

Skillsfirst Awards

Handbook

Level 2 NVQ Diploma in Housekeeping (QCF)

HKD02



Skillsfirst
growth through learning

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1.0 Introduction

1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff reliably qualified to recognised industry standards.

1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 NVQ Diploma in Housekeeping (QCF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at www.skillsfirst.co.uk

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100
Fax: 0121 747 4102

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 The sector skills council for hospitality

3.1 People1st

The Level 2 NVQ Diploma in Housekeeping (QCF) is based on the units developed by People1st who are the sector skills council for hospitality, catering, leisure and tourism. Their contact details are:

2nd Floor, Armstrong House
38 Market Square
Uxbridge UB8 1LH
Tel: 01895 817000

enquiries@people1st.co.uk

This handbook provides details from People1st assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 NVQ Diploma in Housekeeping (QCF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- expert witnesses
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the People1st website www.people1st.co.uk

3.2 Occupational expertise of those who deliver, assess performance, and moderate and verify assessments

Assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and internal verifiers

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification. Those delivering the knowledge element of this qualification should have a relevant training/teaching qualification.

Assessors and IVs must also be able to demonstrate that they meet the following occupational expertise requirements. They should:

- Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.
- Have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of

sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references.
- possession of a relevant qualification.
- corporate membership of a relevant professional institution.
- Adhere to Skillsfirst's assessment requirements and practice standardised assessment principles.
- Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.
- Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.
- Hold qualifications, or have undertaken training, that has legislative relevance to the qualification being assessed.

3.3 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and People1st may choose between:

- achieving the appropriate approved qualifications for assessment/verification.
- or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

3.4 Expert witnesses

Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor. The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

Requirements for expert witnesses

An expert witness should:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

Using an expert witness to collect evidence

It is important to remember that having an expert witness does not eliminate the need for a competent assessor to be assigned to a learner. The expert witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment. In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:

- their own observations and assessments of the learner's performance.
- evidence collected by the expert witness that relates to the assessment criteria.
- evidence of underpinning knowledge that has been gathered by the assessor.

How to record an expert witness record

In all instances where a learner's assessment has been based in part on evidence collected via an expert witness, details of the witness involved must be provided in the learner's portfolio. The information should be provided on the expert witness testimony record. The purpose of including this form in the learner's file is to make it clear to the internal and external verifiers that:

- an expert witness has been involved in the assessment process.
- the expert witness is suitably qualified to carry out that role.

The form will also record an example of the witness's signature, so that their involvement in the portfolio can be easily identified throughout. Expert witness testimonies can be recorded in a variety of ways:

- digital voice recording
- written record
- verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

Verification of expert witness testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses. The sample should include:

- records of the expert witness CV's/competence
- the assessed witness records
- interviewing of expert witnesses.
- learners questioning about the involvement of the expert witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

3.5 Continuous professional development

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

4.1 Assessment principles

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of this qualification will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. Skillsfirst recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such we permit the use of assessment within realistic working environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameters, Skillsfirst expects that:

- the majority of assessment of this qualification will be based on performance evidence, such as direct observation, outputs of work and witness testimony within the workplace or an RWE which is approved by Skillsfirst.
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

4.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit.
- pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

Realistic working environment

Assessment of this qualification should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved realistic working environment (RWE) that replicates a real work setting.

It is essential for organisations operating a realistic working environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the Skillsfirst's criteria for this purpose.

The work situation being represented is relevant to this qualification as follows:

- the type of work situation being represented mirrors the relevant setting e.g. quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, etc.
- appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.
- industry trends are considered in the product and service offer.

The learner's work activities reflect those found in the situation being represented, i.e.

- learners operate in a professional capacity with corresponding job schedules and/or descriptions.
- learners are clear on their work activities and responsibilities.

The RWE is operated in the same manner as a real work situation, i.e.

- customers are not prompted to behave in a particular manner.
- customer feedback received is maintained and acted upon.

The RWE is under-pinned by commercial principles and responsibilities including:

- organisational charts which indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.
- evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.
- learners being encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimizing wastage.
- ensuring that legislative regulations are adhered to e.g. food safety, health and safety, equal opportunities, trade description.
- consumer information being provided on products and services e.g. allergy advice on food products.

4.3 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4.4 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications.
- it is incorporated into the assessment planning, with details of how this will take place.
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable.
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier.
- the audit trail covers the whole process and methodology of RPL.
- the authenticity and currency of presented evidence is established by the assessor.
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification.

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

5.0 Qualification information

5.1 What is the qualification and credit framework?

The qualification and credit framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit. The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of learners.
- describe achievements (credits) to employers, providers and learners in a way that is easy to understand.
- allow learners to accumulate credit, by recognising smaller steps of learning at their own pace.
- allow learners to transfer credits into an electronic learner achievement record, which they will keep for life.

5.2 QCF units

Each unit has a credit value based on the total number of hours learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit, for example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

5.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under 'what you must do' and 'what you must know' whereas the QCF units are all listed under 'the learner can'.

5.4 Availability of qualifications

This handbook covers the Level 2 NVQ Diploma in Housekeeping (QCF). To complete a qualification, the minimum credit value must be achieved and progressive qualifications at a higher level require more credit to be achieved. The number of units to achieve this is not fixed, as it is the total credit value that is required. Rules of combination apply to each qualification. Learners can accumulate credit which will allow them to claim award, certificate or diploma certification, as the qualification credit values are achieved.

5.5 Qualification aim and design

The Level 2 Diploma in Housekeeping (QCF) allows learners to develop knowledge, understanding and skills essential for working in a housekeeping environment, working with others and improving own performance

6.0 Qualification Structure

6.1 Number of credits required for this qualification

Qual. no.	Level	Qualification title	Number of credits
HKD02	2	Level 2 NVQ Diploma in Housekeeping (QCF)	Minimum of 37

6.2 Rules of combination

Learners must achieve 37 credits to achieve this qualification – all 9 credits must be achieved from Group M and the remaining 28 credits from Group A.

Unit ERH1 must be achieved by learners undertaking the apprenticeship.

Minimum guided learning hours – 281
Maximum guided learning hours – 296

6.3 List of available units and their credit value

The list below gives the unit titles and the credit value of each unit.

Group M - mandatory units

Unit ref. number	Skillsfirst unit no.	Level	Unit title	Credit value
F/601/4218	FB1	1	Maintenance of a safe, hygienic and secure working environment	3
T/601/4216	FB2	1	Working effectively as part of a hospitality team	3
J/601/5015	HK1	2	Cleaning and servicing a range of housekeeping areas	3

Group A – optional units

Unit ref. number	Skillsfirst unit no.	Level	Unit title	Credit value
K/601/5024	HK2	1	Cleaning windows from the inside	2
D/601/5005	HK3	2	Use of different chemicals and equipment in housekeeping	4
D/601/5036	HK4	2	Maintain housekeeping supplies	3
F/601/5028	HK5	1	Collect linen and make beds	3
H/601/5037	HK6	2	Providing a linen service	3
K/601/5010	HK7	2	Carry out periodic room servicing and deep cleaning	3
D/600/6336	CSS213	2	Clean, maintain and protect semi-hard and hard floors	4
H/600/6337	CSS214	2	Clean and maintain soft floors and furnishings	4
L/601/0933	CSA4	2	Give customers a positive impression of self and your organisation	5
A/601/1219	CSB5	2	Deal with customers across a language divide	8
Y/601/1227	CSB8	2	Maintain customer service through effective handover	4
T/601/7214	ERH1	2	Employment rights and responsibilities in hospitality, leisure, travel and tourism sector	2

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

Age restrictions

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

Legal considerations

There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

6.5 Progression opportunities

On completion of this qualification, learners could progress onto, the Level 3 NVQ Diploma in Hospitality Supervision and Leadership (QCF), the Level 3 Award in Hospitality Supervision and Leadership Principles (QCF) or into supervisory roles within the hospitality industry.

7.0 The units of learning

7.1 Structure of the units

The units in these qualifications are written in a standard format and comprise the following:

- Skillsfirst reference number and unit title
- level and credit value of the unit
- unit aim
- guided learning hours (GLH)
- details of the relationship to NOS, other qualifications and frameworks
- endorsement of the unit by a sector or other appropriate body
- assessment requirements/evidence requirements
- learning outcomes and assessment criteria

7.2 Group M – mandatory units



FB1

Maintenance of a safe, hygienic and secure working environment



FB1 Maintenance of a safe, hygienic and secure working environment

Level: 1

Credit value: 3

Unit aim

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

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to maintain personal health and hygiene.
2. Know how to maintain personal health and hygiene.
3. Be able to help maintain a hygienic, safe and secure workplace.
4. Know how to maintain a hygienic, safe and secure workplace.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 1GEN1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Maintain personal health and hygiene

The assessor **must** assess outcome 1, assessment criteria 1 and 2 by directly observing the learner's work. The assessor may assess outcome 1, assessment criteria 3, 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.

Maintain a hygienic, safe and secure workplace

The assessor **must** assess outcome 3, assessment criteria 1, 3, 4 and 5 by directly observing the learner's work. The assessor may assess outcome 3 assessment, criterion 2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **hazards**

- relating to equipment
- relating to areas where you work
- relating to personal clothing

one from ways of dealing with hazards

- putting them right yourself
- reporting them to appropriate colleagues
- warning other people

at least one from emergency procedures

- fire
- threat
- security

Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.



FB1 Maintenance of a safe, hygienic and secure working environment

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain personal health and hygiene

The learner can:

- 1 wear clean, smart and appropriate clothing, footwear and headgear
- 2 keep hair neat and tidy and wear it in line with organisational standards
- 3 make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
- 4 get any cuts, grazes and wounds treated by the appropriate person
- 5 report illness and infections promptly to the appropriate person

Outcome 2 Know how to maintain personal health and hygiene

The learner can:

- 1 state own responsibilities under the Health and Safety at Work Act
- 2 state general rules on hygiene that must be followed
- 3 state correct clothing, footwear and headgear that should be worn at all times
- 4 state the importance of maintaining good personal hygiene
- 5 describe how to deal with cuts, grazes and wounds and why it is important to do so

Outcome 3 Be able to help maintain a hygienic, safe and secure workplace

The learner can:

- 1 identify any hazards or potential hazards and deal with these correctly
- 2 report any accidents or near accidents quickly and accurately to the proper person
- 3 follow health, hygiene and safety procedures during work
- 4 practise emergency procedures correctly
- 5 follow organisational security procedures

Outcome 4 Know how to maintain a hygienic, safe and secure workplace

The learner can:

- 1 state the importance of working in a healthy, safe and hygienic way
- 2 state where information about health and safety in your workplace can be obtained
- 3 describe the types of hazard in the workplace that may occur and how to deal with these
- 4 state hazards that can be dealt with personally and hazards that must be reported to someone else
- 5 state how to warn other people about hazards and why this is important
- 6 state why accidents and near accidents should be reported and who these should be reported to
- 7 describe the type of emergencies that may happen in workplace and how to deal with these
- 8 state where to find first aid equipment and who the registered first-aider is in the workplace
- 9 state safe lifting and handling techniques that should be followed
- 10 state other ways of working safely that are relevant to own position and why these are important
- 11 describe organisational emergency procedures, in particular fire, and how these should be followed
- 12 state the possible causes for fire in the workplace
- 13 describe how to minimise the risk of fire
- 14 state where to find fire alarms and how to set them off
- 15 state why a fire should never be approached unless it is safe to do so
- 16 state the importance of following fire safety laws
- 17 describe organisational security procedures and why these are important
- 18 state the correct procedures for dealing with customer property
- 19 state the importance of reporting all usual/non-routine incidents to the appropriate person

FB2

Working effectively as part of a hospitality team



FB2 Working effectively as part of a hospitality team

Level: 1

Credit value: 3

Unit aim

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

Learning outcomes

There are **six** outcomes to this unit. The learner will:

- 1 Be able to plan and organise own work.
- 2 Be able to work effectively with team members.
- 3 Be able to develop own skills.
- 4 Know how to plan and organise own work.
- 5 Know how to work effectively with team members.
- 6 Know how to develop own skills.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 1GEN4

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

FB2 Working effectively as part of a hospitality team

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to plan and organise own work

The learner can:

- 1 make sure the requirements of the work are understood
- 2 ask questions if the requirements of the work are not clear
- 3 accurately follow instructions
- 4 plan work and prioritise tasks in order of importance
- 5 keep everything needed for the work organised and available
- 6 keep work areas clean and tidy
- 7 keep waste to a minimum
- 8 ask for help from the relevant person if it is needed
- 9 provide work on time and as agreed

Outcome 2 Be able to work effectively with team members

The learner can:

- 1 give team members help when they ask for it
- 2 ensure the help given to team members is within the limits of own job role
- 3 ensure the help given to team members does not prevent own work being completed on time
- 4 pass on important information to team members as soon as possible
- 5 maintain good working details of the relationships with team members
- 6 report any problems with working details of the relationships to the relevant person
- 7 communicate clearly and effectively with team members

Outcome 3 Be able to develop own skills

The learner can:

- 1 seek feedback on own work and deal with this feedback positively
- 2 identify with the relevant person aspects of own work which are up to standard and areas that could be improved
- 3 agree what has to be done to improve their work
- 4 agree a learning plan with the relevant person
- 5 seek opportunities to review and develop learning plan

Outcome 4 Know how to plan and organise own work

The learner can:

- 1 state why it is essential to understand the requirements of the work
- 2 list the benefits of planning and organising work
- 3 describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
- 4 list the benefits of keeping everything needed for own work organised and available
- 5 state why it is important to keep work areas clean and tidy
- 6 state why it is important to keep waste to a minimum
- 7 state when to ask for help and who can be asked

Outcome 5 Know how to work effectively with team members

The learner can:

- 1 state the importance of effective teamwork
- 2 state the people in own team and explain how they fit into the organisation
- 3 list the responsibilities of the team and why it is important to the organisation as a whole
- 4 describe how to maintain good working relationships with team members
- 5 state how to determine if helping a team member will prevent own work from being completed on time
- 6 state the limits of own job role and what can and cannot be done when helping team members
- 7 state why essential information needs to be passed on to a team member as soon as possible
- 8 list the types of behaviour that help teams to work effectively and behaviours that do not
- 9 state why problems with working details of the relationships should be reported to the relevant person
- 10 describe how to communicate clearly and why it is important to do so

Outcome 6 Know how to develop own skills

The learner can:

- 1 state the importance of improving own knowledge and skills
- 2 describe how to get feedback from team members and how this is helpful
- 3 describe how a learning plan can improve own work
- 4 state why it is important to regularly review own learning plan

HK1

Cleaning and servicing a range of housekeeping areas



HK1 Cleaning and servicing a range of housekeeping areas

Level: 2

Credit value: 3

Unit aim

This unit is about daily cleaning routines. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and nonhazardous waste.

Learning outcomes

There are **six** outcomes to this unit. The learner will:

1. Be able to clean and service toilet and bathroom areas
2. Understand how to clean and service toilet and bathroom areas
3. Be able to clean and service furnished areas
4. Understand how to clean and service furnished areas
5. Be able to dispose of waste
6. Know how to dispose of waste

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

The relates to SSC unit 2HK1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Clean and service toilet and bathroom areas

The assessor **must** assess outcome 1, assessment criteria 1–5 and 8 by directly observing the learner's work. The assessor may assess outcome 1, assessment criteria 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **preparations**

- use of protective clothing
- put up hazard warning signs
- protect surrounding areas

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clean and service furnished areas

The assessor **must** assess outcome 3, assessment criteria 1–5 and 8 by directly observing the learner's work. The assessor may assess outcome 3, assessment criteria 6 and 7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **preparations**

- use of protective clothing
- put up hazard warning signs
- protect vulnerable surrounding areas

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Dispose of waste

The assessor **must** assess outcome 5, assessment criteria 1–3 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **waste**

- hazardous waste
- non-hazardous waste

at least **two** from **collection methods**

- external collection
- incineration/compression
- recycling

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK1 Cleaning and servicing a range of housekeeping areas

Learning outcomes and assessment criteria

Outcome 1 Be able to clean and service toilet and bathroom areas

The learner can:

- 1 prepare bathroom and toilet areas for cleaning
- 2 choose the correct cleaning equipment and materials for toilet and bathroom areas
- 3 clean toilets and surrounding areas correctly
- 4 clean bathroom appliances and surrounding areas correctly
- 5 clean floors, walls, mirrors and other areas following correct procedures
- 6 identify and report anything that needs maintenance or repair
- 7 complete and pass on any records of work, when required
- 8 carry out a final check of the area to ensure customer satisfaction

Outcome 2 Understand how to clean and service toilet and bathroom areas

The learner can:

- 1 describe what to do if customers are present when cleaning rooms
- 2 explain why it is important to prepare the area and self before cleaning and disposing of waste
- 3 give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair
- 4 explain why it is important to report items needing repair and who to report them to
- 5 identify the types of records that should be kept in relation to cleaning
- 6 identify why work areas need to be inspected on completion
- 7 state organisational standards for cleaning toilets and bathrooms areas
- 8 state when hazard signs are sometimes needed in preparing the work areas
- 9 state what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one
- 10 describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them

Outcome 3 Be able to clean and service furnished areas

The learner can:

- 1 prepare furnished areas for cleaning
- 2 choose the correct cleaning equipment and materials for each part of the area
- 3 clean the floor covering according to workplace procedures
- 4 clean the furniture according to workplace procedures
- 5 clean mirrors, wall covering and any other surfaces and leave the whole area tidy
- 6 identify and report anything that needs maintenance or repair
- 7 complete and pass on any records of work correctly
- 8 carry out a final check of the area to make sure it will satisfy the customer

Outcome 4 Understand how to clean and service furnished areas

The learner can:

- 1 state organisational standards for cleaning in furnished areas
- 2 describe safe lifting and carrying techniques and why these should always be used
- 3 state what materials and equipment are used for cleaning different furnished areas and how to choose the correct one
- 4 explain why certain areas need to be kept secure from unauthorised access
- 5 describe the types of unexpected situations that may happen when cleaning furnished areas and how to deal with these

Outcome 5 Be able to dispose of waste

The learner can:

- 1 wear appropriate personal protective clothing
- 2 prepare the **waste** for despatch making sure it is handled carefully
- 3 sanitise waste containers following workplace procedures

Outcome 6 Know how to dispose of waste

The learner can:

- 1 describe how to identify different sorts of waste and how different sorts of waste should be disposed of
- 2 state what materials and equipment are used for waste disposal
- 3 describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with these

7.3 Group A – optional units



HK2

Cleaning windows from the inside



HK2 Cleaning windows from the inside

Level: 1

Credit value: 1

Unit aim

This unit is about cleaning the inside surfaces of windows, using appropriate cleaning equipment and materials. The unit does not require you to work above hand reach height.

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to prepare to clean windows from inside
2. Know how to prepare to clean windows from inside
3. Be able to clean the inside surface of windows
4. Know how to clean the inside surface of windows

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC units 1HK2

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Prepare to clean windows from the inside

The assessor **must** assess outcome 1, assessment criteria 1, 2, 3 and 5 by directly observing the learner's work. The assessor may assess outcome 1, assessment criterion 4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **two** from **preparation** of work area

- use of protective clothing
- put up hazard warning signs
- protect surrounding areas

both from **surfaces**

- windows
- window frames

at least **two** from cleaning **equipment and materials**

- cloths
- cleaning chemicals
- squeegees

at least **one** from **dirt**

- loose dirt
- dirt that is hard to remove

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clean the inside surfaces of windows

The assessor **must** assess outcome 3, assessment criteria 1, 2, 3, 5, 6 and 7 by directly observing the learner's work. The assessor may assess outcome 3, assessment criterion 4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

both from **surfaces**

- windows
- frames

at least **one** from **dirt**

- loose dirt
- dirt that is hard to remove

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK2 Cleaning windows from the inside

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare to clean windows from inside

The learner can:

- 1 prepare working area and equipment
- 2 inspect the surface to be cleaned
- 3 identify any damaged or loose surfaces
- 4 report damaged or loose surfaces to the relevant person and ask for advice
- 5 choose cleaning materials and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned

Outcome 2 Know how to prepare to clean windows from inside

The learner can:

- 1 state organisation's standards for cleaning windows
- 2 state how frequently windows should be cleaned
- 3 state why protective clothing should be worn when cleaning
- 4 state why cleaning materials should not be mixed
- 5 state why manufacturers' instructions should be followed when using cleaning equipment and materials
- 6 outline the types of problems that occur when cleaning windows and how to deal with them
- 7 state what to do if window areas are above hand reach height
- 8 state why it is important to prepare windows and surrounding areas for cleaning
- 9 state why loose or damaged surfaces should be identified and reported
- 10 state the types of equipment and materials that should be used for loose dirt and dirt that is hard remove

Outcome 3 Be able to clean the inside surface of windows

The learner can:

- 1 apply the cleaning agent to the surface in a controlled way, following the manufacturers' instructions and recommendations
- 2 loosen dirt that is stuck on to the surface without causing damage
- 3 clean thoroughly and remove any dirt without damaging the surface
- 4 report any dirt that you cannot remove to the relevant person
- 5 leave windows and glass dry and smear free
- 6 make sure that frames and sills are dry
- 7 put the work area back as found

Outcome 4 Know how to clean the inside surface of windows

The learner can:

- 1 state why dirt that cannot be removed should be reported
- 2 state why frames and sills should be left dry

HK3

Use of different chemicals and equipment in housekeeping



HK3 Use of different chemicals and equipment in housekeeping

Level: 2

Credit value: 4

Unit aim

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

Learning outcomes

There are **six** outcomes to this unit. The learner will:

1. Be able to work using different chemicals
2. Understand how to work using different chemicals
3. Be able to work using manual equipment
4. Understand how to work using manual equipment
5. Be able to work using electrical equipment
6. Know how to work using electrical equipment

Guided learning hours

It is recommended that 33 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2HK2

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Work using different chemicals

The assessor **must** assess outcome 1, assessment criteria 1–5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **three** from **chemicals**

- multi-surface cleaner
- toilet cleaner
- glass cleaner
- air freshener
- polish
- sanitizer
- other

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Work using manual equipment

The assessor **must** assess outcome 3, assessment criteria 1–5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **five** from **equipment**

- mop systems for wet use
- mop systems for dry use
- colour-coded cloths
- duster
- bucket
- sponge/non-abrasive pad
- brushes
- dustpan
- abrasive pad

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Work using electrical equipment

The assessor **must** assess outcome 5, assessment criteria 1–5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **equipment**

- vacuum cleaners
- suction dryers
- polishers/burnishers
- scrubbers
- spray extractors

at least **two** from **attachments**

- hard/soft floor attachments
- upholstery attachments
- brushes/pads
- crevice tools
- spray extractors/nozzles
- hoses

at least **two** from **chemicals**

- carpet shampoo
- foam inhibitor
- spray polish
- floor maintainer
- floor stripper
- degreasers
- greasy stain removers

- non-greasy stain removers
- cleaning granules

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:

- two from equipment
- three from attachments
- three from chemicals

HK3 Use of different chemicals and equipment in housekeeping

Learning outcomes and assessment criteria

Outcome 1 Be able to work using different chemicals

The learner can:

- 1 choose correct chemicals for areas going to be cleaned
- 2 wear appropriate protective clothing
- 3 prepare and use chemicals in line with the manufacturers' instructions, using the correct
- 4 equipment
- 5 store chemicals securely
- 6 complete relevant documentation in line with organisational procedures

Outcome 2 Understand how to work using different chemicals

The learner can:

- 1 state the basic legal requirements relating to safe working practices when using cleaning chemicals
- 2 describe the warning signs used on cleaning chemical containers and what they mean
- 3 state how to select appropriate chemicals for a full range of cleaning jobs
- 4 state why it is important to wear protective clothing when using chemicals
- 5 state why it is important to follow manufacturers' instructions for cleaning chemicals
- 6 explain why it is dangerous to mix certain types of chemicals together
- 7 state what might happen if relevant legal requirements for this sort of work are not followed
- 8 state why work routines and sequences need to be followed
- 9 described what precautions should be made to the work area before using chemicals
- 10 state documents that should to be completed when using chemicals
- 11 outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these

Outcome 3 Be able to work using manual equipment

The learner can:

- 1 choose correct equipment for areas going to be cleaned
- 2 prepare areas for cleaning
- 3 use equipment safely, correctly and where appropriate using correct chemicals
- 4 leave areas clean, tidy and free from debris
- 5 store equipment in line with organisational procedures

Outcome 4 Understand how to work using manual equipment

The learner can:

- 1 state the basic legal requirements relating to safe working practices when using manual cleaning equipment
- 2 explain how to choose manual cleaning equipment for the types of cleaning to be carried out
- 3 state why it is important to follow manufacturers' instructions for manual equipment
- 4 state why the equipment should be cleaned and stored correctly after use
- 5 outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these

Outcome 5 Be able to work using electrical equipment

The learner can:

- 1 choose the correct equipment and chemicals for the area to be cleaned
- 2 check that equipment is safe to use
- 3 select and use correct attachments for equipment
- 4 use equipment, attachments and chemicals in line with manufacturers' instructions
- 5 store equipment and attachments correctly and in line with the manufacturers' instructions

Outcome 6 Know how to work using electrical equipment

The learner can:

- 1 state current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment
- 2 state the main dangers when using electrical equipment and how to avoid these
- 3 describe safe handling and lifting techniques
- 4 state why safe carrying and lifting techniques should be used
- 5 state what factors need to be taken into account when using electrical equipment
- 6 describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these

HK4

Maintain housekeeping supplies



HK4 Maintain housekeeping supplies

Level: 2

Credit value: 3

Unit aim

This unit is about receiving housekeeping supplies and checking for any discrepancies in deliveries. It also covers storing housekeeping supplies correctly, and issuing the right supplies to other staff.

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to receive and check housekeeping supplies
2. Understand how to receive and check housekeeping supplies
3. Be able to store and issue housekeeping supplies
4. Understand how to store and issue housekeeping supplies

Guided learning hours

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2HK3

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Receive and check housekeeping supplies

The assessor **must** assess outcome 1, assessment criteria 1–5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **deliveries**

- external suppliers
- internal suppliers

at least **two** from **housekeeping supplies**

- equipment
- materials
- customer supplies

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store and issue housekeeping supplies

The assessor **must** assess outcome 3, assessment criteria 1–6 by directly observing the learner's work.

The assessor may assess outcome 3, assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **two** from **housekeeping supplies**

- equipment
- materials
- customer supplies

at least **three** from **storage conditions**

- lighting
- ventilation
- temperature
- cleanliness

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK4 Maintain housekeeping supplies

Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check housekeeping supplies

The learner can:

- 1 receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by date
- 2 make sure that deliveries match orders and delivery notes
- 3 complete delivery documents accurately
- 4 handle and move housekeeping supplies to storage areas safely and without damaging or losing any supplies
- 5 keep receiving areas clean, tidy, hygienic and secure

Outcome 2 Understand how to receive and check housekeeping supplies

The learner can:

- 1 state the basic legal requirements relating to safe working practices when handling housekeeping supplies
- 2 state why damaged goods should not be accepted and what to do if they are delivered
- 3 describe safe lifting and handling techniques and why they are important
- 4 state why it is important to keep receiving areas clean and tidy
- 5 state why receiving areas need to be secure from unauthorised access
- 6 state what procedures to follow when discrepancies in deliveries/delivery documentations have been identified
- 7 state what procedures to follow to handle and transport goods safely to storage areas

Outcome 3 Be able to store and issue housekeeping supplies

The learner can:

- 1 store housekeeping supplies under the correct storage conditions
- 2 issue housekeeping supplies ensuring that they are handled in line with manufacturers' instructions
- 3 follow stock rotation and issuing procedures
- 4 report low levels of housekeeping supplies to the appropriate members of staff
- 5 keep storage areas clean, tidy and hygienic, reporting signs of pest infestations immediately
- 6 secure storage areas against unauthorised access
- 7 refer all tasks outside own area of responsibility to the appropriate member of staff

Outcome 4 Understand how to store and issue housekeeping supplies

The learner can:

- 1 state why storage conditions are important and what effect they have on housekeeping supplies
- 2 state what procedures to follow to correctly and safely store goods
- 3 state why it is important to store housekeeping supplies under the correct conditions
- 4 state why storage areas need to be secure from unauthorised access
- 5 describe what procedures to follow to proof storage areas from pest infestation
- 6 state why a constant stock of housekeeping supplies should be maintained
- 7 state what the minimum and maximum stock levels are
- 8 state why it is important to maintain accurate and complete records of items received, stored and issued
- 9 state why it is important to separate different kinds of stock, for example food and chemicals
- 10 outline the types of problems and unexpected situations that may happen when storing goods and how to deal with these

HK5

Collect linen and make beds



HK5 Collect linen and make beds

Level: 1

Credit value: 3

Unit aim

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to collect clean linen and bed coverings
2. Understand how to collect clean linen and bed coverings
3. Be able to strip and make beds
4. Know how to strip and make beds

Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 1HK1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Collect clean linen and bed coverings

The assessor **must** assess outcome 1, assessment criteria 1–4 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

at least **five** from **linen and bed coverings**

- sheets
- blankets/duvets
- bedspreads/throws
- pillowcases/sheets
- waterproof sheets
- valances
- mattress protectors
- duvets/pillows
- bathroom linen

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Strip and make beds

The assessor **must** assess assessment criteria 3.1–3.7 by directly observing the learner’s work.

There must be performance evidence, gathered through observing the learner’s work for:

at least **five** from **linen and bed coverings**

- sheets
- blankets/duvets
- bedspreads/throws
- pillowcases/sheets
- waterproof sheets
- valances/mattress protectors
- duvets/pillows

at least **one** from **beds**

- double/single beds
- cots/folding beds
- zip and link
- sofa beds

at least **one** from **customers**

- new
- stay over

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK5 Collect linen and make beds

Learning outcomes and assessment criteria

Outcome 1 Be able to collect clean linen and bed coverings

The learner can:

- 1 choose and collect the linen and bed coverings needed for work schedule
- 2 make sure the linen and bed coverings meet organisational standards
- 3 handle and move the linen and bed coverings safely
- 4 keep linen store safe and secure

Outcome 2 Understand how to collect clean linen and bed coverings

The learner can:

- 1 describe safe lifting and handling techniques and why they should always be used
- 2 state organisational standards for collection of linen and bed coverings
- 3 state why soiled linen should be kept separate from clean linen
- 4 state why linen and linen store must be secure
- 5 state why it is important to check linen to make sure it is clean and up to standard
- 6 outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them

Outcome 3 Be able to strip and make beds

The learner can:

- 1 strip all linen and bed covering from beds
- 2 handle and store soiled linen and bed coverings correctly
- 3 get bed ready for making
- 4 make sure the bed base, bed head, linen and bed coverings are clean and not damaged
- 5 make the bed to premise's standards with the correct linen and bed coverings
- 6 leave bed neat, smooth and ready for use
- 7 deal with customers' personal property according to organisational procedures

Outcome 4 Know how to strip and make beds

The learner can:

- 1 state the correct way to deal with soiled linen
- 2 state the right way to sort different fabrics
- 3 state organisation's procedures for making and re-sheeting beds
- 4 state why it is important to use the right sized linen
- 5 outline the types of unexpected situations – including customer incidents - that may happen when stripping and making beds and how to deal with them
- 6 describe how to spot and what procedures to use if encountering bedbugs or other infestations

HK6

Providing a linen service



HK6 Providing a linen service

Level: 2

Credit value: 3

Unit aim

This unit is about taking delivery of linen supplies, checking deliveries and completing any relevant forms. The unit also covers storing linen under the correct conditions and using stock rotation procedures.

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to receive and check linen
2. Understand how to receive and check linen
3. Be able to store and issue clean linen
4. Understand how to store and issue clean linen

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2HK6

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Receive and check clean linen

The assessor **must** assess outcome 1, assessment criteria 1, 2, 4, 5 and 6 by directly observing the learner's work.

The assessor may assess outcome 1, assessment criterion 3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **deliveries**

- internal linen supply
- external linen supply

at least **three** from **presentation requirements**

- clean
- free from stains
- free from fabric damage
- folded correctly

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store and issue clean linen

The assessor **must** assess outcome 3, assessment criteria 1, 2, 3, 4, 6 and 7 by directly observing the learner's work.

The assessor may assess outcome 3, assessment criterion 5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **three** from **conditions**

- lighting
- ventilation
- temperature
- cleanliness

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK6 Providing a linen service

Learning outcomes and assessment criteria

Outcome 1 Be able to receive and check linen

The learner can:

- 1 match deliveries of linen supplies with orders and delivery notes
- 2 complete delivery documentation accurately
- 3 report discrepancies with deliveries to the appropriate person
- 4 move clean linen safely to the storage area
- 5 check linen meets presentation requirements and report any discrepancies to the appropriate person
- 6 keep receiving areas clean, tidy, hygienic and secure

Outcome 2 Understand how to receive and check linen

The learner can:

- 1 state current legislation relating to safe working practices when handling and storing linen
- 2 state why damaged goods should not be accepted
- 3 state what procedures to follow if the amount delivered does not match orders and delivery notes
- 4 describe what procedures to follow if the linen delivered does not meet the required standards of presentation
- 5 describe what to do if bedbugs or other infestations are spotted in clean linen
- 6 state why receiving areas should be kept clean, tidy and free from rubbish
- 7 state why linen received should be checked to ensure it is correctly folded

Outcome 3 Be able to store and issue clean linen

The learner can:

- 1 store linen supplies under the correct conditions
- 2 follow stock rotation procedures
- 3 issue correct type and quantity of linen to staff
- 4 keep accurate and complete records of items received, stored and issued
- 5 report signs of missing stock immediately
- 6 keep storage areas clean, dry and secure
- 7 report any signs of pest infestation immediately

Outcome 4 Understand how to store and issue clean linen

The learner can:

- 1 explain why storage conditions are important and what effects they have on linen items in storage
- 2 describe what procedures should be followed to store linen
- 3 explain why stock rotation procedures are important
- 4 state what procedures should be followed to issue linen items to staff
- 5 describe why accurate records of clean linen items received, stored and issued should be maintained
- 6 state why it is important to secure linen stores against unauthorised access
- 7 state what procedures should be followed to make sure pest infestation does not occur
- 8 describe what to do if pest infestation is identified
- 9 describe the types of problems that may happen

HK7

Carry out periodic
room servicing and deep cleaning



HK7 Carry out periodic room servicing and deep cleaning

Level: 2

Credit value: 3

Unit aim

This unit is about carrying out periodic deep cleaning of hotel rooms. It covers activities such as turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork.

Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Be able to carry out periodic room servicing
2. Understand how to carry out periodic room servicing
3. Be able to carry out periodic deep cleaning
4. Understand how to carry out periodic deep cleaning

Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2HK7

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

Carry out periodic room servicing

The assessor **must** assess outcome 1, assessment criteria 1–5 by directly observing the learner's work.

The assessor may assess outcome 1, assessment criterion 6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **one** from **periodic room servicing**

- turning mattresses
- changing curtains and drapes
- changing other soft furnishings as required

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Carry out periodic deep cleaning

The assessor **must** assess outcome 3, assessment criteria 1–5 by directly observing the learner's work.

The assessor may assess outcome 3, assessment criterion 6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

at least **two** from **preparations**

- use of appropriate protective clothing
- move furniture to clean underneath
- protect vulnerable surrounding areas

at least **five** from **periodic deep cleaning**

- high dusting
- vacuum under furniture and carpet edges
- clean shower rails, plug traps, drains, gullies and behind pedestals
- clean pull cords, plugs and switches
- clean skirting boards and other paintwork
- clean air vents and extractors

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

HK7 Carry out periodic room servicing and deep cleaning

Learning outcomes and assessment criteria

Outcome 1 Be able to carry out periodic room servicing

The learner can:

- 1 make sure necessary information about the schedule and requirements for periodic room servicing is available
- 2 obtain the necessary stock to replace items in the room
- 3 carry out the required periodic room servicing
- 4 leave the room in the required condition
- 5 follow the correct procedures for items that have been replaced
- 6 identify and report anything that needs specialist maintenance

Outcome 2 Understand how to carry out periodic room servicing

The learner can:

- 1 outline the schedule for periodic room servicing and deep cleaning in organisation
- 2 state why it is important to follow this schedule
- 3 state why the work area needs to be inspected on completion
- 4 state organisation's quality standards for the appearance and cleanliness of rooms
- 5 state areas and items that may need specialist maintenance and how to report these
- 6 state how to identify items that need replacing and obtain the correct items
- 7 state the correct procedures for dealing with items that have been replaced

Outcome 3 Be able to carry out periodic deep cleaning

The learner can:

- 1 make sure necessary information about the schedule and requirements for periodic deep cleaning are available
- 2 prepare areas for periodic deep cleaning
- 3 choose the correct cleaning equipment and materials for each part of the area
- 4 carry out periodic deep cleaning as required
- 5 leave the room in the required condition
- 6 identify and report any items that need specialist maintenance

Outcome 4 Understand how to carry out periodic deep cleaning

The learner can:

- 1 outline the preparations needed to carry out periodic deep cleaning and why these are important
- 2 state the equipment and materials needed for periodic deep cleaning and how to obtain them
- 3 describe how to use the equipment and materials efficiently and safely
- 4 state health and safety requirements for high dusting

CSS213

Clean, maintain and protect semi-hard
and hard floors



CSS213 Clean, maintain and protect semi-hard and hard floors

Level: 2

Credit value: 4

Unit aim

This unit is about cleaning semi-hard and hard floors using manual equipment. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

It is also about employing the correct process when cleaning, by removing ground-in dirt before applying the appropriate treatment, and ensuring that, when the work is complete, the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean semi-hard and hard floors
2. Understand how to clean semi-hard and hard floors
3. Understand how to treat semi-hard and hard floors
4. Understand how to protect hard floors
5. Be able to prepare to clean semi-hard and hard floors
6. Be able to clean semi-hard and hard floors
7. Be able to protect hard floors

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard C2.13.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Evidence Requirements

Performance evidence must be obtained by observation of workplace activities (or where allowed, simulation), supported by at least one or more of the following range of methods:

- witness testimony
- questioning
- professional discussion
- learner reports/reflective accounts
- inspection of products, using evidence appropriate to the learner's job role

CSS213 Clean, maintain and protect semi-hard and hard floors

Learning outcomes and assessment criteria

Outcome 1 Understand how to prepare to clean semi-hard and hard floors

The learner can:

- 1 state types of semi-hard and hard floors
- 2 explain the process for preparing to clean hard floors
- 3 state the importance of maintaining personal hygiene when cleaning
- 4 state the importance of removing personal items and where these should be stored
- 5 state the importance of wearing appropriate personal protective equipment and for others to see it being worn
- 6 state the importance of checking health and safety instructions against organisational requirements
- 7 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
- 8 state what could happen if the right safety measures are not taken
- 9 state the importance of colour coding
- 10 state factors which would affect how to clean a semi-hard or hard floor.

Outcome 2 Understand how to clean semi-hard and hard floors

The learner can:

- 1 State the importance of removing large items of debris by hand before beginning cleaning
- 2 Describe the safe handling techniques which should be used for removing large items of debris
- 3 State methods for removing loose dust and debris
- 4 Explain how to select a method for removing loose dust and debris
- 5 State which containers to put dust and debris into
- 6 Describe how different types of spillages can be identified
- 7 Describe the importance of reporting body fluids and spillages that they cannot identify
- 8 Give reasons why body fluids or spillages that are unidentified should not be cleaned until instructions to do so have been issued
- 9 State methods that could be used to remove spillages
- 10 Explain how to select a method to clean up spillages
- 11 State the importance of disposing of unused cleaning solutions correctly.

Outcome 3 Understand how to treat semi-hard and hard floors

The learner can:

- 1 state methods of treatment for semi-hard and hard floors and the most effective and economical to use for the task
- 2 explain how to select the most appropriate place to carry out test cleans
- 3 explain why test cleans should be carried out before applying treatments
- 4 describe the circumstances under which equipment and surfaces should be pre-treated
- 5 explain why treatments should be applied evenly
- 6 state the importance of reporting any stains that cannot be removed
- 7 state the importance of leaving the floor:
 - neutralised
 - free of ground-in soil
 - free of protective coatings

Outcome 4 Understand how to protect hard floors

The learner can:

- 1 state the range of protective coatings available
- 2 describe how to select an appropriate protective coating
- 3 explain how to decide on the number of protective coatings which should be applied
- 4 state the importance of applying the coating and burnishing evenly
- 5 describe the correct method of disposing of unused protective coatings
- 6 state the importance of putting things back as you found them when cleaning is complete

Outcome 5 Be able to prepare to clean semi-hard and hard floors

The learner can:

- 1 prepare the work area and equipment so that the task can be completed efficiently, correctly and safely
- 2 select the appropriate personal protective equipment for use when cleaning floors
- 3 select the correct equipment for the work area and the most effective treatment to use
- 4 report damaged and deteriorated floor surfaces that may require restoration
- 5 identify and note any factors that may affect how the floor is cleaned
- 6 identify any additional requirements that need to be applied other than supervisors instructions
- 7 ventilate the area during cleaning

Outcome 6 Be able to clean semi-hard and hard floors

The learner can:

- 1 remove large items of debris and loose dust carefully and safely without causing it to spread
- 2 report any bodily fluid or spillages that cannot be identified, according to organisational requirements
- 3 select a method for clearing up spillages that is correct for:
 - the floor
 - the size of spillage
 - the type of spillage.
- 4 select equipment and cleaning agents that are right for the floor taking into account the amount of ground-in soil
- 5 soften ground-in soil and stains before attempting to remove them
- 6 conduct a test clean in an area where marks are least likely to be noticed
- 7 apply the treatment safely according to manufacturer's instructions without over wetting or damaging the surface
- 8 report stains that cannot be removed
- 9 dispose of unused cleaning treatments and waste products in line with organisational requirements

Outcome 7 Be able to protect hard floors

The learner can:

- 1 select an appropriate protective coating and equipment for the floor surface
- 2 apply the correct number of protective coatings evenly and systematically to the floor, following manufacturer's instructions
- 3 leave the floor dry and free of dust
- 4 dispose of unused materials correctly and return items to the correct place
- 5 dispose of waste correctly
- 6 reinstate the work area

CSS214

Clean and maintain soft floors and furnishings



CSS214 Clean and maintain soft floors and furnishings

Level: 2

Credit value: 4

Unit aim

This unit is about cleaning soft floors and furnishings, including the removal of stains and applying treatments.

The unit will cover a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, pile realignment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean soft floors and furnishings
2. Understand how to maintain soft floors and furnishings
3. Be able to prepare to maintain soft floors and furnishings
4. Be able to maintain soft floors and furnishings

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard C2.14.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Evidence requirements

Performance evidence must be obtained by observation of workplace activities (or where allowed, simulation), supported by at least one or more of the following range of methods:

- witness testimony
- questioning
- professional discussion
- learner reports/reflective accounts
- inspection of products, using evidence appropriate to the learner's job role.

CSS214 Clean and maintain soft floors and furnishings

Learning outcomes and assessment criteria

Outcome 1 Understand how to prepare to clean soft floors and furnishings

The learner can:

- 1 describe the importance of having an up-to-date cleaning specification and from where it can be obtained
- 2 state the importance of maintaining personal hygiene when cleaning
- 3 state the importance of removing personal items and where these should be stored
- 4 state the importance of wearing the appropriate personal protective equipment and for others to see it being worn
- 5 state the importance of checking health and safety instructions against organisational requirements
- 6 explain why it is important to follow the checks and restrictions for use of deep cleaning equipment
- 7 describe how to assess that the material is suitable for the planned treatment

Outcome 2 Understand how to maintain soft floors and furnishings

The learner can:

- 1 state the importance of removing superficial dust and debris before commencing the cleaning process and how this is done
- 2 describe the best methods and materials for carrying out deep cleaning identifying possible alternatives
- 3 describe methods of softening ground-in soiling and stains and how to identify when the material is soft enough
- 4 explain how to select the most appropriate place to carry out test cleans
- 5 explain why test cleans should be carried out before applying treatments
- 6 describe the circumstances in which equipment and surfaces should be pre-treated
- 7 explain why treatments should be applied evenly
- 8 describe how to clean methodically to reduce dust spreading
- 9 state ways to avoid damaging surfaces and the possible results of any damage
- 10 state the importance of taking precautions in cleaning unsecured items such as rugs
- 11 state the possible dangers of working at heights and how to do so safely
- 12 describe the importance of removing any excess moisture from the area which has been cleaned

Outcome 3 Be able to prepare to maintain soft floors and furnishings

The learner can:

- 1 prepare the work area and equipment so that the task can be completed efficiently and safely
- 2 examine the material to make sure it is suitable for the planned treatment given the:
 - type of soiling
 - position
 - amount of soiling.
- 3 identify whether the material is colourfast and shrink resistant
- 4 identify and report damaged and deteriorated surfaces that may require restoration
- 5 identify and note any factors that may affect how the material is cleaned
- 6 identify any additional requirements that need to be applied other than supervisors instructions
- 7 identify and move any portable objects that may hinder working
- 8 ventilate the area during deep cleaning

Outcome 4 Be able to maintain soft floors and furnishings

The learner can:

- 1 remove loose dust and debris before applying the cleaning agent or treatment
- 2 soften ground-in soil and stains before attempting to remove them
- 3 conduct a test clean in an area where marks are least likely to be noticed
- 4 apply the treatment safely according to manufacturer's instructions without over wetting or damaging the material
- 5 assess the treated area and apply more treatment to remove stains safely where necessary
- 6 leave surfaces with an even appearance when work is completed
- 7 leave the material free of excess moisture and ground-in soil when work is completed
- 8 dispose of waste correctly
- 9 reinstate the work area
- 10 report stains that cannot be removed

CSA4

Give customers a positive impression
of yourself and your organisation



CSA4 Give customers a positive impression of yourself and your organisation

Level: 2

Credit value: 5

Unit aim

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving.

This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to unit A4 of the customer service NOS 2010

Functional skills

This unit could contribute towards the functional skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 2

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

5. You must provide evidence of creating a positive impression with customers:

- during routine delivery of customer service
- during a busy time in your job
- during a quiet time in your job
- when people, systems or resources have let you down.

6. You must provide evidence that you communicate with customers effectively by:

- using appropriate spoken or written language
- applying the conventions and rules appropriate to the method of communication you have chosen



CSA4 Give customers a positive impression of yourself and your organisation

Learning outcomes and assessment criteria

Outcome 1 Establish rapport with customers

The learner can

- 1 meet their organisation's standards of appearance and behaviour
- 2 greet their customer respectfully and in a friendly manner
- 3 communicate with their customer in a way that makes them feel valued and respected
- 4 identify and confirm their customer's expectations
- 5 treat their customer courteously and helpfully at all times
- 6 keep their customer informed and reassured
- 7 adapt their behaviour to respond to different customer behaviour

Outcome 2 Respond appropriately to customers

The learner can

- 1 respond promptly to a customer seeking help
- 2 choose the most appropriate way to communicate with their customer
- 3 check with their customer that they have fully understood their expectations
- 4 respond promptly and positively to their customer's questions and comments
- 5 allow their customer time to consider their response and give further explanation when appropriate

Outcome 3 Communicate information to customers

The learner can

- 1 quickly find information that will help their customer
- 2 give their customer information they need about the services or products offered by their organisation
- 3 recognise information that their customer might find complicated and check whether they fully understand
- 4 explain clearly to their customers any reasons why their expectations cannot be met

Outcome 4 Understand how to give customers a positive impression of themselves and the organisation

The learner can

- 1 describe their organisation's standards for appearance and behaviour
- 2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
- 3 identify their organisation's rules and procedures regarding the methods of communication they use
- 4 explain how to recognise when a customer is angry or confused
- 5 identify their organisation's standards for timeliness in responding to customer questions and requests for information

CSB5

Deal with customers
across a language divide



CSB5 Deal with customers across a language divide

Level: 2

Credit value: 8

Unit aim

Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service.

This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to the learner's customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare to deal with customers with a different first language
2. Deal with customers who speak a different first language from their own
3. Know how to deal with customers across a language divide

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to unit B5 of the customer service NOS 2010

Functional skills

This unit could contribute towards the functional skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 2

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence of dealing with customers across a language divide:
 - during routine delivery of customer service

- during a busy time in your job
- during a quiet time in your job



CSB5 Deal with customers across a language divide

Learning outcomes and assessment criteria

Outcome 1 Prepare to deal with customers with a different first language

The learner can

- 1 identify the language or languages other than their own that they are most likely to come across when dealing with customers
- 2 learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter
- 3 identify a source of assistance with a language they expect to encounter when delivering customer service
- 4 agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language
- 5 log useful words and phrases to support their dealings with a customer with a different first language
- 6 learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently

Outcome 2 Deal with customers who speak a different first language from their own

The learner can

- 1 identify their customer's first language and indicate to the customer that they are aware of this
- 2 establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs
- 3 speak clearly and slowly if using a language which is not the first language for either them or their customer
- 4 maintain a consistent tone and volume when dealing with somebody across a language divide
- 5 listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words
- 6 check their understanding of specific words with their customer using questions for clarification
- 7 seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers
- 8 reword a question or explanation if their customer clearly does not understand their original wording
- 9 use a few words of their customer's first language to create a rapport

Outcome 3 Know how to deal with customers across a language divide

The learner can

- 1 list the languages that they are most likely to encounter among groups of their customers
- 2 state how to greet, thank and say farewell to customers in their first languages
- 3 explain the importance of dealing with customers in their first language if possible
- 4 describe how to explain to a customer that they cannot hold an extended conversation in their first language
- 5 explain the importance of tone, pace and volume when dealing with customers across a language divide
- 6 identify possible sources of assistance to use when a language barrier demands additional language skills

CSB8

Maintain customer service
through effective handover



CSB8 Maintain customer service through effective handover

Level: 2

Credit value: 4

Unit aim

Customer service delivery in a team involves many situations when the learner is unable to see actions through and they pass on responsibility to a colleague. This sharing of responsibility should be organised and follow a recognised pattern. Most of all the learner needs to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with their colleagues that customer service actions have been completed.

This unit is for a learner whose job involves service delivery as part of a team and who regularly passes on responsibility for completion of a customer service action to a colleague.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Agree joint responsibilities in a customer service team
2. Check that customer service actions are seen through by working together with colleagues
3. Understand how to maintain customer service through effective handover

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to unit B8 of the customer service NOS 2010

Functional skills

This unit could contribute towards the functional skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 2

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
2. You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. You must provide evidence of maintaining customer service through effective hand over:
 - during routine delivery of customer service
 - during a busy time in your job
 - during a quiet time in your job
 - when people, systems or resources have let you down.

5. You do not need to be more senior than your colleague or be their supervisor to pass on responsibility to them for customer service actions or check completion.



CSB8 Maintain customer service through effective handover

Learning outcomes and assessment criteria

Outcome 1 Agree joint responsibilities in a customer service team

The learner can

- 1 identify services or products they are involved in delivering that rely on effective teamwork
- 2 identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues
- 3 agree with colleagues when it is right to pass responsibility for completing a customer service action to another
- 4 agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action
- 5 identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action

Outcome 2 Check that customer service actions are seen through by working together with colleagues

The learner can

- 1 access reminders to identify when to check that a customer service action has been completed
- 2 ensure that they are aware of all details of customer service actions their colleague was due to complete
- 3 ask their colleague about the outcome of them completing the customer service action as agreed
- 4 identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed
- 5 work with colleagues to review the way in which customer service actions are shared

Outcome 3 Understand how to maintain customer service through effective handover

The learner can

- 1 explain their organisation's customer service procedures for the services or products they are involved in delivering
- 2 identify the appropriate colleagues to pass responsibility to for completing particular customer service actions
- 3 describe ways of ensuring that information is passed between them and their colleagues effectively
- 4 identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague
- 5 explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting
- 6 identify opportunities for contributing to review the way customer service actions are shared in customer service processes

ERH1

Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector



ERH1 Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector

Level: 2

Credit value: 2

Unit aim

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to understand employment rights and responsibilities. Please note this is a knowledge only unit. Learners taking this qualification as part of an apprenticeship must achieve this unit. Evidence for this unit can be collected in a variety of ways including workbook, oral/written questioning or other suitable methods.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know employer and employee rights, responsibilities and own organisational procedures.
2. Know factors that affect own organisation and occupation.

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship to NOS, other qualifications and frameworks

SSC unit PERR

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

ERH1 Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector

Learning outcomes and assessment criteria

Outcome 1 Know employer and employee rights, responsibilities and own organisational procedures


The learner can

- 1 state employer and employee rights and responsibilities under employment law, including disability discrimination act, health & safety and other relevant legislation
- 2 state importance of having employment rights and responsibilities
- 3 describe organisational procedures for health & safety, including documentation
- 4 describe organisational procedures for equality & diversity, including documentation
- 5 identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Outcome 2 Know factors that affect own organisation and occupation

The learner can

- 1 describe the role played by own occupation within organisation and industry
- 2 describe career pathways available to them
- 3 state types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
- 4 identify sources of information and advice on own industry, occupation, training and career
- 5 describe principles, policies and codes of practice used by own organisation and industry
- 6 describe issues of public concern that affect own organisation and industry



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