

SPECIFICATION

**IAO Level 2 Certificate in Hospitality and Catering Principles
(Kitchen Services)**

Qualification number: 600/2829/4



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure

Business and Management

Childcare

Employability

Retail

Health and Social Care

Hospitality and Catering

IT

Logistics

Education and Training

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN) 600/2829/4

Qualification review date 31st December 2019

Guided Learning Hours (GLH) Minimum 99 hours

Total Qualification Time (TQT) 130 hours

RQF level 2

Qualification credit value 13 credits

Minimum credits at/above level 7 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

The Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) is designed for learners employed in catering roles in across a range of sectors.

This is a knowledge based qualification, which will allow learners to develop the generic knowledge, skills and understanding essential for working in a catering environment, such as maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team and maintaining food safety in a catering environment. Learners are required to take three mandatory units which cover the generic knowledge and understanding needed in a catering environment. They then have a choice of optional units covering different areas within food production and cooking, as well as general activities and customer service.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work within the hospitality sector. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.

Progression opportunities

Learners who achieve this qualification could progress into or within employment in catering roles such as kitchen assistant, school or general cook or catering team member, and/or continue their study in the same or related vocational area.

On completion of this qualification, learners may progress to:

- IAO Level 2 NVQ Diploma in Kitchen Services
- IAO Level 2 NVQ Diploma in Hospitality Services
- IAO Level 3 Award in Hospitality Supervision and Leadership Principles

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding 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 (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Qualification structure

Learners must achieve 13 credits in total: 5 credits from Mandatory Units Group A, at least 1 credit from Optional Units Group B to a maximum of 2 credits, and a minimum of 7 credits from Optional Units in Group C.

The Total Guided Learning Hours (GLH) for this qualification is 99 hours.

The Total Qualification Time (TQT) for this qualification is 130 hours.

Unit Structures

All units are listed below

Mandatory units group A

Unit ref	Unit title	Level	Credit value	GLH
R/600/0615	Safe, hygienic and secure working environments in hospitality	1	2	16
Y/600/0616	Effective teamwork	1	2	19
H/502/0132	Food safety in catering	2	1	9

Optional units group B

Unit ref	Unit title	Level	Credit value	GLH
D/502/8262	Principles of preparing and cooking fish	1	2	11
K/502/8264	Principles of preparing and cooking meat and poultry	1	2	11
R/502/8257	Principles of how to maintain an efficient use of resources in the kitchen	2	2	11
T/502/8297	Principles of providing a counter and takeaway service	1	1	6

Optional units group C

Unit ref	Unit title	Level	Credit value	GLH
H/502/8313	Principles of completing kitchen documentation	2	1	7
K/502/8295	Principles of producing cold starters and salads	2	1	9

T/502/8283	Principles of producing basic hot and cold desserts	2	2	9
T/502/8316	Principles of setting up and closing the kitchen	2	1	7
T/600/0638	Prepare, cook and finish food	2	4	35
T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	2	1	10

Title:	R/600/0615 Safe, Hygienic and Secure Working Environments in Hospitality
Level:	1
Credit value:	2
GLH:	16
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know their personal responsibilities under the Health and Safety at Work Act	1.1 State personal responsibility for health and safety when in the workplace 1.2 Identify the importance of following safety procedures in the workplace 1.3 State reporting procedures in the case of personal illness
2. Know why it is important to work in a safe and hygienic way	2.1 State why it is important to maintain good personal hygiene 2.2 State why correct clothing, footwear and headgear should be worn at all times 2.3 State why, and to whom, accidents and near accidents should be reported. 2.4 Describe safe lifting and handling techniques that must be followed 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person
3. Know about hazards and safety in the workplace	3.1 Identify the types of common hazards found in the workplace 3.2 Identify types of emergencies that may happen in the workplace 3.3 Describe why first aid procedures should be in place 3.4 Identify possible causes of fire in the workplace 3.5 Describe fire safety procedures 3.6 Describe security procedures
Additional information about this unit	
N/A	

Unit aim (s)	This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality environment.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	1GEN1

Title:	Y/600/0616 Effective Teamwork
Level:	1
Credit value:	2
GLH:	19
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to organise their own work	1.1 State the order of work to complete a task 1.2 Describe situations when it is appropriate to ask for help 1.3 Describe situations when it is appropriate to help and support others 1.4 State the importance of working to deadlines 1.5 State why it is important to follow instructions accurately 1.6 State the importance of keeping work areas clean and tidy
2. Know how to support the work of a team	2.1 State the benefits of helping team members 2.2 State the importance of passing information to the relevant people 2.3 State the importance of clear communication 2.4 Describe ways to maintain good working relationships in a team 2.5 State problems in working relationships that should be reported to line managers
3. Know how to contribute to their own learning and development	3.1 List benefits of self-development 3.2 State the importance of feedback from team members 3.3 Describe how a learning plan could improve aspects of work 3.4 List types of activities that help learning.
Additional information about this unit	
N/A	

Unit aim (s)	This unit will provide learners with the knowledge to make useful contributions to the work of a team
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	1GEN4

Title:	H/502/0132 Food Safety in Catering
Level:	2
Credit value:	1
GLH:	9
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illness, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination and aid cleaning 3.3 Outline the importance of pest control
4. Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking,

	<p>chilling, reheating, holding, serving and transporting food</p> <p>4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p>
Additional information about this unit	
N/A	
Unit aim (s)	<p>This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.</p> <p>This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at www.people1st.co.uk</p>
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/502/8262 Principles of Preparing and Cooking Fish
Level:	1
Credit value:	2
GLH:	11
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare fish	1.1 State storage methods for frozen and fresh fish 1.2 Outline the quality points of frozen fish 1.3 Outline the quality points of fresh fish 1.4 State how to defrost fish 1.5 Describe how to deal with problems with fish
2. Know how to cook fish	2.1 State tools and equipment used to cook fish 2.2 State the importance of using the correct tools and equipment to cook fish 2.3 Give examples of cooking methods for fish 2.4 State required temperatures when cooking fish using different methods 2.5 State how to check that fish is cooked correctly 2.6 Give examples of how to present cooked fish
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to provide learners with knowledge of how to prepare cook fish for simple dishes. It covers both coated and pre-prepared uncoated fish and the following preparation and cooking methods: <ul style="list-style-type: none"> • Coating • Deep frying • Grilling • Baking



Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	1FPC1/09

Title:	K/502/8264 Principles of Preparing and Cooking Meat and Poultry
Level:	1
Credit value:	2
GLH:	11
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare meat	1.1 State storage methods for frozen and fresh meats 1.2 Outline quality points in frozen meat 1.3 Outline quality points in fresh meat 1.4 State the methods used to defrost meat 1.5 State seasonings used within meat dishes 1.6 Describe how to deal with problems with meat
2. Know how to cook meat	2.1 State the importance of using the correct tools and equipment to cook meat 2.2 Describe cooking methods for meat 2.3 Give examples of how to finish meat dishes 2.4 State the correct temperature for holding meat dishes
3. Know how to prepare poultry	3.1 State storage methods for frozen and fresh poultry 3.2 Outline quality points in frozen poultry 3.3 Outline quality points in fresh poultry 3.4 State how to defrost poultry 3.5 State seasonings used within poultry dishes 3.6 Describe how to deal with problems with poultry
4. Know how to cook poultry	4.1 State the importance of using the correct tools and equipment to cook poultry 4.2 Describe cooking methods for poultry 4.3 Give examples of how to finish poultry dishes 4.4 State the correct temperature for holding poultry dishes

Additional information about this unit	
N/A	
Unit aim (s)	<p>This unit aims to provide learners with the knowledge of how to prepare and cook meat and poultry for simple dishes. It covers the following types of meat and poultry:</p> <ul style="list-style-type: none"> • Coated • Pre-prepared uncoated • Steaks • Chops • Cuts of chicken
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/502/8257 Principles of how to maintain an efficient use of resources in the kitchen
Level:	2
Credit value:	2
GLH:	11
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to use resources effectively	1.1 State the principles of stock control 1.2 State the principles of portion control 1.3 Describe the financial impact of wastage within an organisation 1.4 State the importance of maintaining minimum stock levels 1.5 Describe how opened stock items should be stored and labelled 1.6 State the principles of energy efficiency and waste reduction 1.7 Explain how to minimise the wastage of electricity and gas 1.8 Describe how different types of waste should be handled
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to provide learners with the knowledge of how to work in an efficient way to ensure food resource wastage is limited and how to ensure physical resources used in the kitchen, including energy and water, are not wasted.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	2PR19, 2PR20



Title:	T/502/8297 Principles of Providing a Counter and Takeaway Service
Level:	1
Credit value:	1
GLH:	6
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance 1.2 State the importance of controlling portions when serving customers 1.3 State the importance of giving accurate information to customers 1.4 Describe the types of unexpected situations that might occur when serving customers
2. Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service 2.3 State the importance of maintaining a constant stock of service items 2.4 Describe the types of unexpected situations that might occur when clearing away
Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at www.people1st.co.uk
Details of the relationship of the unit and relevant national occupational standards	People 1st

Title:	H/502/8313 Principles of Completing Kitchen Documentation
Level:	2
Credit value:	1
GLH:	7
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to complete kitchen documentation	1.1 State why it is important to complete kitchen documentation 1.2 Explain how to complete kitchen documents 1.3 State where documentation is obtained from 1.4 State when documentation needs to be copied and where this needs to be kept 1.5 Explain who to contact and why if problems occur 1.6 State why kitchen documentation needs to remain confidential 1.7 State which information needs to be recorded and retained to comply with legislation 1.8 Explain why information needs to be accurate 1.9 Explain the implications of fraudulently completing documentation
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to give learners knowledge of documentation commonly used in kitchen environments, including: <ul style="list-style-type: none"> • Temperature charts • Time sheets • Accident report forms • Food safety information • Equipment fault reports • Stock usage reports

Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	2P&C1/09



Title:	K/502/8295 Principles of Producing Cold Starters and Salads
Level:	2
Credit value:	1
GLH:	9
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare cold starters and salads	1.1 Outline quality points in cooked, cured and prepared foods 1.2 Describe how to deal with problems with food products or garnishes 1.3 State the importance of using the correct tools and equipment 1.4 Describe methods used to prepare food products and garnishes for cold presentation 1.5 Describe how to produce basic dressings and cold sauces
2. Know how to finish cold starters and salads	2.1 Describe methods for finishing cold starters and salads 2.2 State how to identify when cold starters and salads have the correct flavour, colour, texture and quality 2.3 Explain why time and temperature are important when preparing cooked, cured and prepared foods for presentation 2.4 Explain why cooked, cured and prepared foods should be kept at the required temperature before presentation 2.5 State healthy eating options when preparing and presenting food for cold presentation
Additional information about this unit	
N/A	

Unit aim (s)	This unit aims to provide learners with knowledge on how to prepare and present cold products including salads, bread products, pies, pates and cured meats. This unit also covers how to hold these foods to maintain effective food safety.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	2PR15

Title:	T/502/8283 Principles of Producing Basic Hot and Cold Desserts
Level:	2
Credit value:	2
GLH:	9
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to produce and cook basic hot and cold desserts	1.1 Describe how to deal with problems with ingredients 1.2 Describe the importance of following the recipe when producing hot and cold desserts 1.3 State the importance of using the correct tools and equipment to produce hot and cold desserts 1.4 Describe preparation and cooking methods for hot and cold desserts
2. Know how to finish basic hot and cold desserts	2.1 Explain how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour 2.2 State why time and temperature are important when finishing hot and cold desserts 2.3 Describe finishing methods for hot and cold desserts 2.4 Describe quality points in hot and cold desserts 2.5 State how to store hot and cold desserts after preparation and cooking 2.6 State healthy eating considerations when producing hot and cold desserts
Additional information about this unit	
N/A	



Unit aim (s)	<p>This unit aims to provide learners with knowledge of how to cook and finish basic hot and cold desserts. It covers a range of cooking and finishing methods:</p> <ul style="list-style-type: none">• Baking• Frying• Microwaving• Steaming• Garnishing• De-Moulding• Slicing• Portioning• Piping• Glazing
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	2PR14



Title:	T/502/8316 Principles of Setting Up and Closing the Kitchen
Level:	2
Credit value:	1
GLH:	7
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to set up the kitchen	1.1 Explain why knives and utensils must be handled correctly 1.2 State to whom incidents must be reported 1.3 State why incidents must be recorded 1.4 Explain why faulty equipment and maintenance requirements must be reported
2. Know how to close the kitchen	2.1 Explain why it is important to turn off equipment safely 2.2 Explain why tools should be cleaned and stored following use 2.3 State the legal requirements for the storage of food when the kitchen is closed 2.4 State who you should report problems to
Additional information about this unit N/A	
Unit aim (s)	This unit aims to provide learners with the knowledge of how to prepare tools and equipment in a kitchen for food operations and how to safely shut down the kitchen at the end of a shift.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	2P&C2/09



Title:	T/600/0638 Prepare, Cook and Finish Food
Level:	2
Credit value:	4
GLH:	35
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the basic principles of food preparation	1.1 List appropriate tools and equipment for preparing food commodities 1.2 Describe the importance of quality when preparing food commodities 1.3 Describe the importance of checking that commodities meet requirements 1.4 Describe the importance of reporting problems with commodities 1.5 Describe the importance of correct storage of prepared food
2. Know the basic principles for cooking food	2.1 Identify different cooking methods used for a range of dishes 2.2 State appropriate methods for cooking food 2.3 State the key features of healthier foods 2.4 Describe the importance of providing healthy eating options 2.5 Describe the importance of holding cooked food correctly
3. Know the basic principles of finishing food	3.1 Describe the importance of finishing dishes for service 3.2 State the importance of using appropriate food garnishes 3.3 Describe the importance of checking that dishes meet requirements for colour, consistency and flavour
4. Know how to clear down work areas and equipment and store food at end of production	4.1 Describe the correct procedures for clearing down 4.2 Identify food suitable for re-use or disposal

Additional information about this unit	
N/A	
Unit aim (s)	This unit considers the main principles involved in preparing, cooking and finishing food.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A



Title:	T/600/1059 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
Level:	2
Credit value:	1
GLH:	10
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence the customers' choice of products and services 3.4 Describe the importance of meeting and exceeding customer expectations

	<p>3.5 Describe the importance of dealing with complaints in a positive manner</p> <p>3.6 Explain the importance of complaint handling procedures.</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at www.people1st.co.uk
Details of the relationship of the unit and relevant national occupational standards	N/A