

# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE FOR TRANSITION TO WORKING IN  
HOSPITALITY, LEISURE, TRAVEL AND TOURISM**

**QUALIFICATION NUMBER: 603/6376/9**

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 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://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](mailto:contactus@innovateawarding.org)

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*“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.”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/6376/9
<b>Qualification review date</b>	31.07.2024
<b>Guided Learning Hours (GLH)</b>	95
<b>Total Qualification Time (TQT)</b>	130
<b>RQF level</b>	2
<b>Qualification credit value</b>	13 credits
<b>Minimum credits at/above level</b>	8 credits
<b>Assessment requirements</b>	Portfolio of Evidence, Multiple Choice Examination
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	This qualification is aimed at supporting learners prepare for work in the hospitality and leisure industries. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. It provides an insight into the principles and processes of working with customers, health and safety and preparing food and has been designed to support transition into employment for those seeking to work in a role within the service industries.
<b>Entry guidance</b>	There are no formal entry requirements for this qualification.
	This qualification is suitable for those who are looking to work in service industries such as hospitality, leisure, travel and tourism.
<b>Progression opportunities</b>	On completion of this course, Learners may progress to further learning or apprenticeships in sector specific areas, or into employment.
<b>Funding</b>	For details on eligibility for government funding please refer to the following websites: <a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a> <a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a>

## 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](http://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](mailto: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.

### Rules of combination

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 8 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 95.

\*These units are assessed by multiple choice examination

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

### Optional units:

Unit ref	Unit title	Level	Credit value	GLH
J/618/3740	Teamworking skills	2	3	20
M/601/1508	Recognise and deal with customer queries, requests and problems	1	5	33
R/618/3739	Building working relationships with customers	2	2	20
J/500/9043	*Introduction to the catering and hospitality industry	1	3	20
F/618/3641	*Principles of safe, hygienic and secure working environments in hospitality	1	2	16
D/601/5120	Dealing with the arrival of customers	2	4	32
M/618/3649	*Principles of preparing, cooking and finishing food	2	4	35

**Mandatory units:**

<b>Title:</b>	<b>H/501/5917 Preparing for an interview</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
<b>Additional information</b>	
<b>Unit aim (s)</b>	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

<b>Title:</b>	<b>J/501/5893 Applying for a job</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
<b>Additional information</b>	
<b>Unit aim (s)</b>	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.

<b>Title:</b>	<b>J/618/3737 Effective skills, qualities and attitudes for learning and work</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: <ul style="list-style-type: none"> <li>• adaptability and flexibility</li> <li>• motivation</li> <li>• enthusiasm</li> <li>• commitment</li> <li>• professionalism</li> </ul> 1.4 Reflect on their positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of different forms of written communication and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines 3.2 Produce a plan for the working day 3.3 Work safely following health and safety guidelines 3.4 Carry out multiple tasks or projects 3.5 Complete tasks to required standard and deadlines 3.6 Reflect on their work and identify ways of working more effectively
<b>Additional information</b>	

Unit aim (s)	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.
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**Optional Units:**

<b>Title:</b>	<b>J/618/3740 Teamworking skills</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team
5. Be able to work with others towards achieving shared objectives	5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if needed 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback
6. Be able to reflect on own performance and that of the team	6.1 Reflect on their own performance and the performance of the team

	6.2 Suggest ways of improving own team working skills
<b>Additional information</b>	
Unit aim (s)	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

<b>Title:</b>	<b>M/601/1508 Recognise and deal with customer queries, requests and problems</b>
<b>Level:</b>	<b>1</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Recognise and deal with customer queries and requests	1.1 Deal with queries and requests from customers in a positive and professional way 1.2 Seek information or help from a colleague if they cannot answer their customer's query or request 1.3 Obtain help from a colleague if they are not able to deal with their customer's request 1.4 Always tell their customer what is happening
2. Recognise and deal with customer problems	2.1 Recognise when something is a problem from the customer's point of view 2.2 Avoid saying or doing anything which may make the problem worse 2.3 Deal with a difficult customer calmly and confidently 2.4 Recognise when to pass a problem onto an appropriate colleague 2.5 Pass the problem onto a colleague with the appropriate information 2.6 Check that the customer knows what is happening
3. Know how to recognise and deal with customer queries, requests and problems	3.1 List who in the organisation is able to give help and information 3.2 State the limits of what they are allowed to do 3.3 Identify what professional behaviour is 3.4 Describe how to speak to people who are dissatisfied 3.5 Describe how to deal with difficult people 3.6 State what customers normally expect 3.7 Identify how to recognise a problem from what a customer says or does 3.8 Describe what kinds of behaviours/actions would make situations worse 3.9 List the organisational procedures they must follow when they deal with problems or complaints

	3.10 Identify the types of behaviour that may make a problem worse
<b>Additional information</b>	
Unit aim (s)	No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

<b>Title:</b>	<b>R/618/3739 Building working relationships with customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how a customer's or client's interactions with employees influence their opinion of an organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Be able to interact positively with customers in line with given protocols	3.1 Follow protocols to provide answers to commonly occurring customer query requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer
<b>Additional information</b>	
<b>Unit aim (s)</b>	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

<b>Title:</b>	<b>J/500/9043 Introduction to the catering and hospitality industry</b>
<b>Level:</b>	<b>1</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know the different sectors of the catering and hospitality industry	1.1 Explain the meaning of hospitality 1.2 Explain the meaning of catering 1.3 Describe the hospitality and catering industry structure and sectors 1.4 List different types of hospitality and catering operations 1.5 Identify the different establishments within commercial and service sectors 1.6 Describe the main features of the hospitality and catering establishments 1.7 Report on different types of operations available in the commercial and service sectors 1.8 Compare menus and prices charged in relation to the type of food services provided
2. Know what the relevant qualifications, training and experience are for employment within the industry	2.1 Identify the staffing structures for the different types of catering establishments 2.2 List the main job roles in catering establishments 2.3 List the types of qualifications available in the hospitality and catering sector 2.4 Identify the training and experience available in the hospitality and catering sector 2.5 List employment rights and responsibilities 2.6 Identify associations related to professional cookery 2.7 Report on the different job opportunities, available training and qualifications required within the catering and hospitality sector

	2.8 Compare the job roles in the commercial and service catering sectors
<b>Additional information about this unit</b>	
This unit is assessed by multiple choice examination	
Unit aim (s)	<p>The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Using their own experiences, and undertaking research using a variety of methods, learners will explore the structure of the industry, types of operations and establishments within the sectors.</p> <p>Learners will also develop an awareness of the employment opportunities, relevant catering associations available in the industry and the qualifications and experience required to carry out different roles.</p>

<b>Title:</b>	<b>F/618/3641 Principles of safe, hygienic and secure working environments in hospitality</b>
<b>Level:</b>	<b>1</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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
<b>Additional information about this unit</b>	
This unit is assessed by multiple choice examination	
<b>Unit aim (s)</b>	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

<b>Title:</b>	<b>M/618/3649 Principles of preparing, cooking and finishing food</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 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 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
<b>Additional information about this unit</b>	
This unit is assessed by multiple choice examination	
<b>Unit aim (s)</b>	This unit considers the main principles involved in preparing, cooking and finishing food.

<b>Title:</b>	<b>D/601/5120 Dealing with the arrival of customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to deal with the arrival of customers	1.1 Correctly identify customer requirements 1.2 Retrieve any customer booking details from the booking system and check them with the customer 1.3 Offer alternatives for any services that are not available as requested 1.4 Complete the registration document correctly 1.5 Give accurate information which meets customer needs 1.6 Promote the services and facilities of organisation when appropriate 1.7 Pass on customer details to the relevant departments in line with organisation's procedures
2. Know how to deal with the arrival of customers	2.1 State organisation's standards for customer care and why these are important 2.2 State organisation's booking procedures, and why it is important to follow these correctly 2.3 State organisation's checking in procedures, and why it is important to follow these 2.4 State basic legal requirements relating to accommodation, goods and services for sale 2.5 Outline the types of unexpected situations and problems that may occur when customers arrive, and how to deal with these 2.6 State why registration documentation must be correctly completed by the customer

	<p>2.7 State the specific requirements for registering overseas visitors</p> <p>2.8 State the organisation's procedure for allocation of rooms</p> <p>2.9 State why it is important to give accurate information to customers</p> <p>2.10 State why it is important to correctly identify customer's requirements</p> <p>2.11 State what registration information must be obtained, in order to comply with legislation</p> <p>2.12 State why all correspondence relating to the booking should be available</p>
<b>Additional information about this unit</b>	
Unit aim (s)	<p>This unit is about dealing with the arrival of customers, processing their registration documents and promoting the products and services of the organisation. Dealing with the arrival of customers is a vital part of the Front of House role. You are the likely to be one of the first people the customer will meet, and you need to portray a professional, efficient and helpful image from the start.</p>

