

Qualification specification

**NCFE Level 2 Certificate in Understanding
Excellence in Customer Service for Hospitality
QN: 603/2778/9**

Contents

Summary of changes	4
Section 1	5
Qualification overview	6
Introduction	6
Things you need to know	7
Total Qualification Time (TQT)	7
About this qualification	8
Qualification purpose	8
Qualification objectives	8
Achieving this qualification	9
Essential skills	9
Recognition of Prior Learning (RPL)	9
Direct Claim Status	10
Entry guidance	10
Progression opportunities	10
Qualification dates	11
Staffing requirements	12
Assessors and Internal Quality Assurance	12
Support for learners	12
Learner's Evidence Tracking Log (LETL)	12
Support for centres	12
Support handbook	12
Customer Support team	12
Reasonable Adjustments and Special Considerations Policy	13
Subject maps	13
Fees and Pricing	13
Training and support	13
Learning resources	13
Third-party products	13
Section 2	14
Unit content and assessment guidance	15
Unit 01 Principles of customer service in the hospitality sector	16
Unit 02 Understand effective teamwork in the hospitality sector	21
Unit 03 Understand legislation and guidance relevant to the hospitality sector	25
Unit 04 Understand professional personal standards in the hospitality sector	29
Section 3	32
Assessment and quality assurance	33
How the qualification is assessed	33
Internal assessment	33
Quality Assurance	36
Internal quality assurance	36
External quality assurance	36
Section 4	37
Explanation of terms	38
Section 5	40
General information	41

Equal opportunities	41
Diversity, access and inclusion	41
Contact us	42

Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.1	February 2018	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13).
v1.2	June 2022	<p>Information added to the about this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Understanding Excellence in Customer Service for Hospitality.

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

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

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Understanding Excellence in Customer Service for Hospitality.

Things you need to know

Qualification number (QN)	603/2778/9
Aim reference	60327789
Total Qualification Time (TQT)	155
Guided Learning Hours (GLH)	125
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2778/9.

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

This qualification is suitable for use within a Study Programme.

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

Qualification purpose

This qualification is designed for learners who are looking to enter, or progress within, employment in the hospitality sector. It will enable learners to develop knowledge and understanding of excellence in customer service for the hospitality sector.

Qualification objectives

This qualification will enable learners to develop an understanding of:

- communicating with customers in the hospitality sector
 - teamwork in the hospitality sector
 - professional standards and personal development
 - legislation and regulations relating to customer service delivery in the hospitality sector.
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Achieving this qualification

To be awarded the Level 2 Certificate in Understanding Excellence in Customer Service for Hospitality, learners are required to successfully complete 4 mandatory units.

Mandatory units

Unit number	Unit title
Unit 01	Principles of customer service in the hospitality sector
Unit 02	Understand effective teamwork in the hospitality sector
Unit 03	Understand legislation and guidance relevant to the hospitality sector
Unit 04	Understand professional personal standards in the hospitality sector

The learning outcomes for each unit are provided in Section 2 (page 13).

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

To achieve the Level 2 Certificate in Understanding Excellence in Customer Service for Hospitality, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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

Essential skills

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

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

Recognition of Prior Learning (RPL)

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

Direct Claim Status

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

Entry guidance

This qualification is designed for learners who wish to gain an understanding of how to deliver customer service excellence in the hospitality sector.

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

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Hospitality/catering apprenticeships
 - Level 3 Award in Hospitality Supervision and Leadership Principles
 - Level 3 NVQ Diploma in Hospitality Supervision and Leadership
 - Level 3 Certificate in Retail Knowledge
 - Level 3 Certificate in Professional Development for Hospitality and Tourism
 - Level 3 Certificate In Hospitality Retail Outlet Management
 - Level 3 Diploma in Hospitality
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Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

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

Support handbook

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

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

Customer Support team

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

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

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

Learning resources

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

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

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group

For more information about these resources and how to access them, please visit our website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

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

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

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

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

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

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

Unit 01 Principles of customer service in the hospitality sector (F/616/7570)

Unit summary	In this unit learners will look at different customer types and their expectations. They'll also cover how to communicate effectively, how to deal with complaints and feedback, and policies and procedures to support consistent customer service.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand customer needs and expectations in the hospitality sector

The learner can:

- 1.1 Identify different customer types
 - 1.2 Identify what is meant by customer needs and expectations
 - 1.3 Explain how cultural factors can affect customers' expectations
 - 1.4 Explain why it is important to anticipate and respond to different customers' needs and expectations
 - 1.5 Explain why it is important to manage customers' expectations
-

Unit 01 Principles of customer service in the hospitality sector (F/616/7570) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
<p>Learner's written report can be based on their own experiences, if relevant, and/or on their research and taught sessions. Where research has been conducted, the learner must state their sources.</p> <p>Records of discussion can be digitally recorded or written. They must always be planned and structured by the Assessor with the learner to enable the learner to demonstrate their knowledge and understanding. The Assessor must provide a clear and auditable trail of their assessment decisions.</p> <p>Record of oral and/or written questions, where used, must record both the question and the answer.</p> <p>Centres may support learners by providing appropriate assignments, projects and/or case studies. Learners may also use their own organisation, or an organisation they are familiar with, for their evidence.</p> <p>Centre-devised workbooks must provide the learners with the opportunity to meet all of the assessment criteria with all tasks and activities clearly referenced to the relevant assessment criteria.</p> <p>Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.</p> <p>1.1 Examples of customer types include: couples, groups, families, business.</p> <p>1.3 Cultural factors could include demographics: age, gender and socioeconomic status; religious or moral views.</p> <p>1.4 Learners should relate their explanations to a minimum of 2 different customers.</p> <p>1.5 Learner's explanation should include both positive outcomes of managing customers' expectations and the negative outcomes of failing to.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written report• record of discussion• record of oral and/or written questions• assignment, project and/or case study• centre-devised workbook.

Unit 01 Principles of customer service in the hospitality sector (F/616/7570) (cont'd)

Learning outcome 2

The learner will:

- 2 Understand how to communicate effectively with customers in the hospitality sector

The learner can:

- 2.1 Describe techniques that can be used to put customers at ease and gain their trust
- 2.2 Give examples of ways to develop good customer relationships
- 2.3 Describe verbal and non-verbal signals that show how a customer may be feeling
- 2.4 Explain the importance of effective communication with customers
- 2.5 Explain the importance of treating customers as individuals
- 2.6 Explain why it is important to adapt communication style for different contexts and customers
- 2.7 Explain why it is important to give accurate spoken and written information to customers

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

- 2.1 Learner's answer should include a minimum of 2 techniques. Techniques could include: being approachable, active listening, showing interest, being patient, checking understanding, showing respect, allowing questioning.
- 2.2 Learner's answer should provide a minimum of 2 examples.
- 2.3 Learner's answer should include a minimum of 2 verbal and 2 non-verbal signals. A verbal signal is a phrase or statement said by the customer, whilst a non-verbal signal is the body language of the customer.
- 2.6 Learner's answer should include a minimum of 2 different contexts and 2 different customers.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 01 Principles of customer service in the hospitality sector (F/616/7570) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand how to respond to customer complaints and feedback in the hospitality sector

The learner can:

- 3.1 Describe ways to deal with complaints in a positive manner
- 3.2 Explain the purpose of a complaints handling procedure
- 3.3 Explain when and how to escalate complaints
- 3.4 Outline the positive impact that resolving customer complaints effectively can have on customers
- 3.5 Outline the potential negative impact that not resolving complaints effectively can have on customers
- 3.6 Identify methods used to obtain customer feedback
- 3.7 Describe how customer feedback can be used by the organisation to prevent problems occurring in the future

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

- 3.1 Learner's answer should describe a minimum of 2 ways. Ways could include: sympathising and letting customers talk; preparing to help; asking questions and making notes or showing interest; giving the customer undivided attention; presenting a solution; taking action.
- 3.6 Learner's answer should identify a minimum of 2 methods and should consider collecting both positive and negative feedback.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 01 Principles of customer service in the hospitality sector (F/616/7570) (cont'd)

Learning outcome 4

The learner will:

- 4 Know how policies and procedures contribute to effective customer service in the hospitality sector

The learner can:

- 4.1 Describe policies and procedures within a hospitality organisation that contribute to consistent and reliable customer service
- 4.2 State the benefits to a hospitality organisation, its staff and customers of following organisational policies and procedures
- 4.3 State the possible consequences to the hospitality organisation, its staff and customers when organisational policies and procedures are not followed

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

- 4.1 Learners should include the names of the relevant policies and procedures.
- 4.2 Learners should state a minimum of 2 benefits each for the organisation, its staff and its customers.
- 4.3 Learners should state a minimum of 2 consequences each the organisation, its staff and its customers.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 02 Understand effective teamwork in the hospitality sector (J/616/7571)

Unit summary	This unit covers effective teamwork and how it can support customer service in hospitality. Learners will also look at their own personal development.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand the importance of effective teamwork in the hospitality sector

The learner can:

- 1.1 Outline the benefits of effective team working
 - 1.2 Describe situations when it is appropriate to help and support others
 - 1.3 Outline how clear communication supports effective teamwork
 - 1.4 Describe ways to maintain good working relationships in a team
 - 1.5 Describe the potential outcomes of ineffective teamwork
-

Unit 02 Understand effective teamwork in the hospitality sector (J/616/7571) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Learner's written report can be based on their own experiences, if relevant, and/or on their research and taught sessions. Where research has been conducted, the learner must state their sources.

Records of discussion can be digitally recorded or written. These must always be planned and structured by the Assessor with the learner to enable the learner to demonstrate their knowledge and understanding. The Assessor must provide a clear and auditable trail of their assessment decisions.

Record of oral and/or written questions, where used, must record both the question and the answer.

Centres may support learners by providing appropriate assignments, projects and/or case studies. Learners may also use their own organisation, or an organisation they are familiar with, for their evidence.

Centre-devised workbooks must provide the learners with the opportunity to meet all of the assessment criteria with all tasks and activities clearly referenced to the relevant assessment criteria.

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

1.1 Learner's answer should include a minimum of 2 benefits.

1.2 Learner's answer should include a minimum of 2 situations.

1.4 Learner's answer should describe a minimum of 2 ways.

1.5 Learner's answer should describe a minimum of 2 outcomes.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 02 Understand effective teamwork in the hospitality sector (J/616/7571) (cont'd)

Learning outcome 2

The learner will:

- 2 Know how effective teamwork supports customer service in the hospitality sector

The learner can:

- 2.1 Identify products or services that rely on effective teamwork
- 2.2 State why it is important to check that a customer service action has been completed
- 2.3 State why it is important to pass responsibility to appropriate colleagues for completing particular customer service actions
- 2.4 Describe the benefits of identifying more effective ways of working
- 2.5 Explain how a team's goals impact on the roles and responsibilities of individual team members

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

- 2.1 Learner's answer should identify a minimum of 2 products or services.
2.4 Learner's answer should describe a minimum of 2 benefits.
2.5 Learner's answer must refer to both the roles and the responsibilities.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 02 Understand effective teamwork in the hospitality sector (J/616/7571) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand how to improve personal performance

The learner can:

- 3.1 List the benefits of having the appropriate working knowledge, skills and behaviours for own work role
- 3.2 Explain the benefit of taking part in personal development activities and having a personal development plan
- 3.3 Identify potential resources available for improving own performance
- 3.4 Identify goals for own development

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

- 3.1 Learner's answer should describe a minimum of 3 benefits.
- 3.3 Learners should identify a minimum of 2 potential resources.
- 3.4 Learners should identify a minimum of 2 goals.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 03 Understand legislation and guidance relevant to the hospitality sector (L/616/7572)

Unit summary	This unit covers legislation and guidance relevant to customer service in the hospitality sector including: <ul style="list-style-type: none">• food hygiene• food allergy and intolerance• diversity and equality• health and safety• safeguarding• data protection.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Know the importance of maintaining food hygiene and safety

The learner can:

- 1.1 Outline food hygiene and safety legislation
 - 1.2 State the importance of following food hygiene and safety legislation
 - 1.3 State the benefits to the hospitality organisation of good food hygiene and safety
 - 1.4 State the possible consequences of poor food hygiene and safety
 - 1.5 Describe measures that can be taken to ensure good personal hygiene
-

Unit 03 Understand legislation and guidance relevant to the hospitality sector (L/616/7572) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
<p>Learner's written report can be based on their own experiences, if relevant, and/or on their research and taught sessions. Where research has been conducted, the learner must state their sources.</p> <p>Records of discussion can be digitally recorded or written. These must always be planned and structured by the Assessor with the learner to enable the learner to demonstrate their knowledge and understanding. The Assessor must provide a clear and auditable trail of their assessment decisions.</p> <p>Record of oral and/or written questions, where used, must record both the question and the answer.</p> <p>Centre-devised workbooks must provide the learners with the opportunity to meet all of the assessment criteria with all tasks and activities clearly referenced to the relevant assessment criteria.</p> <p>Centres may support learners by providing appropriate assignments, projects and/or case studies. Learners may also use their own organisation, or an organisation they are familiar with, for their evidence.</p> <p>Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.</p> <p>1.1 Learner's answer should state the name of the relevant legislation. Legislation includes the Food Safety Act 1990 and the Food Hygiene (England) Regulations 2006.</p> <p>1.3 Learners should state a minimum of 2 benefits.</p> <p>1.4 Learners should state a minimum of 2 consequences for both customers and the hospitality organisation.</p> <p>1.5 Learners should describe a minimum of 2 measures. Measures could include: washing hands regularly and effectively; tying back long hair; wearing clean clothes/uniform.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written report• record of discussion• record of oral and/or written questions• assignment, project and/or case study• centre-devised workbook.

Unit 03 Understand legislation and guidance relevant to the hospitality sector (L/616/7572) (cont'd)

Learning outcome 2

The learner will:

- 2 Know about food allergy and intolerance requirements

The learner can:

- 2.1 Outline the difference between a food allergy and a food intolerance
- 2.2 Outline food allergy and intolerance legislation
- 2.3 Identify the ingredients that have to be named under food labelling legislation
- 2.4 Explain the process of giving advice on food allergy and intolerances within a hospitality organisation
- 2.5 Describe the possible consequences of communicating incorrect food allergy and intolerance information to customers
- 2.6 Describe how food allergy and intolerance information can be presented to customers
- 2.7 Explain how food allergy and intolerance information can be kept up to date within a business

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

2.2 Learner's answer should state the name of the relevant legislation.

2.3 Learners should include all of the ingredients to be named under the food allergen legislation.

2.5 Learners should describe a minimum of 2 consequences.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

**Unit 03 Understand legislation and guidance relevant to the hospitality sector (L/616/7572)
(cont'd)**

Learning outcome 3

The learner will:

- 3 Understand how legal and ethical requirements affect customer service delivery in the hospitality sector

The learner can:

- 3.1 Describe how health and safety legislation helps to keep customers safe
3.2 Outline how ethical considerations can affect customer choice
3.3 Explain how diversity and equality legislation protects customers
3.4 Explain what is meant by 'safeguarding' in relation to customers
3.5 Describe how legislation affects the use and storage of customer information
3.6 Explain the possible consequences of not complying with legislation

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

3.6 Learners should consider consequences for customers and the organisation.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 04 Understand professional personal standards in the hospitality sector (R/616/7573)

Unit summary	This unit covers first impressions and the importance of personal presentation, as well as the impact that behaviour can have on customers and their impression of the hospitality organisation.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand the importance of professional personal appearance in the hospitality sector

The learner can:

- 1.1 Explain why it is important to make a good first impression
 - 1.2 Give examples of how the appearance of staff can affect a customer's view of a hospitality organisation
 - 1.3 Give reasons for having a dress code and hygiene standards in hospitality organisations
-

Unit 04 Understand professional personal standards in the hospitality sector (R/616/7573) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Learner's written report can be based on their own experiences, if relevant, and/or on their research and taught sessions. Where research has been conducted, the learner must state their sources.

Records of discussion can be digitally recorded or written. These must always be planned and structured by the Assessor with the learner to enable the learner to demonstrate their knowledge and understanding. The Assessor must provide a clear and auditable trail of their assessment decisions.

Record of oral and/or written questions, where used, must record both the question and the answer.

Centres may support learners by providing appropriate assignments, projects and/or case studies. Learners may also use their own organisation, or an organisation they are familiar with, for their evidence.

Centre-devised workbooks must provide the learners with the opportunity to meet all of the assessment criteria with all tasks and activities clearly referenced to the relevant assessment criteria.

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

1.1 Learner's explanation should include both positive and negative aspects.

1.2 Learners should include both positive and negative customer views.

1.3 Learners should provide a minimum of 2 reasons and include both positive and negative.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Unit 04 Understand professional personal standards in the hospitality sector (R/616/7573) (cont'd)

Learning outcome 2

The learner will:

- 2 Understand how own behaviour can impact customers

The learner can:

- 2.1 Describe why a positive attitude, behaviour and motivation is important for providing effective customer service
- 2.2 Outline how interaction with other team members can impact customers
- 2.3 Give examples of inappropriate behaviour when dealing with customers
- 2.4 Explain how inappropriate behaviour can affect a hospitality organisation
- 2.5 Describe why it is important to meet organisational standards
- 2.6 Explain the importance of knowing own remit and limit of authority
- 2.7 Identify key features of a code of conduct

Delivery and assessment

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

2.2 Learners should consider the impact of appropriate and inappropriate interaction.

2.3 Learners should provide a minimum of 2 examples.

2.5 Learners should state the organisational standards they are referring to.

2.7 Learners should identify a minimum of 2 key features.

Types of evidence

Evidence could include:

- learner written report
- record of discussion
- record of oral and/or written questions
- assignment, project and/or case study
- centre-devised workbook.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 2 Certificate in Understanding Excellence in Customer Service for Hospitality is internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

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

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

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

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

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

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

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

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

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

Quality Assurance

Internal quality assurance

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

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

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

External quality assurance

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

Section 4

Explanation of terms

Explanation of terms

Explanation of terms used at Level 2. Not all verbs are used in this qualification.

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

Explanation of terms (cont'd)

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

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

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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