



National Unit Specification: general information

UNIT Basic Reception Skills (SCQF level 5)

CODE EB5R 11

SUMMARY

On completion of this Unit the candidate will be able to receive and direct visitors and maintain a reception area.

OUTCOMES

- 1 Receive and direct visitors.
- 2 Maintain a reception area.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ *Working with Callers and Colleagues* Unit number D0WF 10

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: AY

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National Unit Specification: general information (cont)

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CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Receive and direct visitors.

Performance Criteria

- (a) All visitors are greeted promptly and courteously.
- (b) Visitors' names and needs are identified
- (c) Visitors are only given disclosable information.
- (d) Visitors are directed and/or escorted in accordance with the organisation's policy.
- (e) Reasons for any delay/non-availability are explained politely.
- (f) All records are up-to-date, legible and accurate.
- (g) Messages are accurately recorded and passed on promptly to correct location.
- (h) Security and safety procedures are followed at all times.

OUTCOME 2

Maintain a reception area.

Performance Criteria

- (a) Reception area is always kept tidy and free from hazards.
- (b) Displays and notices are in good condition, up-to-date and clearly displayed.
- (c) Publicity and other reading materials are always current and neatly displayed.
- (d) Essential directories are always available.
- (e) Reception area is attended in accordance with organisation's policy.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome One

Performance evidence of the candidate's ability to receive and direct visitors: this must cover both routine and non-routine visitors and at least two actual or simulated contingencies including callers without appointments (with both urgent and non-urgent requirements); callers who are late/early for appointments; callers who require baggage or other effects to be cared for during visit; receipt of deliveries; emergency situations.

Oral and/or written evidence that the candidate understands the underlying factors: the organisation's policy with particular emphasis on confidentiality, security and emergency procedures; structure, location and responsibilities of people in the organisation; policy and procedures of organisation on greeting visitors, security, safety and emergency; message procedure; telephone system and operation; effective use of information sources; dealing with difficult/aggressive visitors (ie recognise and react appropriately to physical communication signals); car parking arrangements available to visitors; effective communication (oral and written).

National Unit Specification: statement of standards (cont)

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Outcome Two

Oral and/or written evidence of the candidate's ability to maintain a reception area including visitor records and diaries, publicity displays, other organisational notices, and miscellaneous reading material.

Oral and/or written evidence that the candidate understands the underlying factors: the design of reception environment in relation to safety; the importance of company image; the policy and procedures of organisation on maintenance of reception area including display notices; sources of publicity and other materials (to include requisitioning stationery); effective communication (oral and written); the importance of effective liaison with colleagues and others; compilation and maintenance of organisation charts and internal directories (including staff lists defining areas of responsibility; internal telephone extensions; details of most frequently used suppliers and clients); methods and techniques of information display; health, safety and security (ie equipment, personal responsibilities to self, colleagues and visitors); reception design.

National Unit Specification: support notes

UNIT Basic Reception Skills (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

- ◆ structure, location and responsibilities of people in organisation
 - policy and procedures of organisation on greeting visitors, security, safety and emergencies
 - messaging procedure
 - telephone system and operation
 - effective use of information sources
 - dealing with difficult/aggressive visitors (ie to recognise and react appropriately to physical communication signals)
 - car parking arrangements available to visitors
 - effective communication (oral and written)

- ◆ policy and procedures of organisation on maintenance of reception area including display notices
 - sources of publicity and other materials (to include requisitioning stationery, etc)
 - effective communication (oral and written)
 - effective liaison with colleagues and others
 - compilation and maintenance of organisational charts and internal directories
 - methods and techniques of information display
 - health, safety and security (ie equipment, personal responsibilities to self, colleagues and visitors)
 - reception design

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

All learning should occur naturally in an office environment with the tutor/trainer adopting the role of supervisor and the candidate/trainee that of an employee.

Interpersonal and communication skills should be developed on an ongoing basis within the context of activities undertaken and in relation to working with supervisors, colleagues, customers and members of the public. The use of roleplay and video is helpful in this respect.

The candidates/trainees should be encouraged to take a positive attitude towards the quality of their own work and be resourceful, self-critical and self-correcting.

This Unit should improve skills such as telephone techniques and introduce additional skills and develop self-confidence in dealing with a range of situations.

Role playing, assignments and practical work should continue to feature strongly in the teaching approach. Working in groups should also be encouraged. Role playing exercises should deal with situations such as complaints from customers, and problems involving irate customers, elderly people, and persistent callers whose services are not required etc. The use of CCTV and/or video equipment would be particularly helpful and should be followed by group discussion.

National Unit Specification: support notes (cont)

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Candidates should discuss the advantage of an attractive reception area and the requirements for a tidy and well organised desk.

Where possible the assessment of separate Outcomes either within this Unit or with Outcomes of other Units should be integrated to enhance the realism of the candidate's experience.

Candidate performance during formative assessments for general performance throughout the Unit may, if supervised and recorded validly, be counted towards summative assessment requirements where multiple demonstrations of competence are required.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Oral interactions with routine and non-routine visitors, and the production of written evidence concerning the maintenance of the reception area allows the opportunity to develop aspects of the Core Skills of *Communication* and *Problem Solving* at SCQF level 5.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Wherever possible observation of candidate performance in the workplace should provide evidence for assessment purposes.

Assessment of candidates should take place on an ongoing basis under normal working conditions and should not be confined to isolated examples of candidate performance. This should include assessment of the candidate's underpinning knowledge and understanding necessary to demonstrate competence.

Examples of Instruments of Assessment which could be used are as follows:

- (i) observation of naturally occurring performance in the workplace (an observation checklist may be used for recording purposes), or simulation of workplace conditions
- (ii) short answer questions (written or oral) to assess those aspects which cannot be assessed by performance alone and to ensure coverage of full range

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).