



SPECIFICATION

Level 2 Certificate for Access to Leadership

Qualification summary

RQF level	2
Qualification credit value	26 credits
Minimum credits at/above level	26 credits
Assessment requirements	Portfolio of Evidence

Aims and objectives of the qualification

The IAO Level 2 Certificate for Access to Leadership aims to provide learners with the knowledge and understanding to bridge the gap between roles within a team to team leader. The qualification covers customer service, communication, leadership styles, event planning and health and safety to help prepare learners to take on a team leadership role across a range of sectors.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work in a range of sectors. It provides learners with an opportunity to demonstrate their readiness to move in to a team leadership role within a range of organisations.

Progression opportunities

Learners who achieve this qualification could progress into further education or employment in a team leadership role.

On completion of this course, Learners may progress to:

- IAO Level 2 Diploma in Team Leading
- IAO Level 2 Certificate In Lean Organisation Management Techniques
- IAO Level 3 Diploma in Business Administration

Assessment Requirements for Units

The information below is included in the assessment description of the specific units. Any additional requirements included in this document are presented in bracketed italics.

Reference	Unit Title	Assessment Methods
Y/600/1734	Understanding the active leisure and learning sector	Learning Outcomes 1-3 Knowledge assessment involving one or a mixture of: Questioning Projects Assignments <i>(Discussions with learner)</i>
J/600/0840	Understanding employment rights and responsibilities	Learning Outcomes 1-3 Knowledge assessment involving one or a mixture of: Questioning Projects Assignments <i>(Discussions with learner)</i>

T/503/0731	Customer care and diversity in active leisure	<p>Learning Outcomes 1-4 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 5 Practical assessment involving observation of:</p> <ul style="list-style-type: none"> Simulation/role play Interaction with real customers
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Reference	Unit Title	Assessment Methods
K/503/0743	Health, safety, security and welfare in active leisure	<p>Learning Outcomes 1-4 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 5 Practical assessment that allow the learner to demonstrate their skills in maintaining health, safety, security and welfare. Realistic simulations are allowed. Learning outcome 5 should include:</p> <ul style="list-style-type: none"> 10 health and safety hazards to customers 10 health and safety hazards to staff 5 security hazards 5 hazards to safeguarding children and vulnerable adults

L/503/0735	Teamwork in active leisure	<p>Learning Outcomes 1-2 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 3 Practical assessment that allows the learner to demonstrate their teamwork skills. Role plays of certain situations, for example, dealing with conflict, are allowed.</p>
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Reference	Unit Title	Assessment Methods
Y/503/0737	Developing self in an active leisure job role	<p>Learning Outcomes 1 -3 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 4 Practical assessment that allows the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable.</p>
J/503/5352	Pool lifeguarding	<p>Assessment of this unit must comply with the requirements of paragraph 151 - 167 of the Health and Safety Executive publication: HSG 179 Managing Health and Safety in Swimming Pools. (see appendix 1) <i>(This assessment of this unit must be compliant with the specific requirements of the workforce as set out in section 9 of this document)</i></p> <p>Learning outcomes 1 - 4 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments <p>Learning outcomes 5 and 6 Practical assessment that allow the learner to demonstrate their skills in maintaining the safety of a swimming pool environment and responding to emergency situations. Realistic simulations are allowed (in a controlled environment)</p>

Reference	Unit Title	Assessment Methods
D/503/0738	Cleaning in active leisure	<p>Learning Outcomes 1-3</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 4</p> <p>Practical assessment that allows the learner to demonstrate their skills in cleaning. Cleaning should involve the use of manual and powered equipment in:</p> <ul style="list-style-type: none"> Public areas Areas with hazards and risks <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>
H/503/0739	Handling and maintaining equipment in active leisure	<p>Learning Outcomes 1-5</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> Questioning Projects Assignments Discussions with learner <p>Learning Outcome 6</p> <p>Practical assessment that allows the learner to demonstrate their skills in setting up, checking, taking down and storing active leisure equipment. Equipment must include:</p> <ul style="list-style-type: none"> Simple equipment (for example, badminton nets or football goals) Complex equipment containing many parts (for example trampolines or gymnastic equipment) Powered equipment (for example, running machines or basketball rigs) <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>

Reference	Unit Title	Assessment Methods
Y/503/0740	Swimming pool water testing	<p>Learning outcomes 1 – 2</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments <p>Learning outcome 3</p> <p>Practical assessment that allow the learner to demonstrate their skills in carrying out swimming pool water tests. Realistic simulations are acceptable.</p>
L/503/0783	Understanding how to sell services and products to customers in active leisure	<p>Learning outcomes 1- 2</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments
L/504/6563	Know how to provide an active leisure facility reception service	<p>Learning outcomes 1- 3</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments

To maintain the skills and competency of a lifeguard, suitable and sufficient training and competency assessment should be conducted regularly* by qualified training staff and will need to include: a fitness programme to include timed swims and towing and rescue methods;

- simulated incident training, working in a team, based on the site-specific EAP;
- a dive to the bottom of the deepest part of the pool to recover a simulated casualty (manikin);
- the use of poolside rescue equipment;
- revisions to the PSOP due to changed circumstances;
- refresher training in supervision and scanning techniques

Records of the training undertaken and the objectives achieved for each individual should be maintained and be available for inspection by an authorised person.

Ongoing, regular, suitable and sufficient training and assessment should ensure the competency of lifeguards. This should be supplemented by a two-yearly, external test of core or foundation skills, given by a suitably competent person and provided as a means of assuring the authenticity and appropriateness of the ongoing training programme.

Teachers and coaches of programmed sessions - safety qualification

A lifeguard may not be required in programmed sessions in a pool where the teaching and coaching of swimming is taking place. In these situations, where the risk is limited due to the nature of the activity and the degree of control exercised, the teacher or coach may provide the safety cover. However, they should have appropriate teaching/coaching lifesaving competencies which include rescue skills, CPR, and relevant aspects of the PSOP.

* 'Regularly' means as required to suit the circumstances of the pool and sufficient to maintain competency. For example, medical authorities recommend that training in CPR takes place at least monthly.

Where teachers are directly responsible for supervising the swimming pool, performing the role of lifeguards in an un-programmed pool session, they too should have the competencies and skills required of a lifeguard in those circumstances.

Appendix 7 lists the national bodies which provide safety training qualifications. These are the best way of showing competence, for teachers and coaches of swimming and related disciplines, when supervising programmed activities.

Qualification structure

To achieve this qualification, Learners must gain 26 credits. 14 credits must be achieved from the mandatory group with the remaining 12 credits from units in the optional group.

The total Guided Learning Hours (GLH) for this qualification is 152 hours.

The Total Qualification Time (TQT) for this qualification is 260 hours.

Unit Structures

All units are listed below

Equivalent units

The following unit has an equivalent unit identified against them:

J/506/9517 Applying decision making techniques

If a learners has achieved the identified equivalent unit then they can use them towards achievement of this qualification.

Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
A/505/1399	Principles of effective customer service	2	6	32
R/505/3031	Understand how to provide quality to customers	2	3	17
K/505/3035	Understanding leadership styles	2	3	14
Y/505/3032	Understanding successful team working	2	2	13

Optional Units

Unit ref	Unit title	Level	Credit value	GLH
L/505/3030	Principles of event planning	2	4	28
H/505/3034	Understanding the function of sales within an organisation	2	2	12
T/503/0731	Customer care and diversity in active leisure	2	2	11
K/503/0743	Health, safety, security and welfare in active leisure	2	4	30
A/502/8317	Principles of resolving customer service problems	2	2	10
Y/502/8311	Principles of promoting additional services or products to customers	2	2	10
L/600/1066	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	3	2	20
K/502/3775	The principles of food safety supervision for catering	3	3	25
Y/503/1726	Principles of promoting food and beverage services and products	3	6	45
J/506/9498	Understanding team performance	2	2	14
J/506/9517	Applying decision making techniques	3	3	21

Title:	A/505/1399 Principles of effective customer service
Level:	2
Credit value:	6
GLH:	32
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of customer service	1.1 Identify different types of customers of an organisation 1.2 Identify different types of customer needs 1.3 Describe how customer service affects the success of an organisation 1.4 Identify the difference between providing a product and providing a service 1.5 Explain what is meant by a: unique selling point (USP) unique service offer (USO) 1.6 Describe the methods an organisation can use to promote its products and services 1.7 Identify ways to keep product and service knowledge up to date 1.8 Explain what is meant by an 'after sales service'
2. Understand how customer needs and expectations are formed	2.1 Explain the purpose of the organisation's service offer 2.2 Explain how customer expectations are formed 2.3 Identify different ways customer feedback can be obtained 2.4 Describe how the organisation can maintain customer loyalty 2.5 Explain why effective customer relationships should be maintained 2.6 Explain what is meant by the term "brand"

	2.7 Describe why it is important for a customer to be able to identify a brand
3. Understand the role of social media when delivering customer service	<p>3.1 Identify types of social media used by an organisation to deliver customer service</p> <p>3.2 Explain an organisation's procedures and guidelines for dealing with customers through social media</p> <p>3.3 Describe how to monitor social media to identify relevant customer communications: queries requests complaints</p> <p>3.4 Describe how to respond to social media communications and requests in line with organisation's agreed timescales</p> <p>3.5 Explain how to check security settings when responding to customers privately</p> <p>3.6 Explain how to control security settings when responding to customers privately</p> <p>3.7 Explain how to establish an appropriate rapport with customers using social media</p> <p>3.8 Describe how an organisation monitors social media developments relevant to customer service</p>
4. Understand the principles of responding to customers' problems or complaints	<p>4.1 Identify common causes of customer problems or complaints</p> <p>4.2 Identify different types of communication methods when dealing with customer complaints</p> <p>4.3 Describe why it is important to adapt methods of communication to meet customers' individual needs</p>
5. Understand how own approach to customer service affects the customer's perception of an organisation	<p>5.1 Explain how non-verbal communication can affect the behaviour of the customer</p> <p>5.2 Describe how personal presentation can affect how they are viewed by: colleagues customers</p>

- 5.3 Describe how a positive approach to delivery of service can influence the customer's view of an organisation

Additional information about this unit

360° feedback to include feedback from line managers, peers, team members, direct reports, customers or suppliers

Unit aim (s)	This unit provides learners with the knowledge and understanding of different leadership styles, helping them to understand their own leadership style and how this can be reviewed.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/505/3031 Understand how to provide quality to customers
Level:	2
Credit value:	3
GLH:	17
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of quality within an organisation	1.1 Identify quality systems used within an organisation 1.2 Explain the importance of quality systems in relation to the customer 1.3 Explain the difference between quality assurance and quality control 1.4 Describe how to gain feedback from customers on the effectiveness of an organisation's quality systems
2. Understand how to deliver quality within an organisation	2.1 Identify ways of delivering quality within an organisation 2.2 Describe the methods used to monitor the quality of work within an organisation 2.3 Describe how an organisation could measure improvement in the quality of work
3. Understand how to deliver quality within a team	3.1 Identify ways of delivering quality within a team 3.2 Describe methods used to monitor the quality of a team's work 3.3 Explain what a team could do to improve quality of their work 3.4 Describe methods that a team could use to measure improvement in the quality of work
Additional information about this unit	
N/A	

Unit aim (s)	This unit provides learners with the knowledge and understanding of how quality is important to an organisation and how quality can be delivered within both an organisation and a team.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/505/3035 Understanding leadership styles
Level:	2
Credit value:	3
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand leadership styles	1.1 Describe different leadership styles 1.2 Describe what influences the choice of leadership styles used within an organisation 1.3 Outline how different leadership styles positively affect: individual behaviour group behaviour 1.4 Outline how different leadership styles negatively affect: individual behaviour group behaviour
2. Understand own leadership style	2.1 Describe own leadership style 2.2 Describe how own leadership style works in line with an organisation's culture
3. Understand how to review own leadership qualities	3.1 Identify different ways to review own leadership qualities, including: 360° feedback appraisals customer feedback one to one meetings 3.2 Explain how using feedback from others can improve own leadership qualities and behaviour
Additional information about this unit	
N/A	

Unit aim (s)	This unit provides learners with the knowledge and understanding of what makes a successful team and how to identify and overcome barriers to successful team working.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and	N/A

Title:	Y/505/3032 Understanding successful team working
Level:	2
Credit value:	2
GLH:	13
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand successful working teams	1.1 Identify the characteristics of a successful team 1.2 Describe the advantages of working as a team 1.3 Explain how to create a successful team 1.4 Describe how to maintain a successful team
2. Understand barriers to successful team working	2.1 Identify potential barriers to successful team working 2.2 Explain what effect barriers to team working have on a team's success 2.3 Describe how to overcome barriers to successful team working
Additional information about this unit N/A	
Unit aim (s)	This unit provides learners with the knowledge and understanding of what makes a successful team and how to identify and overcome barriers to successful team working.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/505/3034 Understand the function of sales within an organisation
Level:	2
Credit value:	2
GLH:	12
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the sales process	1.1 Identify the stages of the sales process 1.2 Explain how sales links to marketing in an organisation 1.3 Identify different sales strategies
2. Understand how sales is linked to the achievement of organisational goals	2.1 Describe the role of sales in an organisation 2.2 Identify different sales approaches 2.3 Explain how sales targets are linked to organisational goals 2.4 Explain how the various roles in a sales team contribute to achieving sales targets
Additional information about this unit	
N/A	
Unit aim (s)	This unit provides learners with the knowledge and understanding of the sales process and how the function of the sales team is linked to the overall success of an organisation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/505/3030 Principles of event planning
Level:	2
Credit value:	4
GLH:	28
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand events in industry sectors	<p>1.1 Identify the sectors that require event planning</p> <p>1.2 Describe an event which falls within a specific sector, to include:</p> <ul style="list-style-type: none"> personal leisure corporate cultural
2. Understand the role of the events co-ordinator	<p>2.1 Describe the skills required to be a successful events co-ordinator</p> <p>2.2 Explain the responsibilities of an events co-ordinator</p>
3. Understand how to plan for an event	<p>3.1 Describe the importance of:</p> <ul style="list-style-type: none"> setting timelines when planning an event identifying the target audience of an event clear communication when planning an event <p>3.2 Explain how to work together with:</p> <ul style="list-style-type: none"> other event planners event staff third parties <p>3.3 Explain how to plan an event, to include:</p> <ul style="list-style-type: none"> physical resources human resources

4. Understand how to plan for unexpected situations	4.1 Explain the need for contingency planning 4.2 Identify types of unexpected situations that require contingency planning 4.3 Identify an incident that can be managed by event personnel 4.4 Identify an event that would require assistance from the emergency services
5. Understand the importance of safety and security at events	5.1 Explain the importance of health and safety in event planning 5.2 Explain the importance of security in event planning 5.3 Describe how to meet health and safety requirements when planning an event 5.4 Describe how to conduct risk assessment for an event
Additional information about this unit N/A	
Unit aim (s)	This unit gives learners the knowledge and understanding of how to plan events considering factors such as health and safety, security and contingency planning
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/503/0731 Customer care and diversity in active leisure
Level:	2
Credit value:	2
GLH:	11
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand customer care in active leisure	<p>1.1 Explain what is meant by 'customer care' in an active leisure organisation</p> <p>1.2 Explain why customer care is important to an active leisure organisation</p> <p>1.3 Give examples of when a customer might be: dissatisfied satisfied delighted</p> <p>1.4 Describe the impact of customers' reaction on an active leisure organisation's business</p> <p>1.5 Describe an active leisure organisation's policies and procedures in relation to customer care</p>
2. Understand how to present themselves and their organisation to active leisure customers	<p>2.1 Explain the importance of making a positive first impression on customers</p> <p>2.2 Describe the style of self-presentation and communication that will make a positive impression on customers</p> <p>2.3 Give examples of when it is appropriate for a member of staff to take the initiative in communicating with customers</p> <p>2.4 Give examples of how a member of staff can promote their own organisation to customers</p>

<p>3. Know how to respond to active leisure customers' needs and difficulties</p>	<p>3.1 Give examples of the types of needs and difficulties that customers experience in an active leisure environment</p> <p>3.2 Describe how a member of staff in active leisure should respond to different customer needs and difficulties</p> <p>3.3 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues</p> <p>3.4 Explain the importance of maintaining customer confidentiality and data protection</p> <p>3.5 Give examples of what is meant by 'going the extra mile' when responding to customer needs and difficulties</p> <p>3.6 Describe an active leisure organisation's complaints procedures and role of front line staff within it</p>
<p>4. Understand equality and diversity in active leisure</p>	<p>4.1 Give examples of what is meant by 'diversity' in active leisure and the diverse needs that customers have</p> <p>4.2 Describe the essential legal requirements that are relevant to equality and diversity</p> <p>4.3 Explain why it is important for an active leisure organisation to provide for equality and diversity in its services</p> <p>4.4 Describe an active leisure organisation's policies and procedures to address equality and diversity issues</p> <p>4.5 Give examples of what a member of staff can do to support diversity in their organisation</p>
<p>5. Be able to relate to different active leisure customers</p>	<p>5.1 Demonstrate how a member of staff in active leisure should present themselves to customers, including 'meeting and greeting'</p> <p>5.2 Demonstrate how a member of staff in active leisure should communicate with and develop relationships with customers with diverse characteristics</p>

	<p>5.3 Demonstrate types of staff behaviour that make a positive impression on different customers</p> <p>5.4 Demonstrate how a member of staff can promote own organisation to customers</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit covers the knowledge, understanding and skills that a learner needs to provide customer care in an active leisure organisation. The unit also includes a learning outcome on diversity in active leisure and how organisations and staff should respond to diverse customers and needs.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Learning outcomes 1 - 4 can be assessed by:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments <p>Learning outcome 5 should be assessed by practical activities that allow the learner to demonstrate their customer care and diversity skills. Role plays are allowed.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>SkillsActive Operational Services NOS 2009:</p> <p>C32 Give customers a positive impression of yourself and your organisation</p> <p>D214 Support equality and diversity in active leisure and recreation.</p>

Title:	K/503/0743 Health, safety, security and welfare in active leisure
Level:	2
Credit value:	4
GLH:	30
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the requirements for health and safety in an active leisure environment	<p>1.1 Describe the responsibilities of employers and employees under Health and Safety legislation</p> <p>1.2 Explain the term 'duty of care' as applied to self and others</p> <p>1.3 Identify key legal and regulatory requirements relevant to health and safety in an active leisure environment</p> <p>1.4 Describe what may happen if employers and employees do not follow legal requirements</p> <p>1.5 Describe an active leisure organisation's procedures to ensure legal requirements for health and safety are met</p>
2. Know about hazards and risks in an active leisure environment	<p>2.1 Explain what is meant by 'hazard'</p> <p>2.2 Describe the main hazards to customers and staff that may occur in an active leisure environment, to include hazards to do with: facilities equipment working practices behaviour hazardous substances</p> <p>2.3 Describe how active leisure staff should deal with the main hazards to customers and staff that may occur in an active leisure environment</p> <p>2.4 Explain what is meant by 'risk'</p>

	2.5	Describe how an active leisure organisation assesses and manages risk
3. Know about security in an active leisure environment	3.1	Give examples of potential security problems in an active leisure environment and how a member of staff should respond to each of these potential problems
	3.2	Describe an active leisure organisation's procedures to maintain security
4. Know about safeguarding children and vulnerable adults in an active leisure environment	4.1	Explain what is meant by 'children', 'vulnerable adult' and 'safeguarding'
	4.2	Describe the safeguarding risks to children and vulnerable adults that may occur in an active leisure environment
	4.3	Describe an active leisure organisation's procedures to safeguard children and vulnerable adults
	4.4	Explain what a member of staff can do to support the safeguarding of children and vulnerable adults in an active leisure environment
5. Be able to respond to hazards to health, safety and welfare in an active leisure environment	5.1	Identify a range of hazards in an active leisure environment, to include: health and safety to customers health and safety to staff security safeguarding of children and vulnerable adults
	5.2	Demonstrate how to deal with a range of hazards in an active leisure environment in line with operational procedures, to include: health and safety to customers health and safety to staff security safeguarding of children and vulnerable adults
Additional information about this unit		
N/A		

Unit aim (s)	This unit covers the knowledge, understanding and skills that a learner needs in relation to health, safety, security and welfare in an active leisure environment. The unit includes knowledge and skills in relation to safeguarding children and vulnerable adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Learning outcomes 1 - 4 can be assessed by:</p> <ul style="list-style-type: none"> oral and written questions projects and assignments <p>Learning outcome 5 should be assessed by practical activities that allow the learner to demonstrate their skills in maintaining health, safety, security and welfare. Realistic simulations are allowed. Learning outcome 5 should include:</p> <ul style="list-style-type: none"> 10 health and safety hazards to customers 10 health and safety hazards to staff 5 security hazards 5 hazards to safeguarding children and vulnerable adults
Details of the relationship of the unit and relevant national occupational standards	SkillsActive Operational Services NOS 2009: C22 Promote health, safety and welfare in active leisure and recreation.

Title:	A/502/8317 Principles of resolving customer service problems
Level:	2
Credit value:	2
GLH:	10
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about customer service problems	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
2. Know how to resolve customer service problems	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
Additional information about this unit	
N/A	

Unit aim (s)	The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	People 1st

Title:	Y/502/8311 Principles of promoting additional services or products to customers
Level:	2
Credit value:	2
GLH:	10
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of promoting additional services or products that are available	<p>1.1 State the importance of accurate services or products knowledge when dealing with customers</p> <p>1.2 State the importance of checking with colleagues when unsure about new service or product details</p> <p>1.3 State the importance of identifying appropriate services or products that may interest customers</p> <p>1.4 State the importance of informing customers of additional services or products that will improve the customer experience</p>
2. Know how to promote additional services or products to customers to benefit organisations and its customers	<p>2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products</p> <p>2.2 Describe how the use of additional services or products will benefit organisations and its customers</p> <p>2.3 Identify factors that influence customers to use additional services or products</p> <p>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</p>

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	People 1st

Title:	L/600/1066 Principles of supervising customer service performance in hospitality, leisure, travel and tourism
Level:	3
Credit value:	2
GLH:	20
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to develop a customer service culture within their business	<p>1.1 Describe the role of the supervisor in leading by example when delivering excellent customer service</p> <p>1.2 Explain the impact of customer service on the performance of the business</p> <p>1.3 Explain the relationship between delivering customer service and selling services</p> <p>1.4 Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards</p>
2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching	<p>2.1 Analyse how effective teams can be developed to deliver excellent customer service</p> <p>2.2 Explain the importance of staff development in ensuring that excellent customer service is delivered</p> <p>2.3 Describe the role of the supervisor in developing teams</p> <p>2.4 Describe how training and coaching sessions can be implemented to improve the delivery of customer service</p> <p>2.5 Describe the importance of providing feedback to staff</p> <p>2.6 Apply appropriate methods to deliver feedback to staff</p>

<p>3. Understand how to effectively monitor and communicate levels of customer service performance</p>	<p>3.1 Analyse the importance of developing and implementing clear customer service standards</p> <p>3.2 Describe appropriate ways in which supervisors can monitor and measure the performance of team members</p> <p>3.3 Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service</p> <p>3.4 Explain how performance against customer service standards can be recorded and communicated</p> <p>3.5 Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	K/502/3775 Principles of Food Safety Supervision for Catering
Level:	3
Credit value:	3
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	<p>1.1 Summarise the importance of food safety management procedures</p> <p>1.2 Explain the responsibilities of employers and employees, in respect of food safety legislation and procedures for compliance</p> <p>1.3 Outline how the legislation is enforced</p>
2. Understand the application and monitoring of good hygiene practice	<p>2.1 Explain the importance of, and methods for, temperature control</p> <p>2.2 Explain procedures to control contamination and cross-contamination</p> <p>2.3 Justify the importance of high standards of personal hygiene</p> <p>2.4 Explain procedures for cleaning, disinfection and waste disposal</p> <p>2.5 Outline requirements relating to the design of food premises and equipment</p> <p>2.6 Describe the importance of, and methods for, pest control</p>
3. Understand how to implement food safety management procedures	<p>3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards</p> <p>3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions</p> <p>3.3 Explain the requirements for monitoring and recording food safety procedures</p> <p>3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures</p>

4. Understand the role of the supervisor in staff training	4.1 Explain the requirements for induction and on-going training of staff 4.2 Explain the importance of effective communication of food safety procedures
Additional information about this unit N/A	
Unit aim (s)	The aim of the unit is to ensure that candidates are trained, in accordance with Regulation (EC) No 853/2004 of the European Parliament and of the Council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/503/1726 Principles of promoting food and beverage services and products
Level:	3
Credit value:	6
GLH:	45
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of product knowledge in food and beverage service	<p>1.1 Explain the impact different dietary requirements have within a food and beverage service outlet</p> <p>1.2 Explain the impact different cooking terms used in a menu have on service</p> <p>1.3 Explain the importance of food and beverage product knowledge</p> <p>1.4 Explain factors that need to be considered when choosing a supplier</p>
2. Understand the factors that influence the food and beverage service	<p>2.1 Explain how different cultures and religions influence food and beverage service</p> <p>2.2 Describe the historic influences on food and beverage service</p> <p>2.3 Explain how media and modern technology influence food and beverage service</p> <p>2.4 Explain how changes in lifestyle influence food and beverage service</p> <p>2.5 Explain how changes in trends influence food and beverage service</p>
3. Understand how to supervise different styles of service	<p>3.1 Compare different styles of food and beverage service</p> <p>3.2 Explain how to identify trends in levels of demand for different styles of service</p> <p>3.3 Explain how different styles of service influence staff requirements</p> <p>3.4 Compare the preparation needed for different styles of service</p> <p>3.5 Compare the resources needed for different styles of service</p>

4. Understand the concepts of a meal experience	<p>4.1 Explain the term 'meal experience'</p> <p>4.2 Evaluate different meal experiences</p> <p>4.3 Explain how customer perceptions impact on the meal experience</p> <p>4.4 Explain the importance of food and beverage service staff contributing to the meal experience</p> <p>4.5 Explain the importance of gaining customer feedback on food and beverage service</p> <p>4.6 Explain the methods for gaining customer feedback on food and beverage service</p>
5. Describe different menu styles and types	<p>5.1 Describe different menu styles and types</p> <p>5.2 Explain the importance of language use in creating menus</p> <p>5.3 Explain the legislative requirements relevant to creating menus</p> <p>5.4 Identify key information that needs to be displayed on the beverage menu</p> <p>5.5 Explain how to deal with unexpected problems that may occur with menus</p>
6. Understand the use of sales and marketing in food and beverage service	<p>6.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities</p> <p>6.2 Explain how promotional activities can be generated from a sales report</p> <p>6.3 Identify key opportunities to implement promotional activities</p> <p>6.4 Identify the target markets, sales targets and main competitors that are relevant to food and beverage service</p> <p>6.5 Explain how competitors influence the food and beverage service</p> <p>6.6 Identify a range of promotional activities relevant to food and beverage service</p> <p>6.7 Compare different selling techniques in food and beverage service</p> <p>6.8 Explain how the following impact on food and beverage outlet: guide books ratings restaurant critics</p>

Additional information about this unit

N/A

Unit aim (s)	This unit aims to provide learners with an understanding of promoting services and products within food and beverage. In promoting food and beverage services and products learners need to understand the different factors that impact the service as well as the importance of and how to provide a positive meal experience for different types of service.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/506/9498 Understanding team performance
Level:	2
Credit value:	2
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to deal with underperformance within a team	1.1 Outline indicators of underperformance within a team 1.2 Explain the reasons for underperformance within a team 1.3 Describe how to address underperformance within a team
2. Understand how to address conflict within a team	2.1 Explain what is meant by “conflict” within the workplace 2.2 Outline sources of conflict within a team 2.3 Describe methods of resolving conflict within a team 2.4 Explain how unresolved conflict can affect a team.
3. Understand how to give feedback	3.1 Explain the purpose of giving feedback to team an individual 3.2 Describe the characteristics of constructive feedback non-constructive feedback 3.3 Outline techniques for delivering feedback to a team an individual 3.4 Explain the impact of feedback upon a team’s performance an individual’s performance

Additional information about this unit

N/A

Unit aim (s)	To provide learners with the knowledge and understanding of factors that affect a team's performance, and how to deal with underperformance, address conflict, and give feedback.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/506/9517 Applying decision making techniques
Level:	3
Credit value:	3
GLH:	21
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to gather information to make decisions	1.1 Explain how to gather information required to make decisions 1.2 Describe information required for decision making 1.3 Describe how to assess the validity and authenticity of information collected
2. Understand how to analyse information to make decisions	2.1 Explain the objectives of a decision, in different situations 2.2 Explain how to analyse information required to make a decision 2.3 Explain -why it is important to identify the correct criteria for making a decision
3. Be able to make decisions in different situations	3.1 Use decision making techniques 3.2 Evaluate how decisions have met their objectives 3.3 Evaluate how effectively decisions were communicated
Additional information about this unit	
N/A	
Unit aim (s)	This unit gives learners the skills and understanding to make effective decisions.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	Equivalent to J/602/0408