

Qualification specification

**NCFE Level 2 Certificate in Hospitality and
Catering Principles (Front of House Reception)
QN: 601/0515/X**

This qualification has been withdrawn



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WITHDRAWN

Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v4.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v4.1	June 2022	<p>Further information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance sections to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception).

Things you need to know

Qualification number (QN)	601/0515/X
Aim reference	6010515X
Total Qualification Time (TQT)	140
Guided Learning Hours (GLH)	100
Credit value	14
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0515/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

This qualification is designed for learners who want to develop the underpinning skills, knowledge and understanding required to work in the hospitality industry in roles such as receptionists, back office team and reservation team in a variety of different environments.

This qualification will:

- focus on the study of the hospitality and catering principles, within retail and commercial enterprise
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of technical skills.

Qualification objectives

The objectives of this qualification are to:

- help learners develop knowledge in areas such as maintaining a safe, hygienic and secure working environment
 - work effectively as part of a hospitality team
 - deal effectively with the arrival and departure of customers whilst maintaining good customer service.
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Achieving this qualification

To be awarded the Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception), learners must achieve 14 credits in total: 7 credits from Group A, at least one credit from Group B and 3 credits from Group C.

Group A mandatory units

Unit No	Unit title
Unit 01	Safe, hygienic and secure working environments in hospitality
Unit 02	Effective teamwork
Unit 03	Giving customers a positive impression
Unit 04	Principles of customer service in hospitality leisure travel and tourism

Group B optional units

Unit No	Unit title
Unit 05	Reception communication procedures in the hospitality industry
Unit 06	Arrival of customers
Unit 07	Departure of customers
Unit 08	Dealing with bookings

Group C optional units

Unit No	Unit title
Unit 09	Handle mail and book external services
Unit 10	Dealing with payments
Unit 11	Principles of resolving customer service problems
Unit 12	Principles of storing and retrieving information
Unit 13	Principles of maintaining customer service through effective handover
Unit 14	Principles of promoting additional services or products to customers

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception), learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
 - appropriate interpersonal skills
 - communicating with professional colleagues/peers and/or hierarchical seniors
 - supporting other aspiring employees
 - personal manners and deportment
 - understanding work practices and how different roles and departments function within an organisation.
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Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for those who work within the hospitality sector. In these qualifications learners will develop the underpinning skills, knowledge and understanding required to work in the hospitality industry.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)
 - Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)
 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)
 - Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)
 - Level 2 NVQ Diploma in Food and Beverage Service
 - Level 2 NVQ Diploma in Professional Cookery
 - Level 2 NVQ Diploma in Front of House Reception
 - Level 2 NVQ Diploma in Hospitality Services
 - Level 2 NVQ Diploma in Food Production and Cooking
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

WITHDRAWN

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

Centres may find the following website helpful for materials and resources to assist with the delivery of this qualification:

- Health and Safety Executive HSE: www.hse.gov.uk/catering/

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

We've mapped this qualification against National Occupational Standards (NOS) in Hospitality and Catering. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification. The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615)

Unit summary	This unit provides learners with knowledge about basic health, hygiene, safety and security, which can be applied to a hospitality environment.
Credit value	2
Guided learning hours	16
Level	1
Mandatory/optional	Mandatory
NOS mapping	1GEN1/09

Learning outcome 1

The learner will:

- 1 Know their personal responsibilities under the Health and Safety at Work Act

The learner can:

- 1.1 State personal responsibility for health and safety when in the workplace
- 1.2 Identify the importance of following safety procedures in the workplace
- 1.3 State reporting procedures in the case of personal illness

Learning outcome 2

The learner will:

- 2 Know why it is important to work in a safe and hygienic way

The learner can:

- 2.1 State why it is important to maintain good personal hygiene
- 2.2 State why correct clothing, footwear and headgear should be worn at all times
- 2.3 State why, and to whom, accidents and near accidents should be reported.
- 2.4 Describe safe lifting and handling techniques that must be followed
- 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)

Learning outcome 3

The learner will:

- 3 Know about hazards and safety in the workplace

The learner can:

- 3.1 Identify the types of common hazards found in the workplace
- 3.2 Identify types of emergencies that may happen in the workplace
- 3.3 Describe why first aid procedures should be in place
- 3.4 Identify possible causes of fire in the workplace
- 3.5 Describe fire safety procedures
- 3.6 Describe security procedures

Delivery and assessment

Type of evidence: an annotated print out from an internet search

Assessment criterion: 1.1

Additional information: an annotated print out from an internet search for personal health and safety responsibilities. Learners could use the internet to obtain information on employees' personal health and safety responsibilities in the workplace under the Health and Safety Act. The information obtained could relate to a specific working environment or refer to the workplace more generally. The print out may be used along with comments from the learner.

Types of evidence: records of professional discussion

Assessment criteria: 1.2, 1.3

Additional information: lists and individual notes from a professional (group) discussion. Learners could produce lists and individual notes to identify the importance of following safety procedures in the workplace and to state reporting procedures in the case of personal illness. Learners could also produce or annotate cartoon sketches to identify the importance of following safety procedures in the workplace. A flowchart or timeline could be used to show reporting procedures in the case of personal illness.

Types of evidence: witness testimonies

Assessment criteria: 2.1, 2.5

Additional information: witness testimonies from small group discussions about why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could discuss in small groups why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could also produce posters to show why it is important to maintain good personal hygiene. Diagrams could be drawn to show a range of unusual/non-routine incidents, with annotations as to why it is important to report them to the appropriate person.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)

Delivery and assessment

Types of evidence: record of questioning

Assessment criteria: 2.2, 2.3

Additional information: answers to written or oral questions about why correct clothing, footwear and headgear should be worn at all times and why, and to whom, accidents and near accidents should be reported. Learners could answer written or oral questions about why correct clothing, footwear and headgear should be worn at all times and why, and to whom, accidents and near accidents should be reported. Learners could also produce sketches or annotate photographs to show why correct clothing, footwear and headgear should be worn at all times. Learners could observe workplace practice or interview employees to gain background knowledge.

Type of evidence: simulated activity

Assessment criterion: 2.4

Additional information: description of a simulated activity to demonstrate safe lifting and handling techniques that must be followed. Learners could produce written descriptions or annotated photographic records of simulated activity to demonstrate safe lifting and handling techniques that must be followed.

Types of evidence: witness testimonies

Assessment criteria: 2.1, 2.5

Additional information: witness testimonies from small group discussions about why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could discuss in small groups why it is important to maintain good personal hygiene and why it is important to report all unusual/non-routine incidents to the appropriate person. Learners could also produce posters to show why it is important to maintain good personal hygiene. Diagrams could be drawn to show a range of unusual/non-routine incidents with annotations as to why it is important to report them to the appropriate person.

Types of evidence: project report

Assessment criteria: 3.1, 3.3, 3.4

Additional information: a report to include lists of common hazards found and possible causes of fire in the workplace as well as a description of fire safety procedures. Learners could base their report on an investigation of an actual workplace. The format of the report might be written or PowerPoint, but could be video or a witnessed oral report backed up by supplementary evidence such as a fire safety procedures poster. Learners could also map hazards and fire causes on a plan of the workplace.

Types of evidence: record of professional discussion

Assessment criteria: 3.2, 3.3

Additional information: a list and individual notes from a professional (group) discussion. Learners could produce a list to identify types of emergencies that may happen in the workplace and individual notes to describe why first aid procedures should be in place. Learners could also produce posters and/or leaflets to identify types of emergencies that may happen in the workplace and describe why first aid procedures should be in place.

Unit 01 Safe, hygienic and secure working environments in hospitality (R/600/0615) (cont'd)

Delivery and assessment
<p>Type of evidence: learner report</p> <p>Assessment criterion: 3.6</p> <p>Additional information: a report to describe security procedures. Learners could base their report on an investigation of security procedures in an actual workplace. The format of the report might be written or PowerPoint but could also be a witnessed oral report backed up by supplementary evidence such as a learner-produced security procedures guide for employees.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• an annotated print out from an internet search• records of professional discussion• witness testimonies• record of questioning• simulated activity• project report• record of professional discussion• learner report

Unit 02 Effective teamwork (Y/600/0616)

Unit summary	This unit will provide learners with the knowledge to make useful contributions to the team of people they work with.
Credit value	2
Guided learning hours	19
Level	1
Mandatory/optional	Mandatory
NOS mapping	1GEN4/09

Learning outcome 1

The learner will:

- 1 Know how to organise their own work

The learner can:

- 1.1 State the order of work to complete a task
- 1.2 Describe situations when it is appropriate to ask for help
- 1.3 Describe situations when it is appropriate to help and support others
- 1.4 State the importance of working to deadlines
- 1.5 State why it is important to follow instructions accurately
- 1.6 State the importance of keeping work areas clean and tidy

Learning outcome 2

The learner will:

- 2 Know how to support the work of a team

The learner can:

- 2.1 State the benefits of helping team members
- 2.2 State the importance of passing information to the relevant people
- 2.3 State the importance of clear communication
- 2.4 Describe ways to maintain good working relationships in a team
- 2.5 State problems in working relationships that should be reported to line managers

Unit 02 Effective teamwork (Y/600/0616) (cont'd) Learning outcome 3

The learner will:

- 3 Know how to contribute to their own learning and development

The learner can:

- 3.1 List benefits of self-development
- 3.2 State the importance of feedback from team members
- 3.3 Describe how a learning plan could improve aspects of work
- 3.4 List types of activities that help learning

Delivery and assessment

Type of evidence: simulated activity

Assessment criterion: 1.1

Additional information: an oral or written record of a simulated work activity such as preparing fried eggs for a customer at a hotel breakfast buffet or serving a drink at a restaurant table, stating an order or work that would lead to completion of the task. Learners could state the order orally as a commentary during, or a summary after, the simulation. This could be recorded on video or a witness statement could be provided. Learners could also produce a flowchart or present series of still images to state the order of work.

Types of evidence: records of questioning

Assessment criteria: 1.2, 1.3

Additional information: a record of oral or written questions whose answers describe situations when it is appropriate to ask for help and when it is appropriate to ask for help from others. Learners could respond to interview questions, which could follow on from the simulated activity for AC1.1. or relate to work (for example, customer service) experience that the learner has had or to a customer service or other work place video – such as a training video, for example for working in a professional kitchen.

Types of evidence: records of professional discussion

Assessment criteria: 1.4, 1.5

Additional information: individual notes of a professional (group) discussion, stating the importance of working to deadlines and why it is important to follow instructions. Learners could discuss in groups the importance of working to deadlines and why it is important to follow instructions. Discussion could stem from the simulated activity for AC1.1. or relate to work (for example, customer service) experience that learners have had or to a customer service or other work place video, such as working in a professional kitchen.

Type of evidence: learner report

Assessment criterion: 1.6

Additional information: an oral or written report that states the importance of keeping work areas clean and tidy. Learners could present their report using PowerPoint slides. Learners could base their report on observation of a work place such as a restaurant or professional kitchen. A witness statement could also be provided to evidence information or answers to questions that the learner might give orally.

Unit 02 Effective teamwork (Y/600/0616) (cont'd)

Delivery and assessment

Types of evidence: Assignment

Assessment criteria: 2.1-2.3

Additional information: an assignment to work in a team to learn and record statements of the benefits of helping team members, the importance of passing information to the relevant people and the importance of clear communication. A learner could be assigned to work in (or role play) a team situation set in a hospitality/catering context, for example in a restaurant service scenario. Learners could then state the benefits of helping team members, the importance of passing information to the relevant people and the importance of clear communication in oral or written form.

Types of evidence: records of questioning

Assessment criterion: 2.4

Additional information: a record of oral or written questions whose answers describe ways to maintain good working relationships in a team. Learners could respond to interview questions, which could follow on from the assignment for ACs 2.1, 2.2 and 2.3 or relate to work (for example, customer service) experience that the learner has had or to a customer service or other work place video, such as a training video, for example, for working in a professional kitchen.

Types of evidence: record of professional discussion

Assessment criterion: 2.5

Additional information: individual lists or notes of a professional (group) discussion, stating problems in working relationships that should be reported to line managers. Learners could discuss in groups problems in working relationships that should be reported to line managers. Discussion could stem from the assignment for ACs 2.1, 2.2 and 2.3. or could relate to work (for example, customer service) experience that learners have had or to a customer service or other work place video, such as a training video, for example for working in a professional kitchen.

Types of evidence: learning plan

Assessment criterion: 3.1-3.4

Additional information: a presentation of the learner's learning plan to incorporate a list of the benefits of self-development, a statement of the importance of feedback from team members, a description of how the learning plan could improve aspects of the learner's work and a list of types of activities that help learning. Learners could use PowerPoint slides, which could have accompanying Presenter Notes, to present a personal learning plan. Learners could also produce an accompanying booklet containing a list of the benefits of self-development, a statement of the importance of feedback from team members, a description of how the learning plan could improve aspects of the learner's work and a list of types of activities that help learning.

Unit 02 Effective teamwork (Y/600/0616) (cont'd)

Types of evidence
Evidence could include: <ul style="list-style-type: none">• simulated activity• records of questioning• records of professional discussion• learner report• assignment• learning plan

Unit 03 Giving customers a positive impression (D/600/0617)

Unit summary	This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and the business.
Credit value	2
Guided learning hours	18
Level	2
Mandatory/optional	Mandatory
NOS mapping	2GEN1/10

Learning outcome 1

The learner will:

- 1 Know how to establish positive relationships with customers

The learner can:

- 1.1 Identify the importance of correct appearance and behaviour
- 1.2 Describe the importance of recognising customer needs and expectations
- 1.3 State the importance of product knowledge when relating to customers
- 1.4 Identify signs of when a customer is angry or confused

Learning outcome 2

The learner will:

- 2 Understand why organisations have standards and procedures

The learner can:

- 2.1 Describe the legal frameworks by which organisations provide goods and services to customers
- 2.2 State the importance of contractual agreements that customers have with organisations
- 2.3 State the importance of codes of practice and standards that affect the way products and services are delivered to customers

Unit 03 Giving customers a positive impression (D/600/0617) (cont'd) Learning outcome 3

The learner will:

- 3 Know how to communicate information to customers

The learner can:

- 3.1 State why there are limits to an individual's responsibilities when dealing with customers
 - 3.2 State the importance of clear, polite and confident communication
 - 3.3 Identify different methods of communication
 - 3.4 Describe when the different methods of communication are used
-

Unit 03 Giving customers a positive impression (D/600/0617) (cont'd)

Delivery and assessment

Types of evidence: records of professional discussion

Assessment criterion: 1.1

Additional information: individual lists or notes of a professional (group) discussion, identifying the importance of correct appearance and behaviour in giving customers a positive impression. Learners could discuss in groups the importance of correct appearance and behaviour in giving customers a positive impression. Discussion could relate to customer service experience that learners have had (either as a customer or as a staff member) or to a customer service video they have watched. Learners could also provide an annotated image (such as a photograph) to identify the importance of correct appearance and behaviour and/or undertake an observed simulated activity, providing customer service in a hospitality/catering context.

Type of evidence: simulated activity

Assessment criteria: 1.1, 1.2, 1.4

Additional information: a series of role plays/simulations in which learners provide customer service in a hospitality/catering context. Role plays could involve the demonstration of correct appearance and behaviour in giving customers a positive impression, the recognition of customer needs and expectations and the identification of signs of when a customer is angry or confused.

Types of evidence: learner report

Assessment criterion: 1.2

Additional information: an oral or written report that describes the importance of recognising customer needs and expectations. Learners could present their report using PowerPoint slides. Learners could base their report on observation of customer service in a hospitality/catering context. A witness statement could also be provided to evidence information or answers to questions that the learner might give orally.

Types of evidence: records of questioning

Assessment criterion: 1.3

Additional information: a record of oral or written questions whose answers state the importance of product knowledge when relating to customers. Learners could respond to interview questions, which could follow on from the simulated activity for ACs1.1, 1.2 and 1.3 or could relate to customer service experience that the learner has had or to a customer service video, such as a training video, for the hospitality and catering industry.

Type of evidence: learner report

Assessment criterion: 2.1

Additional information: a written report that describes the legal frameworks by which organisations provide goods and services to customers. Learners could present their report as text or using PowerPoint slides.

Unit 03 Giving customers a positive impression (D/600/0617) (cont'd)

Delivery and assessment
<p>Types of evidence: records of professional discussion</p> <p>Assessment criteria: 2.2, 2.3</p> <p>Additional information: individual lists and notes of a professional (group) discussion, stating the importance of contractual agreements that customers have with organisations and the importance of codes of practice and standards that affect the way products and services are delivered to customers. Learners could discuss in groups the importance of contractual agreements that customers have with organisations and the importance of codes of practice and standards that affect the way products and services are delivered to customers. Discussion could stem from the simulated activity for ACs 1.1, 1.2 and 1.4 or could relate to customer service experience that learners have had or to a customer service video.</p> <p>Types of evidence: records of professional discussion</p> <p>Assessment criterion: 3.1</p> <p>Additional information: individual lists and notes of a professional (group) discussion, stating there are limits to an individual's responsibilities when dealing with customers. Discussion could stem from the simulated activity for ACs 1.1, 1.2 and 1.3 or could relate to customer service experience that the learner has had or to a customer service video, such as a training video, for the hospitality and catering industry.</p> <p>Type of evidence: Assignment</p> <p>Assessment criteria: 3.2-3.4</p> <p>Additional information: an assignment to produce a training document about how to communicate information to customers. The document would state the importance of clear, polite and confident communication, identify different methods of communication and describe when the different methods of communication are used. The document produced could be textual, perhaps in the form of a training booklet, or it could be a set of PowerPoint slides or other presentation or display.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• records of professional discussion• simulated activity• learner report• records of questioning• assignment

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059)

Unit summary	This unit provides learners with the knowledge to understand the principles of customer service, including understanding the importance of the customer and business needs within the hospitality, leisure, travel and tourism industry.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory
NOS mapping	2GEN1/10, 2FOH2/10, 2GEN5/10, 2GEN6/10, 2GEN7/10, 2GEN8/10

Learning outcome 1

The learner will:

- 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

The learner can:

- 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

Learning outcome 2

The learner will:

- 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

The learner can:

- 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

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

The learner can:

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

Delivery and assessment

Type of evidence: learner report

Assessment criterion: 1.1

Additional information: an oral or written report that describes the role of the organisation in relation to customer service. Learners could present their report by means of a video statement. Learners could also provide a written description.

Types of evidence: records of questioning

Assessment criteria: 1.2, 1.3

Additional information: a record of oral or written questions whose answers identify the characteristics and benefits of excellent customer service and give examples of internal and external customers in the industries. Answers could stem from customer service experiences that learners have had (either as a customer or as a staff member) or to a customer service video(s) they have watched. Learners could also produce a poster to give examples of internal and external customers in the industries.

Types of evidence: records of professional discussion

Assessment criterion: 2.1

Additional information: individual lists and notes of a professional (group) discussion, identifying the benefits of excellent customer service for the individual. Discussion could stem from customer service or work experiences that learners may have had or from watching a customer service training video.

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059)
(cont'd)

Delivery and assessment

Type of evidence: assignment

Assessment criteria: 2.2, 2.3, 2.5

Additional information: an assignment in three parts to describe:

- the importance of positive attitude, behaviour and motivation in providing excellent customer service
- the importance of personal presentation within the industries
- the importance of effective listening skills.

The assignment could produce a documentary outcome in the form of a training booklet, or could be a set of PowerPoint slides or other presentation or display, including a video. Learners could also take part in a simulated activity to demonstrate the importance of personal presentation within the industries.

Types of evidence: records of questioning

Assessment criterion: 2.4

Additional information: a record of oral or written questions whose answers explain the importance of using appropriate types of communication. Learners could respond to interview questions, which could relate to customer service experience that the learner has had or to a customer service video, such as a training video produced for employees in one or more of the industries.

Types of evidence: record of professional discussion

Assessment criteria: 3.1, 3.2

Additional information: individual lists and notes of a professional (group) discussion, identifying what is meant by customer needs and expectations in the industries and the importance of anticipating and responding to varying customers' needs and expectations. Discussion could stem from customer service experiences that the learner has had or observed to a customer service video, such as a training video produced for employees in one or more of the industries.

Types of evidence: records of questioning

Assessment criterion: 3.3

Additional information: a record of oral or written questions whose answers describe the factors that influence the customers' choice of products and services. Learners could respond to interview questions, which could relate to customer service experience that the learner has had or to a customer service video, such as a training video produced for employees in one or more of the industries.

Type of evidence: simulated activity

Assessment criteria: 3.4, 3.5

Additional information: a series of role plays/simulations in which learners provide customer service in a hospitality/leisure/travel and tourism context. Role plays could involve the demonstration of meeting and exceeding customer expectations and dealing with complaints in a positive manner. Learners could also provide PowerPoint or written descriptions.

Unit 04 Principles of customer service in hospitality leisure travel and tourism (T/600/1059)
(cont'd)

Delivery and assessment
<p>Type of evidence: learner report</p> <p>Assessment criterion: 3.6</p> <p>Additional information: an oral or written report that explains the importance of complaint handling procedures. Learners could present their report as text, video or using PowerPoint slides.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner report• records of questioning• records of professional discussion• assignment• simulated activity

Unit 05 Reception communication procedures in the hospitality industry (K/600/0619)

Unit summary	This unit aims to provide learners with the knowledge to effectively deal with communications when working on reception. It also provides learners with an understanding of the correct procedures for recording and passing on messages.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH1/10

Learning outcome 1

The learner will:

- 1 Know how to communicate when working on Reception

The learner can:

- 1.1 List the communications equipment that are used on reception
- 1.2 State the importance of being polite, clear and helpful to customers and colleagues when working on reception
- 1.3 Describe how to respond to types of unexpected situations that may occur when communicating with others
- 1.4 State the importance of giving only accurate and non-confidential information
- 1.5 State the importance of gathering information when dealing with customers queries

Learning outcome 2

The learner will:

- 2 Know the correct procedures for recording and passing on messages

The learner can:

- 2.1 Describe the importance of an organisation's communication style
- 2.2 Identify different procedures for recording messages
- 2.3 Identify the importance of passing information to the relevant people in a timely manner

Unit 05 Reception communication procedures in the hospitality industry (K/600/0619) (cont'd)

Delivery and assessment

Type of evidence: a record of oral or written questions whose answers:

- list the communications equipment that is used on reception
- state the importance of being polite, clear and helpful to customers and colleagues when working on reception.

Assessment criteria: 1.1, 1.2

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Type of evidence: an oral or written report that describes how to respond to types of unexpected situations that may occur when communicating with others.

Assessment criterion: 1.3

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: individual lists or notes of a professional (group) discussion, which state the importance of:

- giving only accurate and non-confidential information
- gathering information when dealing with customer queries.

Assessment criteria: 1.4, 1.5

Additional information: Discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: learner report. An oral or written report that describes the importance of an organisation's communication style.

Assessment criterion: 2.1

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners identify different procedures for recording messages.

Assessment criterion: 2.2

Additional information: role plays could involve the identification of different procedures for recording messages. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which identify the importance of passing information to the relevant people in a timely manner.

Assessment criterion: 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Unit 05 Reception communication procedures in the hospitality industry (K/600/0619) (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• a record of oral or written questions• an oral or written report• individual lists or notes of a professional (group) discussion• learner report• simulated activity• records of professional discussion

Unit 06 Arrival of customers (D/600/0620)

Unit summary	This unit aims to provide learners with the knowledge on how to deal with the arrival of customers. It also allows learners to know the documentation required when checking in customers.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH2/10

Learning outcome 1

The learner will:

- 1 Know the procedures for checking in customers

The learner can:

- 1.1 Describe the different stages when checking in customers
- 1.2 Identify the legal requirements when checking in customers
- 1.3 Describe how to respond to types of unexpected situations that may occur when customers arrive

Learning outcome 2

The learner will:

- 2 Know the documentation for checking in customers

The learner can:

- 2.1 List appropriate documentation for checking in customers
- 2.2 State the importance of having all correspondence related to the booking available

Unit 06 Arrival of customers (D/600/0620) (cont'd)

Delivery and assessment
<p>Types of evidence: learner report. An oral or written report that:</p> <ul style="list-style-type: none">• describes the different stages when checking in customers• identifies the legal requirements when checking in customers. <p>Assessment criteria: 1.1, 1.2</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.</p> <p>Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of unexpected situations that may occur when customers arrive.</p> <p>Assessment criterion: 1.3</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers:</p> <ul style="list-style-type: none">• list appropriate documentation for checking in customers• state the importance of having all correspondence related to the booking available. <p>Assessment criteria: 2.1, 2.2</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner report• records of professional discussion• records of questioning

Unit 07 Departure of customers (H/600/0621)

Unit summary	This unit aims to provide learners with the knowledge needed to prepare and maintain customer accounts and know how to deal with the departure of customers. It provides learners with knowledge of the legal requirements of departure and how to deal with complaints, comments and suggestions.
Credit value	1
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH4/10

Learning outcome 1

The learner will:

- 1 Know how to prepare and maintain customer accounts

The learner can:

- 1.1 State the importance of following organisational procedures for customer accounts
- 1.2 Identify why customer accounts must be updated regularly with changes and adjustments
- 1.3 Identify why it is important to give accurate information to customers
- 1.4 Identify why customer accounts must be kept secured from unauthorised access
- 1.5 Describe how to respond to types of unexpected problems that may occur when processing customer accounts

Learning outcome 2

The learner will:

- 2 Know how to deal with the departure of customers

The learner can:

- 2.1 Identify legal requirements relating to customer departure
- 2.2 Describe procedures that should be implemented when customers are departing
- 2.3 State why complaints, comments and suggestions should be recorded
- 2.4 Describe how to respond to types of unexpected problems that may occur when customers are checking out

Unit 07 Departure of customers (H/600/0621) (cont'd)

Delivery and assessment
<p>Types of evidence: records of questioning. A record of oral or written questions whose answers:</p> <ul style="list-style-type: none"> state the importance of following organisational procedures for customer accounts identify why customer accounts must be updated regularly with changes and adjustments identify why customer accounts must be kept secured from unauthorised access. <p>Assessment criteria: 1.1, 1.2, 1.4</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.</p> <p>Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, which:</p> <ul style="list-style-type: none"> identify why it is important to give accurate information to customers describe how to respond to types of unexpected problems that may occur when processing customer accounts. <p>Assessment criteria: 1.3, 1.5</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.</p> <p>Types of evidence: learner report. An oral or written report that:</p> <ul style="list-style-type: none"> identifies legal requirements relating to customer departure states why complaints, comments and suggestions should be recorded. <p>Assessment criteria: 2.1, 2.3</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.</p> <p>Types of evidence: simulated activity. A series of role plays/simulations in which learners describe procedures that should be implemented when customers are departing.</p> <p>Assessment criterion: 2.2</p> <p>Additional information: role plays could involve the description of procedures that should be implemented when customers are departing. Learners could also provide a PowerPoint or written description or a series of annotated images.</p> <p>Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe how to respond to types of unexpected problems that may occur when customers are checking out.</p> <p>Assessment criterion: 2.4</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.</p>

Unit 07 Departure of customers (H/600/0621) (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• records of questioning• records of professional discussion• learner report• simulated activity

Unit 08 Dealing with bookings (F/600/1078)

Unit summary	This unit aims to provide learners with the knowledge needed to understand and deal effectively with bookings. It allows learners to understand how to process bookings and the importance of communication.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH3/10

Learning outcome 1

The learner will:

- 1 Understand the importance of effective communication when dealing with bookings

The learner can:

- 1.1 Explain the importance of effective communication when dealing with booking enquiries
- 1.2 Explain why it is important to give accurate spoken and written information to customers
- 1.3 State the legal requirements associated with describing services and when processing customer bookings

Learning outcome 2

The learner will:

- 2 Understand how to deal effectively with booking enquiries

The learner can:

- 2.1 Describe the organisational procedures for handling enquiries and bookings
- 2.2 Explain how sales may be increased through careful descriptions of services
- 2.3 Explain the importance of recording booking details accurately

Learning outcome 3

The learner will:

- 3 Understand how to process bookings

The learner can:

- 3.1 State the stages of handling a booking through to the confirmation stage
- 3.2 State how cancellations should be dealt with
- 3.3 Describe why it is important to follow up unconfirmed bookings

Unit 08 Dealing with bookings (F/600/1078) (cont'd)

Delivery and assessment

Types of evidence: records of questioning. Record of oral or written questions whose answers:

- explain the importance of effective communication when dealing with booking enquiries
- state the legal requirements associated with describing services and when processing customer bookings.

Assessment criteria: 1.1, 1.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which explain why it is important to give accurate spoken and written information to customers.

Assessment criterion: 1.2

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Types of evidence: learner report. An oral or written report that:

- describes the organisational procedures for handling enquiries and bookings
- explains how sales may be increased through careful descriptions of services.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which explain the importance of recording booking details accurately.

Assessment criterion: 2.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Type of evidence: a learner report. An oral or written report that states:

- the stages of handling a booking through to the confirmation stage
- how cancellations should be dealt with.

Assessment criteria: 3.1, 3.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe why it is important to follow up unconfirmed bookings.

Assessment criterion: 3.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.

Unit 08 Dealing with bookings (F/600/1078) (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• records of questioning• records of professional discussion• learner report

Unit 09 Handle mail and book external services (A/600/1080)

Unit summary	This unit aims to provide learners with knowledge of the roles and responsibilities of individuals handling mail and messages. This unit will also allow learners to know the roles associated with booking external services for guests.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH8/10

Learning outcome 1

The learner will:

- 1 Know the level of responsibility required when handling mail and messages

The learner can:

- 1.1 State the importance of effectively handling mail and messages for guests
- 1.2 State the legal requirements associated with handling mail and messages

Learning outcome 2

The learner will:

- 2 Know the roles associated with handling mail and messages

The learner can:

- 2.1 Describe how mail and messages should be handled to ensure that they are secure
- 2.2 Describe how suspicious items should be dealt with
- 2.3 Describe how written communications can be secured against unauthorised access
- 2.4 Describe appropriate procedures for handling and recorded and registered mail.

Learning outcome 3

The learner will:

- 3 Understand the roles associated with booking external services for guests

The learner can:

- 3.1 Describe the range of services that might be booked on behalf of guests
- 3.2 Explain how guests can be effectively informed of external services that are available to them
- 3.3 Describe the procedures required to provide confirmation of services
- 3.4 Describe how unexpected situations should be dealt with

Unit 09 Handle mail and book external services (A/600/1080) (cont'd)

Delivery and assessment

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion, stating the importance of effectively handling mail and messages for guests.

Assessment criterion: 1.1

Additional information: discussion could stem from customer service or work experiences that learners may have had, from workplace observation or from watching a customer service training video.

Types of evidence: records of questioning. A record of oral or written questions whose answers state the legal requirements associated with handling mail and messages.

Assessment criterion: 1.2

Additional information: answers could stem from hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video. Learners could also produce a poster to state the legal requirements associated with handling mail and messages.

Type of evidence: learner report. An oral or written report that describes:

- how mail and messages should be handled so that they are secure
- how suspicious items should be dealt with
- how written communications can be secured against unauthorised access
- appropriate procedures for handling recorded and registered mail.

Assessment criteria: 2.1-2.4

Additional information: learners could present their report by means of a PowerPoint presentation. Learners could also provide a written description.

Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, describing the range of services that might be booked on behalf of guests and explaining how guests can be effectively informed of external services that are available to them.

Assessment criteria: 3.1, 3.2

Additional information: discussion could stem from hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video. The discussion could be in two sessions, with learners also producing a poster to describe range of services that might be booked on behalf of guests, identifying external services that are available to them, between the sessions.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe the procedures required to provide confirmation of services.

Assessment criterion: 3.3

Additional information: learners could respond to questions relating to hospitality and catering experiences that learners have had (either as a customer or as a staff member), from workplace observation or from watching a training video.

Unit 09 Handle mail and book external services (A/600/1080) (cont'd)

Delivery and assessment
<p>Types of evidence: simulated activity. A series of role plays/simulations in which learners describe how unexpected situations should be dealt with.</p> <p>Assessment criterion: 3.4</p> <p>Additional information: role plays/simulations could involve the demonstration of how unexpected situations should be dealt with. Learners could also provide PowerPoint or written descriptions.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• records of professional discussion• records of questioning• learner report• simulated activity

Unit 10 Dealing with payments (L/600/1133)

Unit summary	In this unit learners will learn how to set up and operate a payment point. They'll also understand how to deal with any problems that may occur.
Credit value	1
Guided learning hours	9
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN9/10

Learning outcome 1

The learner will:

- 1 Know how to set up a payment point

The learner can:

- 1.1 Identify the materials needed to set up and maintain a payment point
- 1.2 State the importance of having procedures for collecting the contents of the payment point

Learning outcome 2

The learner will:

- 2 Know how to operate a payment point

The learner can:

- 2.1 Describe the correct procedures for handling payments
- 2.2 State the importance of reporting errors that may occur during payment
- 2.3 Identify security procedures for handling cash and other types of payments
- 2.4 State the legal requirements for operating a payment point when taking payments from customers

Learning outcome 3

The learner will:

- 3 Know the problems that may occur at the payment point

The learner can:

- 3.1 Describe the types of problems that might happen when dealing with a payment
- 3.2 State the importance of telling the customer about any delays during the payment process

Unit 10 Dealing with payments (L/600/1133) (cont'd)

Delivery and assessment
<p>Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:</p> <ul style="list-style-type: none"> • identify the materials needed to set up and maintain a payment point • state the importance of having procedures for collecting the contents of the payment point. <p>Assessment criteria: 1.1, 1.2</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.</p> <p>Types of evidence: simulated activity. A series of role plays/simulations in which learners describe the correct procedures for handling payments.</p> <p>Assessment criterion: 2.1</p> <p>Additional information: role plays could involve the description of the correct procedures for handling payments. Learners could also provide a PowerPoint or written description or a series of annotated images.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers:</p> <ul style="list-style-type: none"> • state the importance of reporting errors that may occur during payment • identify security procedures for handling cash and other types of payment • state the legal requirements for operating a payment point when taking payments from customers. <p>Assessment criteria: 2.2–2.4</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.</p> <p>Types of evidence: learner report. An oral or written report that:</p> <ul style="list-style-type: none"> • describes the types of problems that might happen when dealing with a payment • states the importance of telling the customers about any delays during the payment process. <p>Assessment criteria: 3.1, 3.2</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • records of professional discussion • simulated activity • records of questioning • learner report

Unit 11 Principles of resolving customer service problems (A/502/8317)

Unit summary	This unit allows learners to recognise customer service problems and know how to resolve them.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN5/10

Learning outcome 1

The learner will:

- 1 Know about customer service problems

The learner can:

- 1.1 Describe how to respond to a customer service problem when it is raised
- 1.2 State the importance of recognising repeated problems and alerting the appropriate person
- 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen
- 1.4 Identify options for resolving a customer service problem
- 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem

Learning outcome 2

The learner will:

- 2 Know how to resolve customer service problems

The learner can:

- 2.1 Describe organisational procedures and systems for dealing with customer service problems
- 2.2 Describe how to resolve potentially difficult situations
- 2.3 Describe how to negotiate with others to resolve problems
- 2.4 Describe the limitations of what can be offered to a customer to resolve a problem
- 2.5 Describe types of action that may make a customer problem worse and that should be avoided

Unit 11 Principles of resolving customer service problems (A/502/8317) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that:

- describes how to respond to a customer service problem
- states the importance of recognising repeated problems and alerting the appropriate person.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which state the importance of:

- sharing customer feedback with others to identify potential problems before they happen
- keeping the customer fully informed about what is happening to resolve the problem.

Assessment criteria: 1.3, 1.5

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.

Types of evidence: simulated activity. A series of role plays/simulations in which learners identify options for resolving a customer service problem.

Assessment criterion: 1.4

Additional information: role plays could involve the identification of options for resolving a customer service problem. Learners could also provide a PowerPoint or written description or a series of annotated images.

Types of evidence: learner report. An oral or written report that describes:

- organisational procedures and systems for dealing with customer service problems
- how to resolve potentially difficult situations.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers describe:

- how to negotiate with others to resolve problems
- the limitations of what can be offered to a customer to resolve a problem.

Assessment criteria: 2.3, 2.4

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.

Unit 11 Principles of resolving customer service problems (A/502/8317) (cont'd)

Delivery and assessment
<p>Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which describe types of action that may make a customer problem worse and that should be avoided.</p> <p>Assessment criterion: 2.5</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner report• records of professional discussion• simulated activity• records of questioning

Unit 12 Principles of storing and retrieving information (D/502/8312)

Unit summary	This unit aims to provide learners with the knowledge needed to store and retrieve information following relevant procedures and legislation.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2FOH10/10

Learning outcome 1

The learner will:

- 1 Know how to process information following relevant procedures and legislation

The learner can:

- 1.1 State the legal requirements and relevant procedures covering the security and confidentiality of information
- 1.2 Describe the purpose of storing and retrieving required information
- 1.3 Identify the methods that can be used to collect required information
- 1.4 Describe different information systems and their main features
- 1.5 State the importance of following procedures for identifying and deleting information

Learning outcome 2

The learner will:

- 2 Know how to retrieve information following relevant procedures and legislation

The learner can:

- 2.1 State the legal requirements and relevant procedures for accessing an information system
- 2.2 Describe the purpose of confirming information to be collected, stored and retrieved
- 2.3 Describe the procedures to be followed to access information systems
- 2.4 Describe the purpose of providing accurate information in the required format and within agreed timescales
- 2.5 Describe problems that may occur with information systems

Unit 12 Principles of storing and retrieving information (D/502/8312) (cont'd)

Delivery and assessment
<p>Types of evidence: learner report. An oral or written report that:</p> <ul style="list-style-type: none"> states the legal requirements and relevant procedures covering the security and confidentiality of information describes the purpose of storing and retrieving required information describes different information systems and their main features. <p>Assessment criteria: 1.1, 1.2, 1.4</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce a poster(s).</p> <p>Types of evidence: records of professional discussion. Individual lists or notes of a professional (group) discussion, which:</p> <ul style="list-style-type: none"> identify the methods that can be used to collect required information state the importance of following procedures for identifying and deleting information. <p>Assessment criteria: 1.3, 1.5</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or posters.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers: state the legal requirements and relevant procedures for accessing an information system describe the procedures to be followed to access information systems.</p> <p>Assessment criteria: 2.1, 2.3</p> <p>Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce posters or a PowerPoint presentation.</p> <p>Type of evidence: learner report. An oral or written report that describes the purpose of:</p> <ul style="list-style-type: none"> confirming information to be collected, stored and retrieved providing accurate information in the required format and within agreed timescales. <p>Assessment criteria: 2.2, 2.4</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.</p> <p>Types of evidence: records of professional discussion. Individual notes of a professional (group) discussion, which describe problems that may occur with information systems.</p> <p>Assessment criterion: 2.5</p> <p>Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce a PowerPoint presentation or a poster.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> learner report records of professional discussion records of questioning

Unit 13 Principles of maintaining customer service through effective handover (K/502/8314)

Unit summary	This unit will allow learners to learn about the responsibilities of working in a customer service team. Learners will know the importance of the exchange of information between self and colleagues and following up on customer service actions. They'll also know how to maintain customer service throughout this process.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	2GEB8/10

Learning outcome 1

The learner will:

- 1 Know about responsibilities in a customer service team

The learner can:

- 1.1 Identify services or products that rely on effective teamwork
- 1.2 Identify customer service delivery process stages that rely on exchange of information between self and colleagues
- 1.3 Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions
- 1.4 Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action

Learning outcome 2

The learner will:

- 2 Know how to follow up customer service actions

The learner can:

- 2.1 State the importance of checking that a customer service action has been completed
- 2.2 State the importance of knowing all details of customer service actions that colleagues were due to complete
- 2.3 State the importance of asking colleagues about the outcome of completing the customer service action as agreed
- 2.4 Describe how to review the way customer service actions are shared with colleagues

Unit 13 Principles of maintaining customer service through effective handover (K/502/8314) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to maintain customer service through effective handover

The learner can:

- 3.1 Describe appropriate customer service procedures for the delivery of services or products
- 3.2 State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions
- 3.3 State the importance of carefully checking with a colleague whether the expected customer service actions have been completed
- 3.4 Know how to review the way customer service actions are shared in customer service processes

Delivery and assessment

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion identifying services or products that rely on effective teamwork and customer service process stages that rely on exchange of information between self and colleagues.

Assessment criterion: 1.1, 1.2

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written identifications or produce posters.

Types of evidence: learner report. An oral or written report that describes the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions and ways of retaining information when passing responsibility to colleagues for completing a customer service action.

Assessment criteria: 1.2, 1.3

Additional information: learners could present their report by means of PowerPoint presentation.

Types of evidence: records of professional discussion. Individual lists and notes of a professional (group) discussion stating the importance of:

- checking that a customer service action has been completed
- knowing all details of customer service actions that colleagues were due to complete
- asking colleagues about the outcome of completing the customer service action as agreed.

Assessment criteria: 1.1–1.3

Additional information: discussion could stem from work experiences that learners may have had, from workplace observation or from watching a training video. Learners could also provide written statements or produce posters.

Unit 13 Principles of maintaining customer service through effective handover (K/502/8314)
(cont'd)

Delivery and assessment
<p>Types of evidence: learner report. An oral or written report that describes how to review the way customer service actions are shared with colleagues.</p> <p>Assessment criterion: 2.4</p> <p>Additional information: learners could present their report by means of a PowerPoint presentation.</p> <p>Types of evidence: records of questioning. A record of oral or written questions whose answers:</p> <ul style="list-style-type: none">• describe appropriate customer service procedures for the delivery of services or products• state the importance of passing responsibility to appropriate colleagues for completing particular customer service actions• state the importance of carefully checking with a colleague whether the expected customer service actions have been completed. <p>Assessment criteria: 3.1–3.3</p> <p>Additional information: answers could draw on work experience that learners may have had, on workplace observation or from watching a training video. Learners could also produce a PowerPoint or video presentation and/or poster(s).</p> <p>Types of evidence: learner report. An oral or written report that demonstrates that learners know how to review the way customer service actions are shared in customer service processes.</p> <p>Assessment criterion: 3.4</p> <p>Additional information: learners could present their report by means of a PowerPoint or video presentation.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• records of professional discussion• learner report• records of questioning

Unit 14 Principles of promoting additional services or products to customers (Y/502/8311)

Unit summary	This unit allows learners to understand the importance of promoting additional services or products to customers for both the benefit of the organisation and its customers.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	2GEN6/10

Learning outcome 1

The learner will:

- 1 Know the importance of promoting additional services or products that are available

The learner can:

- 1.1 State the importance of accurate services or products knowledge when dealing with customers
- 1.2 State the importance of checking with colleagues when unsure about new service or product details
- 1.3 State the importance of identifying appropriate services or products that may interest customers
- 1.4 State the importance of informing customers of additional services or products that will improve the customer experience

Learning outcome 2

The learner will:

- 2 Know how to promote additional services or products to customers to benefit organisations and its customers

The learner can:

- 2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products
- 2.2 Describe how the use of additional services or products will benefit organisations and its customers
- 2.3 Identify factors that influence customers to use additional services or products
- 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products

Unit 14 Principles of promoting additional services or products to customers (Y/502/8311) (cont'd)

Delivery and assessment

Types of evidence: learner report. An oral or written report that states the importance of: accurate services or products knowledge when dealing with customers
checking with colleagues when unsure about new services or product details.

Assessment criteria: 1.1, 1.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also provide a series of annotated images.

Types of evidence: individual notes of a professional (group) discussion, which state the importance of:

- identifying appropriate services or products that may interest customers
- informing customers of additional services or products that may interest customers.

Assessment criteria: 1.3, 1.4

Additional information: discussion could stem from work experiences that learners may have had, from workplace or other observation or from watching a training video. Learners could also produce posters.

Types of evidence: learner report. An oral or written report that describes:

- appropriate procedures and systems for encouraging customers to use additional services or products
- how the use of additional services or products will benefit organisations and customers.

Assessment criteria: 2.1, 2.2

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could also produce posters.

Types of evidence: records of questioning. A record of oral or written questions whose answers identify factors that influence customers to use additional services or products.

Assessment criterion: 2.3

Additional information: learners could respond to questions drawing on work experience that learners may have had, from desk research, from workplace observation or from watching a training video. Learners could also produce a poster.

Types of evidence: learner report. An oral or written report that describes how to introduce additional services or products to customers, outlining benefits, overcoming any reservations and agreeing to provide the additional services or products.

Assessment criterion: 2.4

Additional information: learners could present their report by means of a PowerPoint presentation or on video. Learners could base their report on simulations/role-plays in which they introduce additional services or products to customers, outlining benefits, overcoming any reservations and agreeing to provide the additional services or products.

Unit 14 Principles of promoting additional services or products to customers (Y/502/8311) (cont'd)

Types of evidence
Evidence could include: <ul style="list-style-type: none">• learner report• individual notes of a professional (group) discussion• records of questioning

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

We've mapped this qualification against National Occupational Standards (NOS) in Hospitality and Catering. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

The Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
 - refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage) Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper) Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX: Lead male – John Smith Lead female – Ann Jones Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left) Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality assurance Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***