

Title:	Supporting Front of House Tasks
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	A/652/0527
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to support front of house tasks in a business environment, including welcoming visitors, following procedures, and assisting visitors appropriately.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Direct observation should form a primary source of evidence and be supported, where appropriate, by discussion, annotated screenshots or photographs, saved documents, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time to ensure consistency and independence of performance.</p> <p>Evidence must confirm that the learner can support front of house tasks appropriately in a business environment by welcoming visitors, following procedures and assisting visitors in line with instructions.</p>

Learning outcomes

The learner will:

1. Understand how and why visitors should be welcomed in a front of house setting.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise appropriate ways of welcoming visitors and why this is important in a business environment.

The learner must demonstrate that they can:

- 1.1 Identify why it is **important to make visitors welcome**.

1.2 Identify examples of **welcoming body language**.

1.3 Identify **questions that may be asked when visitors arrive**.

2. Be able to follow procedures to support front of house tasks when welcoming and assisting visitors.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to follow procedures to support front of house tasks when welcoming and assisting visitors.

The learner must demonstrate that they can:

2.1 Follow a given **procedure to welcome visitors**.

2.2 Follow a given **procedure to inform colleagues** that visitors have arrived.

2.3 **Assist visitors with their requirements while waiting, in line with instructions**.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Important to make visitors welcome:</p>	<p>Definition:</p> <p>Understanding the reasons why it is important for a business to make visitors feel comfortable, respected and valued when they arrive.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Welcoming visitors creates a positive first impression. • Visitors represent customers, suppliers or partners. • A welcoming approach reflects professionalism. • Good visitor experiences support business reputation. • Properly welcoming visitors supports safety and security procedures. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least one reason why it is important to make visitors welcome. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussing consequences of poor first impressions. • Linking visitor experience to customer service. • Simple workplace examples of positive and negative experiences. • Exploring how welcoming behaviour supports business success.
<p>Welcoming body language:</p>	<p>Definition:</p> <p>Non-verbal communication that helps visitors feel comfortable and valued when they enter a business setting.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Smiling appropriately. • Making eye contact. • Maintaining open and positive posture.

	<ul style="list-style-type: none"> • Nodding to show attention. • Avoiding negative body language e.g. crossed arms, ignoring visitors. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying examples of welcoming body language. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play reception scenarios. • Comparing welcoming and unwelcoming behaviour. • Discussing tone of voice alongside body language. • Observing and evaluating body language examples.
<p>Questions that may be asked when visitors arrive:</p>	<p>Definition: Polite and appropriate questions used to understand why a visitor has arrived and how to assist them.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Asking who the visitor is. • Asking who they are meeting. • Asking the purpose of the visit. • Confirming appointment details where required. • Using polite and professional language. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying appropriate questions that may be asked when visitors arrive. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Open and closed questions. • Role-play arrival scenarios. • Practising polite phrasing. • Discussing confidentiality when asking questions.
<p>Procedure to welcome visitors:</p>	<p>Definition: Following the organisation’s set steps when greeting and registering visitors in a front of house setting.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Greeting visitors politely and professionally. • Following a step-by-step process e.g. check appointment, sign-in process.

	<ul style="list-style-type: none"> • Recording visitor details where required. • Issuing visitor badges or passes if part of procedure. • Following security or safeguarding requirements. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Following a given procedure to welcome a visitor correctly. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play reception scenarios. • Using visitor sign-in sheets or digital systems. • Practising standard greetings. • Discussing why procedures support safety and professionalism.
<p>Procedure to inform colleagues:</p>	<p>Definition: Using the correct workplace method to notify the appropriate colleague that their visitor has arrived.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying the correct person to inform. • Using the correct communication method (e.g. phone, email, messaging system). • Providing accurate visitor details. • Confirming the message has been received where required. • Maintaining confidentiality when sharing visitor information. • Learning must demonstrate: <ul style="list-style-type: none"> ○ Informing the appropriate colleague in line with a given procedure. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Practising internal phone calls. • Writing short internal notification messages. • Using internal communication platforms. • Discussing workplace expectations for timely communication.

<p>Assist visitors with their requirements while waiting, in line with instructions:</p>	<p>Definition: Providing appropriate support to visitors while they wait, following workplace instructions and procedures.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Informing visitors that the relevant colleague has been notified. • Offering seating where appropriate. • Providing basic information if instructed. • Following any specific workplace guidance. • Maintaining professional behaviour while assisting. • Learners must demonstrate: Assisting a visitor appropriately while waiting and following given instructions. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Offering refreshments where appropriate. • Giving directions within the building. • Monitoring waiting times. • Role-play scenarios with different visitor needs. • Practising polite conversation while maintaining professionalism.
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