidence of <b>maintaining customer service through effective hand over:</b></p> <ul style="list-style-type: none"><li>a) During routine delivery of customer service</li><li>b) During a busy time in their job</li><li>c) During a quiet time in their job</li><li>d) When people, systems or resources have let them down</li></ul>	

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Resolve customer service problems</b> <b>CFAQ55</b> <b>2</b> <b>6</b> <b>40</b> <b>M/601/1511</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before they happen 1.5 Identify problems with systems and procedures before they begin to affect customers
2 Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help
3 Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction 3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction
4 Know how to resolve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Explain how to defuse potentially stressful situations 4.3 Describe how to negotiate 4.4 Identify the limitations of what they can offer their customer 4.5 Describe types of action that may make a customer problem worse and should be avoided

<b>Unit Title</b>	<b>Resolve customer service problems</b>
<b>BIIAB Reference</b>	<b>CFAQ55</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>40</b>
<b>Unit Reference No.</b>	<b>M/601/1511</b>
<b>Evidence Requirements</b>	
<p>The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.</p> <p>The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.</p> <p>The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.</p> <p>The learner's evidence must include examples of resolving problems involving each of the following:</p> <ul style="list-style-type: none"><li>a) A problem first identified by customers</li><li>b) A problem identified within the organisation before it has affected the learner's customer</li><li>c) A problem caused by differences between their customer's expectations and what their organisation can offer</li><li>d) A problem caused by a system or procedure failure</li><li>e) A problem caused by a lack of resources or human error</li></ul> <p>The learner must provide evidence that they:</p> <ul style="list-style-type: none"><li>a) supplied relevant information when customers have requested it</li><li>b) supplied relevant information when customers have not requested it</li><li>c) have used agreed organisational procedures when solving problems</li><li>d) have made exceptions to usual practice with the agreement of others</li></ul>	



<b>Unit Title</b>	<b>Deal with customers across a language divide</b>	
<b>BIIAB Reference</b>	<b>DCALD</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>8</b>	
<b>GLH</b>	<b>53</b>	
<b>Unit Reference No.</b>	<b>A/601/1219</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
3 Know how to deal with customers across a language divide	3.1	List the languages that they are most likely to encounter among groups of their customers
	3.2	State how to greet, thank and say farewell to customers in their first languages
	3.3	Explain the importance of dealing with customers in their first language if possible
	3.4	Describe how to explain to a customer that they cannot hold an extended conversation in their first language
	3.5	Explain the importance of tone, pace and volume when dealing with customers across a language divide
	3.6	Identify possible sources of assistance to use when a language barrier demands additional language skills

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<b>Evidence Requirements</b>	
<p>Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.</p> <p>The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.</p> <p>The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.</p> <p>The learner must provide evidence of dealing with customers across a language divide:</p> <ul style="list-style-type: none"><li>a) During routine delivery of customer service</li><li>b) During a busy time in their job</li><li>c) During a quiet time in their job</li></ul>	

<b>Unit Title</b>	<b>Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector</b>	
<b>BIIAB Reference</b>	<b>ERRHLTS</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>16</b>	
<b>Unit Reference No.</b>	<b>T/601/7214</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
2 Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry
	2.2	Describe career pathways available to them
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

<b>Unit Title</b>	<b>Maintain and deal with payments</b>	
<b>BIIAB Reference</b>	<b>MDP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>M/601/5039</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to maintain and deal with payments	1.1	Make sure payment point is working and that all materials needed are available
	1.2	Maintain the payment point and restock it when necessary
	1.3	Enter/scan information into the payment point correctly
	1.4	Tell the customer how much they have to pay
	1.5	Acknowledge the customer's payment and validate it where necessary
	1.6	Follow correct procedure for chip and pin transactions
	1.7	Put the payment in the right place according to organisational procedures
	1.8	Give correct change for cash transactions
	1.9	Carry out transactions without delay and give relevant confirmation to the customer
	1.10	Make the payment point content available for authorised collection when asked to
2 Know how to maintain and deal with payments	2.1	State the legal requirements for operating a payment point and taking payments from customers
	2.2	Describe organisational security procedures for cash and other types of payments
	2.3	Describe how to set up a payment point
	2.4	Describe how to get stocks of materials needed to set up and maintain the payment point
	2.5	State the importance of telling the customer of any delays and how to do so
	2.6	Describe the types of problems that might happen with a payment point and how to deal with these
	2.7	Describe how to change till/debit/credit machine rolls
	2.8	Describe the correct procedures for handling payments
	2.9	Describe what to do if there are errors in handling payments
	2.10	Describe the procedures for dealing with hand held payment devices at tables
	2.11	State what procedure must be followed with regards to a payment that has been declined
	2.12	State what might happen if errors are not reported
	2.13	Describe the types of problems that may happen when taking payments and how to deal with these
	2.14	Describe the procedure for collecting the content of payment point and who should hand payments over to



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain and deal with payments</b> <b>MDP</b> <b>2</b> <b>4</b> <b>30</b> <b>M/601/5039</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to maintain and deal with payments</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.3 -1.10 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>materials</b> <ul style="list-style-type: none"> <li>a) cash</li> <li>b) cash equivalents</li> <li>c) relevant stationery</li> <li>d) till/credit/debit rolls</li> </ul> </li> <li>• at least <b>two</b> from <b>payments</b> <ul style="list-style-type: none"> <li>a) cash</li> <li>b) cheques</li> <li>c) credit cards</li> <li>d) debit cards</li> <li>e) cash equivalents</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP