Handbook

IEH1 – VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Hospitality (RQF)

601/3045/3

Version 5

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Hospitality (RQF)
Qualification number	601/3045/3
Product code	IEH1
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment, such as needing special training to use storage equipment.
Credits	9
Total Qualification Time (TQT)	90
Guided Learning (GL) hours	80
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence
Entry 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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Hospitality (RQF) will provide the basic knowledge, skills and understanding for those wishing to work in the Hospitality industry. The competences achieved will support the learner's development as a bar person, catering assistant kitchen assistant or other related roles.

2.2 Progression opportunities

This qualification will also provide the learner with a foundation to enable progression onto the Intermediate Apprenticeship in Hospitality and Catering or into employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Hospitality (RQF) learners must achieve all mandatory units. All **9** credits must be achieved.

The minimum TQT required to achieve this qualification is **90**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 9 Credits				
H1	Introduction to the hospitality industry	1	2	A/503/9320
H2	Customer service in the hospitality industry	1	3	A/504/9393
H3	Serving food and drink	Entry 3	2	J/504/9445
H4	Basic food preparation	Entry 3	2	K/504/9390

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who assess performance and internally verify/quality assure assessments

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

Assessors and IV/IQAs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying/quality assuring. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying/quality assuring 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
- be prepared to participate in training activities for their CPD
- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award

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 this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier/moderator/quality assurer, but must never internally verify/moderate/ quality assure their own assessments.

4.2.1 Internal verifiers/Quality assurers

The IV/IQA is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IV/IQAs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities' code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence

4.2.2 Assessors

Assessors should only assess in their area of technical and occupational competence and must be approved by Skillsfirst.

4.3 Employer direct model

Where employers opt for an 'employer direct' model, any 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 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 and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IV/IQAs plan and maintain their CPD.

Centres are expected to support their assessors and IV/IQAs 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.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in business administration activities these can be assessed against both business administration and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IV/IQAs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's competence and 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.

5.3.1 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.

5.3.2 Realistic working environment (RWE)

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 RWE that replicates a real work setting. Ideally, a RWE should include time pressures, work problems, interruptions, accountabilities and the necessary equipment and materials to do the job. 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 in 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 criteria for this purpose.

5.4 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.

5.4.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 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.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. 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

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

H1 – Introduction to the hospitality industry

Unit reference number: A/503/9320

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

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

LO1 Know the structure of the hospitality industry

LO2 Know the career opportunities in the hospitality industry

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria.

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

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the structure of the hospitality industry	1.1 Identify different types of outlets within the industry
	1.2 Outline the services offered within the industry

Learning Outcome	Assessment Criteria
LO2 Know the career opportunities in the hospitality industry	2.1 Describe job roles in the industry
	2.2 Describe career opportunities in the industry
	2.3 State different working patterns in the industry
	2.4 Identify sources of information on training and career opportunities

H1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

H2 – Customer service in the hospitality industry

Unit reference number: A/504/9393

Level: 1
Credit value: 3
Guided Learning (GL) hours: 20

Unit aim

This unit gives learners a basic understanding of the importance of the good customer service within the hospitality industry.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the benefits of good customer service in the hospitality industry

LO2 Be able to communicate with customers in the hospitality environment

LO3 Know the importance of good personal presentation in the hospitality industry

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria.

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

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the benefits of good customer service in the hospitality industry	1.1 Outline what good customer service is
	1.2 State the benefits of good customer service
	1.3 Give examples of good service for different customer groups within the industry

Learning Outcome	Assessment Criteria
LO2 Be able to communicate with customers in the hospitality environment	2.1 Identify the benefits of good communication
	2.2 State how to deal with routine customer needs
	2.3 Communicate positively in a hospitality environment

Learning Outcome	Assessment Criteria
LO3 Know the importance of good personal presentation in the hospitality industry	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment
	3.2 Identify different dress codes for roles in a hospitality environment

H2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

H3 – Serving food and drink
Unit reference number: J/504/9445

> **Level: Entry 3**
> **Credit value: 2**
> **Guided Learning (GL) hours: 20**

Unit aim

This unit introduces the learner to food and drink service.

Learning outcomes

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

LO1 Be able to serve food and drink to customers
LO2 Be able to work as a part of a food and drink service team

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria.

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

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to serve food and drink to customers	1.1 List the stages in serving the customer food and drink
	1.2 Serve food and drink to customers, politely, safely and hygienically

Learning Outcome	Assessment Criteria
LO2 Be able to work as part of a food and drink service team	2.1 State how to work well as part of a food and drink service team
	2.2 Work with others to serve food and drink
	2.3 Assist in the preparation/assembly of food and drink
	2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas

H3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

H4 – Basic food preparation

Unit reference number: K/504/9390

Level: Entry 3 **Credit value: 2** **Guided Learning (GL) hours: 20**

Unit aim

This unit introduces learners to safely and hygienically preparing food for cold presentation and cooking.

Learning outcomes

There are one outcomes to this unit. The learner will:

LO1 Be able to prepare food for cold presentation or cooking

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria.

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

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare food for cold presentation or cooking	1.1 Select the correct ingredients for basic dishes
	1.2 Choose the correct equipment
	1.3 Handle safely and hygienically
	1.4 Prepare food items for cold presentation or cooking, safely and hygienically
	1.5 Set aside or store prepared food items ready for use according to instructions
	1.6 Clean work areas and equipment safely and hygienically during and after preparing food

H4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

IEH1 Document History

Version	Issue Date	Changes	Role
v5	03/02/2023	Formatting and re-branding. No content amendment.	Data Administrator