

Specification

BTEC Entry 3, Level 1

Edexcel BTEC Entry Level and Level 1 Qualifications in
Hospitality (QCF)

Issue 5

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification titles covered by this specification

Edexcel BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF)

Edexcel BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)

Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)

Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)

Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)

Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)

Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)

Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)

Edexcel BTEC Level 1 Certificate in General Cookery (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QANs for the qualifications in this publication are:

Edexcel BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF)	500/7431/3
Edexcel BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	500/7525/1
Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)	500/7468/4
Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)	500/7521/4
Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)	500/7400/3
Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)	500/7402/7

Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry	500/7456/8
Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)	500/7454/4
Edexcel BTEC Level 1 Certificate in General Cookery (QCF)	500/7455/6

These qualification titles and unit codes will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Entry 3 and Level 1 qualifications?

BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

BTEC Entry 3 and Level 1 qualifications provide some of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). They attract achievement and attainment points that equate to similar-sized general qualifications.

Edexcel BTEC Entry Level Award (Entry 3) (QCF)

The Edexcel BTEC Entry Level Award (Entry 3) (QCF) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

Edexcel BTEC Level 1 Award (QCF)

The Edexcel BTEC Level 1 Award (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 1 Certificate (QCF)

The Edexcel BTEC Level 1 Certificate (QCF) extends the work-related focus from the Edexcel BTEC Level 1 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 1 Certificate (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 1 Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Entry Level (Entry 3) (QCF), Edexcel BTEC Level 1 (QCF) Hospitality qualifications

The Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) Hospitality qualifications have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 1 (QCF) qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Studies (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 1 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel BTEC Level 1 Hospitality qualifications relate to the NOS from People 1st for:

- Food and Drink
- Food Preparation and Cooking
- Hospitality and Front Office.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set rule of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications

When combining units for an Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF), it is the centre's responsibility to ensure that the rules of combination on the following pages are adhered to.

When making choices about which units to offer learners, it is strongly recommended that centres avoid, as far as possible, those with similar titles and overlapping content. For example, it would be inadvisable to combine Serving Food and Drink (Entry 3) with Food Service (Level 1), or Basic Food Preparation (Entry 3) with Basic Food Preparation and Cooking (Level 1).

Edexcel BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) units

- 1 Qualification credit value: a minimum of 8 credits.
- 2 Minimum credit to be achieved at the level of the qualification (Entry 3): 6 credits.
- 3 All credits must be achieved from the units listed in the table below.
- 4 ***Unit 1: Introduction to the Hospitality Industry and Unit 2: Customer Service in the Hospitality Industry are mandatory.***

Unit number	Unit title	Credit	Level
	Mandatory units		
1	Introduction to the Hospitality Industry	1	Entry 3
2	Customer Service in the Hospitality Industry	1	Entry 3
	Option units		
3	Serving Food and Drink	2	Entry 3
4	Basic Food Preparation	2	Entry 3
5	Basic Cooking	2	Entry 3
6	Guest Services in the Hospitality Industry	2	Entry 3
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
15	Housekeeping and Guest Services	3	Level 1
16	Front Office Operations	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF) units

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at the level of the qualification (Entry 3): 8 credits.
- 3 All credits must be achieved from the units listed in the table below.
- 4 ***Unit 1: Introduction to the Hospitality Industry and Unit 2: Customer Service in the Hospitality Industry are mandatory.***

Unit number	Unit title	Credit	Level
	Mandatory units		
1	Introduction to the Hospitality Industry	1	Entry 3
2	Customer Service in the Hospitality Industry	1	Entry 3
	Option units		
3	Serving Food and Drink	2	Entry 3
4	Basic Food Preparation	2	Entry 3
5	Basic Cooking	2	Entry 3
6	Guest Services in the Hospitality Industry	2	Entry 3
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
15	Housekeeping and Guest Services	3	Level 1
16	Front Office Operations	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF) units

- 1 Qualification credit value: a minimum of 10 credits.
- 2 Minimum credit to be achieved at the level of the qualification (Level 1): 6 credits.
- 3 All credits must be achieved from the units listed in the table below.
- 4 ***Unit 7: Introduction to the Hospitality Industry and Unit 8: Customer Service in the Hospitality Industry are mandatory.***

Unit number	Unit title	Credit	Level
	Mandatory units		
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
	Optional units		
3	Serving Food and Drink	2	Entry 3
4	Basic Food Preparation	2	Entry 3
5	Basic Cooking	2	Entry 3
6	Guest Services in the Hospitality Industry	2	Entry 3
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
15	Housekeeping and Guest Services	3	Level 1
16	Front Office Operations	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF) units

- 1 Qualification credit value: a minimum of 14 credits.
- 2 Minimum credit to be achieved at the level of the qualification (Level 1): 8 credits.
- 3 All credits must be achieved from the units listed in the table below.
- 4 ***Unit 7: Introduction to the Hospitality Industry and Unit 8: Customer Service in the Hospitality Industry are mandatory.***

Unit number	Unit title	Credit	Level
	Mandatory units		
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
	Optional units		
3	Serving Food and Drink	2	Entry 3
4	Basic Food Preparation	2	Entry 3
5	Basic Cooking	2	Entry 3
6	Guest Services in the Hospitality Industry	2	Entry 3
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
15	Housekeeping and Guest Services	3	Level 1
16	Front Office Operations	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Level 1 Award in General Front Office Operations (QCF) units

- 1 Qualification credit value: a minimum of 8 credits.
- 2 All credits must be achieved from the units listed in the table below.
- 3 All units are mandatory.

Unit number	Unit title	Credit	Level
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
16	Front Office Operations	3	Level 1

Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF) units

- 1 Qualification credit value: a minimum of 8 credits.
- 2 All credits must be achieved from the units listed in the table below.
- 3 All units are mandatory.

Unit number	Unit title	Credit	Level
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
15	Housekeeping and Guest Services	3	Level 1

Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF) units

- 1 Qualification credit value: a minimum of 26 credits.
- 2 All credits must be achieved from the units listed in the table below.
- 3 All units are mandatory.

Unit number	Unit title	Credit	Level
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
15	Housekeeping and Guest Services	3	Level 1
16	Front Office Operations	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF) units

- 1 Qualification credit value: a minimum of 15 credits.
- 2 All credits must be achieved from the units listed in the table below.
- 3 All units are mandatory.

Unit number	Unit title	Credit	Level
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
9	Food Service	3	Level 1
10	Preparing and Serving Drinks	3	Level 1
14	Introduction to Healthy Eating	3	Level 1
17	Food Safety in Catering	1	Level 2

Edexcel BTEC Level 1 Certificate in General Cookery in Hospitality (QCF) units

- 1 Qualification credit value: a minimum of 14 credits.
- 2 All credits must be achieved from the units listed in the table below.
- 3 All units are mandatory.

Unit number	Unit title	Credit	Level
7	Introduction to the Hospitality Industry	2	Level 1
8	Customer Service in the Hospitality Industry	3	Level 1
11	Basic Food Preparation and Cooking	3	Level 1
12	Using Kitchen Equipment	1	Level 1
13	Introduction to Food Commodities	1	Level 1
14	Introduction to Healthy Eating	3	Level 1
17	Food Safety in Catering	1	Level 2

Assessment

In the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria

and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications*).

In the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average

- to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes

‘Credit is awarded for achievement, not for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual’s learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual participation in learning activities.’

QCA Version 3 2008

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Quality assurance of centres

Edexcel’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- **compulsory** Edexcel-provided training and standardisation for lead internal verifiers
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Edexcel Quality Assurance handbook

Details of quality assurance are set out in the Edexcel Quality Assurance handbook published annually. Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

Programme design and delivery

Mode of delivery

Edexcel does not define the mode of delivery for Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications at Entry and Level 1.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) Hospitality qualifications are accredited on the QCF for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements*, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – provides resource materials that may be of value when preparing for the delivery of the qualifications.

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Unit 1: Introduction to the Hospitality Industry

Unit code: A/502/4834
QCF Level: BTEC Entry 3
Credit value: 1

Unit aim

This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drinks services, accommodation services and guest services.

Unit introduction

The hospitality industry is large and varied. It is made up of a commercial sector and a catering services sector. The industry offers many different types of employment and career opportunities.

This unit will provide learners with the opportunity to identify the types of hospitality and catering outlets that make up the industry and outline the different services they offer their customers and users.

The unit will enable learners to investigate job roles available at different levels in the industry and the training and career prospects that are available, as well as providing some knowledge of the work patterns that are expected in a service industry that operates 24 hours a day.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main outlets in the hospitality industry	1.1 Give examples of outlets in the hospitality industry 1.2 State different services offered within the hospitality industry
2 Know the job opportunities within the hospitality industry	2.1 List job roles in the hospitality industry 2.2 List the job opportunities available in the industry

Unit content

1 Know the main outlets in the hospitality industry

Types of outlets: hotels eg one star to five star, budget hotels, bed and breakfast; self-catering accommodation; restaurants eg cafes, coffee shops; pubs and bars; nightclubs; hospitality provision eg catering outsourced to a contract food service provider; membership clubs

Services: food eg breakfast/lunch/dinner/snacks, fast food, children's menus; drink eg alcoholic/non-alcoholic, hot/cold drinks; room service; accommodation eg bedrooms, bar, restaurant, leisure facilities; car hire; foreign currency exchange service; travel agency; car parking; email; broadband; children's play area; babysitting service; highchairs; baby cots; baby listening devices; special events packages; drinks packages; services for disabled customers; 24-hour opening; events management

2 Know the job opportunities within the hospitality industry

Job roles: managers eg general manager, food and beverage manager, head chef, front office manager, housekeeping manager; supervisor; craft staff; chef, operative staff, bar staff, waiting staff, housekeeping staff, reception staff

Career opportunities: type of job contract eg part time, full time, temporary, seasonal, live in, permanent, agency staff

Working patterns: eg shift systems, weekend working, bank holidays, 24-hour coverage, standard hours, time off in lieu

Essential guidance for tutors

Delivery

This unit has been designed to give learners a broad overview of two important key topics: the hospitality industry and its scale and size, and the range and variety of job opportunities that may be available to learners.

Key topics should be delivered in as practical a way as possible. This unit also presents a good opportunity for some visits to industry and for employers to become involved.

To introduce the unit, tutors could stimulate a discussion on the experiences learners have had as customers of the industry and the types of outlets they use or go to. Learners could also undertake a survey of the hospitality outlets that are available within a specific radius of where they live or study and mark them on a map, identifying the different types of outlet.

Another option is for each learner to look at a particular type of outlet and give a short presentation to their peers on the characteristics of the outlet and the services it offers.

Learners could review a selection of local newspapers and trade journals in order to identify the types of jobs that are available. They could note the pay and conditions, hours of work and employer requirements.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Types of outlets in the hospitality industry. Whole-class, tutor-led discussion about the make-up of the hospitality industry. Learners identify different types of outlets that make up the industry.
Industry visit to outlet of choice – preparation session. A tutor-led structured visit to a hospitality outlet. This should act as a model for learners so that they can begin to identify the information they need to acquire when they are at the outlet. Learners should design a set of questions to be answered whilst they are on the visit.
Industry visit to outlet
Types of outlets exercise. Whole-class, tutor-led exercise. Learners could mark the various hospitality outlets on a large-scale map of the locality where they are studying. These could be colour-coded by style of outlet. Learners could then identify an outlet to visit enabling them to identify the characteristics of the outlet, for example type, size, style, price of services, range of facilities, type of customer. They could then give a short presentation to their peers on the characteristics of the outlet. Tutors must ensure that each type of outlet is covered and agree the format of the visits and the presentation.
Types of outlets exercise summary. Tutor-led summary to reinforce the main learning points including identification of the main outlets that make up the industry and the services that are offered by the various outlets of the industry.
Assessment criteria 1.1 and 1.2. Learners complete a table to identify three or more outlets and match the different services they offer.
Job opportunities within the hospitality industry. Whole-class, tutor-led discussion about the job opportunities available within the hospitality industry. Learners identify different types of job roles available in the industry. Learners could review a selection of local and national publications and look on various websites to highlight the range of job roles.
Talk by an employer on jobs and careers in their sector of the industry. This is a good opportunity for learners to receive first-hand information from an employer.
Job descriptions. Learners could review a range of job descriptions, for example trainee chef, chef de partie, head chef, restaurant manager, food server, bar/drinks server, room service attendant, receptionist. Learners identify the roles and responsibilities as well as the hours of work, pay and conditions.
Career opportunities and working patterns. Whole-class, tutor-led input on the types of contracts and working conditions that may be found within the industry.
Assessment criteria 2.1 and 2.2. Learners need to list at least two different job roles within the hospitality industry and list the availability of these roles within their own area. This could be a piece of written work or a recorded question and answer session authenticated by the tutor.

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must give examples of hospitality outlets and the services they offer. To achieve this, they could complete a table identifying three or more different types of outlets within their own area. They could then match the outlets to a variety of different services that they offer.

For assessment criteria 2.1 and 2.2, learners need to list at least two different job roles within the industry and list job opportunities for these roles available in their own area.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on careers/job prospects and training opportunities available locally and further afield. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information.

Indicative resource materials

Textbooks

Barrows C and Powers T – *Introduction to the Hospitality Industry, 7th Edition* (John Wiley and Sons, 2008) ISBN 9780471782766

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.catersource.com	Education, products and news for caterers
www.connexions-direct.com	Connexions Direct – information and advice for young people
www.dcsf.gov.uk	Department for Children, Schools and Families
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 2: Customer Service in the Hospitality Industry

Unit code:	D/502/4874
QCF Level:	BTEC Entry 3
Credit value:	1

Unit aim

Learners will learn the importance of good customer service and methods of communicating positively in routine situations. They will be required to present themselves appropriately in order to serve customers.

Unit introduction

This unit introduces learners to the importance of providing good customer care skills within the hospitality industry. Learners will appreciate how customer care and appropriate communication skills contribute to good customer service. They will be given the opportunity to practise and demonstrate customer care support, using appropriate communication and presentation skills to meet customers' needs.

As good communication is an essential part of providing good customer service in the hospitality industry, learners will be taught some basic principles of positive verbal and non-verbal communication to aid them in serving customers. Learners will need to know the importance of good personal presentation and hygiene, as well as the need to comply with uniform and dress codes when working in a hospitality environment.

The unit gives learners the opportunity to gain some practical skills in customer service and good communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of good customer service	1.1 State why good customer service is important
2 Be able to communicate with customers	2.1 Communicate positively in routine situations (to include verbal and non verbal)
3 Know the importance of good personal presentation	3.1 Give examples of good personal presentation 3.2 Present self appropriately to serve customers

Unit content

1 Know the importance of good customer service

Customer service: definition; customer satisfaction; exceeding customer expectations

Benefits: to the customer eg value for money, information and advice, assistance and help, special needs dealt with, individual needs met, positive attitude towards the outlet, likely to visit more often, likely to spend more money; to the organisation eg customer loyalty, repeat business, public image, new customers; consequences of poor customer care eg poor image, decline in customers

2 Be able to communicate with customers

Communication: one-way eg using public address; two-way; verbal eg face-to face, telephone; non-verbal eg body language, facial expressions; electronic eg email, internet; listening skills

Interpersonal skills: attitude; behaviour; first impressions; greeting customers; respect for customers

3 Know the importance of good personal presentation

Presentation skills: personal hygiene; appearance eg uniform, dress, hair, make-up, jewellery, clean hands

Importance: to the customer eg first impressions; to the employer eg health and safety, image and reputation

Essential guidance for tutors

Delivery

This unit develops learners' appreciation of the importance of customer care in all areas of the hospitality industry. It is important to emphasise the idea of 'excellent' customer care so learners realise the need to exceed customers' expectations at all times. Learners can use their own experiences of customer care, with group discussions providing a useful way of identifying examples of good customer service. Practical situations should be used as much as possible. If real workplace situations are not available, role plays can be used. These can be particularly useful for handling complaints, solving problems and dealing with customers who have specific needs. There are a number of recordings in a variety of formats available that can be used to help illustrate the learning points that need to be reinforced.

Those learners who might be studying food and drink service have good opportunities, in those sessions, for skills in customer service to be developed and assessed with real customers. This is the most satisfactory source of evidence. It is preferable that learners are given opportunities to do things in a real situation rather than in a simulated one.

When looking at the importance of good personal presentation, learners need to be given formal input as to the requirements. Links need to be made to the Food Hygiene Regulations and other legislation, including codes of practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the importance of good customer service</p> <p>Whole-class, tutor-led discussion about good customer service and its importance to the hospitality industry. Identification of the benefits of good customer service to a hospitality organisation such as a restaurant or hotel. Learners identify from their own experiences as customers, examples of good and poor customer service.</p>
<p>Be able to communicate with customers</p> <p>Whole-class teaching on the principles of effective communication. Tutors could identify the basic principles and give examples of different methods of communication. Tutors could consider giving practical sessions where learners can practise using different methods of communication to each other in role-play situations or realistic working environments (RWEs) where they are available.</p>
<p>Know the importance of good personal presentation</p> <p>Whole-class teaching on the importance of good personal presentation and the importance of this subject for the hospitality industry. Learners could be instructed on the formal, legal requirements that the industry has to adopt as well as the codes of practice implemented by individual establishments. Learners could be asked to investigate examples from hospitality businesses on what they expect from employees regarding personal presentation. This could be linked to the customer care aspects of the unit.</p>
<p>Assessment</p> <p>This time should be allocated for learners to gather the required evidence needed to meet the assessment criteria, for example 1.1. Some of the time could be added to the practical sessions where learners are to present evidence in the form of witness statements, tapes or recordings in a variety of formats.</p>

Assessment

To achieve assessment criterion 1.1, the learner must state why good customer service is important. This could be evidenced via a picture graph and a table stating good and bad customer service.

To achieve assessment criterion 2.1, the learner must produce evidence showing positive communication in routine situations which must include verbal and non-verbal communication. This could be evidenced via role plays which should be documented by the use of observation or witness statements, tapes or recordings in a variety of formats. Learners must show that they have communicated positively in a hospitality environment to customers. Meeting and greeting guests, taking a meal or drinks order, giving information about future events, taking a booking and providing directions to customers are all good examples of the required evidence.

To achieve assessment criteria 3.1 and 3.2, learners must be able to present themselves appropriately and identify different dress codes appropriate to serving customers. Evidence for these criteria could be in the form of a witness statement and a poster on the correct dress code for food service.

Essential resources

The use of real examples will make the unit more relevant and show how different organisations, both local and national, have developed their customer care policies.

Use of the internet and library should also be available.

Indicative resource materials

Textbooks

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

The following publications may assist tutors in the delivery of this unit:

Hayes J and Dredge F – *Managing Customer Service* (Gower Publishing, 1998) ISBN 9780566080050

Kandampully K, Mok C and Sparks B – *Service Quality Management in Hospitality, Tourism and Leisure* (Haworth Press, 2001) ISBN 9780789011411

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Videos

Many of the television ‘fly-on-the-wall’ documentaries are well suited to discussions on customer service. The BBC’s Learning Zone frequently features programmes on customer service.

Serving Your Best Interests (Confederation of British Industry)

Who Cares Wins – Customer Care (BBC Business)

Fawlty Towers (BBC)

Websites

www.bbc.co.uk/learningzone

BBC Learning Zone – programme times

www.bha.org.uk

British Hospitality Association

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 3: Serving Food and Drink

Unit code: F/502/4835
 QCF Level: BTEC Entry 3
 Credit value: 2

Unit aim

This unit introduces the learner to food and drink service and involves working with others to serve food and drink, assisting in the preparation/assembly of food and drink and assisting in the safe and hygienic preparation, maintenance and cleaning of service areas.

Unit introduction

This unit enables learners to develop the skills needed for preparing and serving food and drink safely and hygienically under supervision. This unit should encourage learners' interest in and enjoyment of serving food and drink and working with customers. Learners will be taught skills in plated service and drink service. They will also learn the personal hygiene and safety practices that are required by law when serving and handling food and working in a food area. Learners will be taught about items of cutlery and crockery that are used for particular dishes and the types of glasses used for different drinks. Learners will be taught about preparing and clearing food and drink service areas, as well as presentation and personal skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to serve food and drink to customers	1.1 List the stages in serving the customer food and drink 1.2 Serve food and drink to customers politely, safely and hygienically
2 Be able to work as part of a food and drink service team	2.1 State how to work well as part of a food and drink service team 2.2 Work with others to serve food and drink 2.3 Assist in the preparation/assembly of food and drink 2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas

Unit content

1 Be able to serve food and drink to customers

Personal hygiene: washing and drying hands before handling food; covering cuts and burns with blue waterproof plaster; cleaning personal equipment; personal presentation eg clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches; hygiene and freshness eg discreet use of cosmetics, short fingernails, no nail varnish, clean hands

Safety: general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, maintaining cleanliness of working areas; temperature requirements for hot and cold food

Customer service: greeting and welcoming customers; identifying customers' needs; taking orders; advising customers; dealing with special requirements and requests

Preparing the room: number of guests; arranging furniture

Guest needs: wheelchair access; disabilities; young children; room temperature

Service area: cleaning of cutlery; cleaning of crockery; cleaning of glasses; laying of table; making the table look attractive; appropriate condiments and sauces

Serving food and drinks: hot/cold plates; serving food and drinks promptly and safely; being polite; clearing away finished dishes and glasses

2 Be able to work as part of a food and drink service team

Team working: communicating with colleagues; contribution by every member; listening to views of all

Team members: making decisions as a group, following group decisions

Individual skills: being a good listener, good communication skills; good practical skills; consideration for others, working well with others, unselfishness; reliability, punctuality; politeness

Maintain service area: hygiene and cleanliness; maintaining stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: cleaning area; cleaning equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Essential guidance for tutors

Delivery

This unit is intended to develop the learner's skills and interest in serving food and drink. Role play would provide opportunities for the development of skills for this unit, particularly in preparing for food and drink service. This will give the learner more confidence before serving and clearing food and drink in a real environment. Learners must be given the opportunity to prepare and serve food by plated service, and the opportunity to serve hot and cold drinks, preferably to real customers in appropriate settings. Coffee mornings, lunches, afternoon teas and special events, all of which can take place within a school/college, lend themselves well to providing opportunities for food and drink service.

Learners are required to find out about what food is on the menu, where the food is being served and how many people will be eating (at this level the group who are eating should be no larger than three). Learners should be aware of items of cutlery that are used for particular foods and the types of glasses used for different drinks. Learners need to be able to set up, maintain for service, and close down a food service area.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour for food service should be expected at all stages of skills development. Learners should be encouraged to maintain high standards of personal hygiene and smart appearance for food and drink service.

There are many opportunities to provide customer care whilst providing food and drinks service. There are further opportunities for communication skills development both with the tutor and with other members of the group.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to serve food and drink to customers</p> <p>Whole-class, tutor-led discussion and input on personal hygiene and the requirements for those working within the hospitality industry. Personal rules established with reference to the Food Hygiene Regulations 2006.</p> <p>Food and drink safety and applications in food and drink service situations.</p>
<p>Whole-class, tutor-led discussion and input on customer service.</p>
<p>Assessment criterion 1.1 Learners will need to list the main stages in serving food and drink. This could be achieved in a number of ways, including learners compiling a simple written list, or a recorded discussion authenticated by the tutor.</p>
<p>A tutor-led session on introducing the practical content of the unit with learners being introduced to the equipment and the food service environment – preparing the room, preparing the service area.</p>
<p>Be able to work as part of a food and drink service team</p> <p>Practical food and drink service. Learners will serve food (plated) and drinks in a practical service situation to customers as part of a team. Learners will need to be allocated specific roles and tutors will need to ensure that each learner achieves a good coverage of the unit content. The time allocation is sufficient for four practical sessions.</p>
<p>Assessment criterion 2.1 Learners could produce a staff training leaflet for new recruits to a restaurant identifying at least three key rules on how to work well as part of a food and drink team and at least three key rules on how to work well as an individual. If learners wish, the leaflet could be produced on a computer and some small graphics used to help illustrate the points. This is an option and not a requirement.</p>
<p>Assessment criteria 1.2, 2.2, 2.3 and 2.4 are assessed on an ongoing basis whilst learners are serving food and drinks. The evidence required should be recorded as a witness statement.</p>

Assessment

To achieve assessment criterion 1.1, the learner will need to list the main stages in serving food and drink. This could be evidenced within a group discussion. Evidence of achievement must be available for quality assurance purposes.

To meet the evidence required for assessment criteria 1.2, 2.2, 2.3 and 2.4, the learner could produce evidence in the form of a portfolio once they have developed the necessary skills and can demonstrate those skills confidently and consistently. The learner's portfolio might include observation or witness reports of the learner's practical work, records, lists, tapes or recordings, diaries, posters, leaflets, menus and photographs.

The learner should prepare and serve food and drink on at least two occasions.

The assessor must be sure that learners are able to demonstrate skills confidently and consistently.

Learners should also show good customer service and team work throughout their work and should work safely and hygienically at all times.

To meet the evidence required for assessment criterion 2.1, the learner is required to state how to work well as part of a food and drink service team. This could be evidenced in the form of a leaflet or poster, or a recorded discussion authenticated by the tutor.

Witness statements or observation forms could be used to verify that the learner has achieved the criteria. This could be documented at the same time as assessment criteria 1.2, 2.2, 2.3 and 2.4 are being achieved. The assessor must be sure that learners are able to demonstrate skills confidently and consistently.

Essential resources

Practical skills in preparing eating areas and role plays on serving food can be carried out in a classroom. Learners will need access to a food service area in order to develop the knowledge, understanding and skills for this unit, though this does not have to be designed and equipped to professional industrial standards. Food service areas must comply with food safety requirements as required by legislation. Food and drink service equipment should be up to date and in full working order as this will be necessary to develop food and drink service skills.

Learners will require access to table linen, crockery and cutlery and glassware. It is expected that centres will provide the food and drink service equipment for the practical sessions and that the learners will not be required to supply their own items.

Indicative resource materials

Textbooks

The following publications may assist tutors in the delivery of this unit:

Ceserani V, Foskett D and Kinton R – *The Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 9780340939260

Cousins J and Lillicrap D – *Food and Beverage Service, 7th Edition* (Hodder Education, 2006) ISBN 9780340905241

Holmes S, Horne S, Ovenden F and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Websites

www.bha.org.uk

British Hospitality Association

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and Tourism

www.tellmehowto.net/career

Careers advice

www.worksmart.org/career

Employment information

Unit 4: Basic Food Preparation

Unit code: J/600/0711
 QCF Level: BTEC Entry 3
 Credit value: 2

Unit aim

This unit introduces learners to preparing food for cold presentation or for cooking safely and hygienically.

Unit introduction

This unit introduces learners to basic food preparation. It will encourage learners to work safely and hygienically under supervision. Learners will develop skills needed for the preparation of basic food items, enabling them to use equipment safely and hygienically. It would be valuable for learners to work on Unit 5: Basic Cooking at the same time as Unit 4. This would give learners the opportunity to prepare and cook food.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare food for cold presentation or cooking	1.1 Select the correct ingredients for basic dishes 1.2 Choose the correct equipment and handle safely and hygienically 1.3 Prepare food items for cold presentation or cooking safely and hygienically 1.4 Set aside or store prepared food items ready for use according to instructions 1.5 Clean work areas and equipment safely and hygienically during and after preparing food

Unit content

1 Be able to prepare food for cold presentation or cooking

Groups of food: meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry goods, tinned and bottled goods

Preparation: weighing and measuring; methods of preparation eg beating, chopping, grating, mixing, peeling, stirring

Storage: refrigerator, freezer, dry store; additional storage equipment eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Equipment: small equipment; types of knives eg paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping board; large equipment eg hob, grill, oven, microwave oven; selecting and using equipment safely and hygienically

Preparation: self; work surfaces; utensils; use of protective clothing; good personal hygiene; safe and hygienic food handling practices eg reporting illnesses, reporting accidents, covering cuts and burns appropriately

Cleaning: using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage

Essential guidance for tutors

Delivery

This unit is a practical unit which enables learners to prepare food using a wide variety of commodities. It gives learners an introduction so that they can choose, store and prepare ingredients to create basic dishes in a safe and hygienic way. Learners should be given opportunities to prepare as wide a variety of food commodities as possible. Learners should be introduced to food items with which they may not be familiar. Learners must prepare a range of food items which will enable them to understand a selection of preparation methods.

Learners need to be able to follow instructions and select appropriate equipment and ingredients to complete tasks. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To achieve learning outcome 1, learners must be able to follow basic instructions and select ingredients. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to be able to prepare commodities and use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to prepare commodities using different preparation methods. Learning for this unit could include safe handling and storage of fresh, frozen, dried and canned foods. Learners should understand good kitchen and personal hygiene, as well as how to prepare themselves for basic cooking wearing protective clothing and washing hands before handling food. Learners should be encouraged to contribute to decisions about the dishes prepared.

Learners need to be shown how to clean work areas and equipment safely and hygienically to reduce the risk of cross-contamination. They should then be given time to practise and gain these skills. This also applies to the food storage areas.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to prepare food for cold presentation and cooking</p> <p>Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.</p>
<p>Whole-class, tutor-led discussion about personal, kitchen and food hygiene.</p>
<p>Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Selecting the appropriate equipment for the task.</p>
<p>Assessment. A time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will meet the assessment requirements during the practical food and cookery activities. This time could be added to the kitchen practical time.</p>
<p>Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they prepare and be able to identify, select and order the food items they will need. Tutors should ensure that learners prepare dishes using four different preparation methods.</p>
<p>Practical food preparation and cookery activities. Learners practise basic kitchen skills in using a selection of tools and preparing food items for cooking.</p>
<p>Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.</p>

Assessment

To achieve assessment criterion 1.1, learners must produce evidence that they can select the correct ingredients for at least two specified basic dishes. This could be achieved by using a picture work sheet.

To achieve assessment criterion 1.2, learners must choose and use different items of task-appropriate equipment safely and hygienically.

To achieve assessment criteria 1.3 and 1.5, learners need to be able to follow basic instructions to prepare food commodities, using at least two different preparation methods. They also need to work in a clean and hygienic manner in compliance with safety and hygiene procedures. This could be evidenced through tutor observation and witness statements supported by photographic evidence.

To achieve assessment criterion 1.4, learners must be able to set aside or store prepared food items safely and hygienically in compliance with food safety regulations. Evidence for this assessment criterion could be achieved by observation or witness statements from the tutor supported by photographic evidence.

Essential resources

To develop the skills for this unit, learners will need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Kinton R and Foskett D – *Practical Cookery, 10th Edition* (Hodder & Stoughton, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

The publication below may help tutors to deliver the unit:

Kinton R, Ceserani V and Foskett D – *The Theory of Catering, 9th Edition* (Hodder & Stoughton, 1999) ISBN 9780340725122

Websites

www.connexions-direct.com

Connexions direct – information and advice for young people

www.cookeryclub.co.uk

Information on recipes and nutrition

www.eatwell.gov.uk/healthydiet

Food Standards Agency: advice on a healthy diet

www.food.gov.uk

The Food Standards Agency

Unit 5: Basic Cooking

Unit code:	Y/502/4808
QCF Level:	BTEC Entry 3
Credit value:	2

Unit aim

This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.

Unit introduction

Learners will develop skills needed for cooking basic food items using different cooking methods, enabling them to use equipment safely and hygienically. Learners will be expected to review their own dishes and make suggestions for improvements. It would be valuable for learners to work on Unit 4: Basic Food Preparation at the same time as this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to cook basic food items and dishes	1.1 Select the correct ingredients for basic dishes 1.2 Choose the correct equipment and handle safely and hygienically 1.3 Cook food items safely and hygienically 1.4 Clean work areas and equipment safely and hygienically during and after cooking 1.5 Identify what went well and suggest any improvements

Unit content

1 Be able to cook basic food items and dishes

Food groups: meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry goods, tinned and bottled goods

Storage: refrigerator, freezer, dry store; additional storage equipment eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Equipment: small equipment; types of knives eg paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping boards, large equipment eg hob, grill, oven; microwave oven; selecting and using equipment safely and hygienically

Preparation: self; work surfaces; equipment

Cooking: using a selection of cooking methods eg boiling, grilling, shallow frying, roasting, baking, stewing, microwaving; selecting and using cooking equipment; seasoning; tasting; timing, making sure food is cooked through

Work areas and equipment: protective clothing; good personal hygiene; safe and hygienic food handling practice, eg reporting illnesses, reporting accidents, covering cuts and burns appropriately

Cleaning: using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage

Reviewing: quality of dish; appearance; taste; colour; suggesting improvements

Essential guidance for tutors

Delivery

This unit is a practical cookery unit which enables learners to prepare and cook basic dishes using a wide variety of commodities. It provides an introduction to learners so that they can choose, store and cook ingredients and prepare basic dishes in a safe and hygienic way.

Learners should be given opportunities to cook dishes using as wide a variety of food commodities as possible. Learners should be introduced to food items with which they may not be familiar. Learners must cook a range of dishes which will enable them to understand a selection of cooking methods. They should be able to attempt at least four methods of cooking.

Learners need to be able to follow instructions and select appropriate equipment and ingredients to complete dishes. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Learners must review their dishes after each practical session and make suggestions for improvements.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To meet learning outcome 1, learners must be able to follow basic instructions and select ingredients for dishes. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to be able to cook dishes and be able to use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to cook dishes using different cooking methods. Learning for this unit should include safe handling and storage of fresh, frozen, dried and canned foods. Learners should also understand good kitchen and personal hygiene, as well as how to prepare themselves for basic food cooking, wearing protective clothing and washing hands prior to handling food. Learners should be encouraged to contribute to decisions about the dishes prepared. At the end of each cooking session learners should be encouraged to identify what went well during the session and review their finished dish.

Learners need to be instructed how to clean work areas and equipment safely and hygienically to reduce the risk of cross contamination. This also applies to the food storage areas.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to cook basic food items and dishes</p> <p>Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.</p>
<p>Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and using of kitchen equipment. Selecting the appropriate equipment for the task.</p>
<p>Assessment. A time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will achieve the assessment requirements during the practical food and cookery activities.</p>
<p>Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they cook and be able to identify, select and order the food items they will need. Tutors should ensure that learners cook dishes using a range of cooking methods.</p>
<p>Practical food preparation and cookery activities. Learners practice basic kitchen skills in using a selection of tools and preparing food items for cooking.</p>
<p>Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.</p>
<p>Learners review own performance and suggest improvements. As a summative activity of each practical session, learners should review their own performance and the dish they have cooked and identify how they could improve on what they have achieved.</p>

Assessment

This unit may be assessed holistically. The learner could cook a basic dish. They would be required to select the ingredients for the dish, choose and use equipment safely and hygienically, cook the dish, clean up and review the process. Evidence could be a checklist completed by the tutor or a witness statement.

Essential resources

To develop the knowledge, understanding and skills for this unit, learners will need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards in order to develop the knowledge, understanding and skills for this unit. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order. This will be necessary to develop cooking skills.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th Edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ceserani V, Foskett D and Kinton R – *The Theory of Catering, 9th Edition* (Hodder Arnold, 1999) ISBN 9780340725122

Ovenden F, Hoene S, and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Websites

www.connexions-direct.com	Connexions direct – information and advice for young people
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 6: Guest Services in the Hospitality Industry

Unit code: K/600/1091
 QCF Level: BTEC Entry 3
 Credit value: 2

Unit aim

This unit is about the daily activities to be carried out as part of the guest services role. Learners will assist others in cleaning bedrooms, bathrooms/washrooms and communal areas and will be able to refer customer queries to the relevant person.

Unit introduction

This unit gives learners the opportunity to experience practical aspects of guest services roles, such as cleaning rooms and welcoming visitors, either through real or simulated activities.

Learners will explore how customer care and appropriate communication skills contribute to good customer service and play a major part in guest services.

As good communication is an essential part of guest services in the hospitality industry, learners will be taught some basic principles of positive verbal communication to aid them in serving customers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to work as part of the guest services team	1.1 Identify different guest services 1.2 State how to work well as part of a guest services team 1.3 Follow instruction for the preparation of guest services; transporting materials, equipment and linen 1.4 Follow instruction to service public areas, bedrooms, bathroom/washrooms
2 Be able to communicate with customers	2.1 Respond to customer queries politely 2.2 Refer queries to the correct person

Unit content

1 Be able to work as part of the guest services team

Guest services: job roles eg manager, housekeeper, floor supervisor, room attendant, linen porter, cleaner

Teamwork: communicating with colleagues, being a good listener, good communication skills; consideration for others, working with others, unselfishness; practical skills; reliability, punctuality, politeness

Preparation: maintenance of stock levels; clearing dirty items; handling linen; replenishing supplies; cleaning materials, health and safety; transporting materials, equipment and linen

Servicing: cleaning; cleaning routines; servicing of bedrooms; bed making; servicing of bathrooms; use of checklists; use of cleaning materials; personal protective equipment (PPE) eg gloves, apron, goggles; uniform; use of cleaning equipment eg vacuum cleaners

2 Be able to communicate with customers

Customer queries: types of query eg directions to hotel services, extra towels, prices of room service; refer to correct person or department eg manager, reception

Communication: verbal eg face-to-face, telephone

Interpersonal skills: attitude; behaviour; politeness; first impressions; greeting customers; showing respect for customers

Essential guidance for tutors

Delivery

This unit gives learners an insight into guest services. It focuses mostly, but not exclusively, on the hotel business, as related activities can also be found in other establishments such as care homes and halls of residence.

Visits to a variety of establishments to observe and experience different providers of accommodation and guest services are essential in order to enable learners to understand the diversity of the services provided and the different standards of accommodation available. This may range from small guest houses to large four star and five star hotels and care homes.

Learners must have the opportunity to develop and demonstrate practical skills in cleaning and servicing accommodation. This may be through a work placement or through simulated exercises such as role plays. These will need to be accompanied by relevant witness statements and/or observation reports.

Learners will need to be able to show that they can follow instructions on how to prepare for guest services, transport linen, material and equipment, and service public areas, toilets, washrooms/bathrooms and bedrooms in accordance with instructions.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to work as part of the guest services team</p> <p>Whole-class, tutor-led discussion about the range of guest services and the different roles within the guest services department of a hospitality establishment.</p> <p>Whole-class, tutor-led discussion on the importance and role of team work in providing guest services.</p>
<p>Establishment visit to a commercial hotel.</p>
<p>Establishment visit to a care home or halls of residence or another non-commercial establishment to highlight the differences within the hospitality industry.</p>
<p>Development of practical skills in cleaning and servicing of accommodation. Servicing a guest's bedroom and bathroom, or the public areas of a hospitality organisation. Learners will need to be given more than one opportunity to practise skills. Learners will need to undertake tasks to the employer's standards when they practise in industry. At first tutors should instruct learners on the required preparation and servicing requirements.</p>
<p>Assessment. Learners completing the practical activities in a real setting will achieve most of the assessment requirements. They can be assessed in the workplace or in a realistic working environment (RWE) when they are developing practical skills. Tutors should use this time to ensure learners understand the assessment requirements and to assess criteria 1.1 and 1.2. Suitable evidence for this assessment would be witness statements.</p>
<p>Be able to communicate with customers</p> <p>Whole-class, tutor-led discussion about the range of customer queries that might need to be addressed in a hospitality establishment, and how they should be dealt with in order to ensure that the guest is satisfied.</p>
<p>Whole-class, tutor-led discussion about effective communication and how to respond appropriately to guest requests. Developing interpersonal skills and applying them in a real or simulated situation.</p>
<p>Assessment. Practical assessment for communication and interpersonal skills. Where learners are developing skills in a hospitality establishment, they can be assessed at the same time as the assessment of their practical service skills. A holistic style of assessment can be adopted. Tutors can also set up a range of different assessment scenarios that can be assessed in a suitable RWE. Witness statements and/or observation sheets will be suitable evidence for this assessment outcome.</p>

Assessment

To achieve assessment criterion 1.1, learners must be able to identify at least two different guest services. For criterion 1.2, learners must be able to state how to work well as part of a team.

For assessment criteria 1.3 and 1.4, learners must show that they can follow instructions on how to prepare for guest services, transporting material, equipment and linen, and how to service public areas, bedrooms, and bathrooms/washrooms.

To achieve assessment criteria 2.1 and 2.2, learners must show that they can respond to customer queries politely and refer their queries to the correct person. This could be achieved in a simulated situation or on a work placement, and should be documented via a witness statement or observation sheet.

Essential resources

Learners should have access to library and research facilities, including use of the internet. Centres must also consider how learners' evidence will be generated. The most satisfactory source is from real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ovenden F, Hoene S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008)
ISBN 9780435465285

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and Tourism

Unit 7: Introduction to the Hospitality Industry

Unit code:	M/502/4894
QCF Level:	BTEC Level 1
Credit value:	2

Unit aim

This unit gives learners an introduction to the hospitality industry and related career opportunities including: food preparation and cooking, food and drinks services, accommodation services and guest services.

Unit introduction

The hospitality industry is large and varied. It is made up of a commercial sector, designed to make a profit, and the catering services sector, designed to provide services. The industry offers many different types of employment and career opportunities.

This unit gives learners opportunities to explore the types of hospitality and catering outlets within the industry, and the varied and different services they offer to customers and users.

The unit also enables learners to investigate job roles available at different levels in the industry, the training and career prospects that are available, and the work patterns expected in a service industry that operates 24 hours a day. They will also be able to explore where to source additional information to help them find out more about the nature of the industry and the employment opportunities that might be available to them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of the hospitality industry	1.1 Identify different types of outlets within the industry 1.2 Outline the services offered within the industry
2 Know the career opportunities in the hospitality industry	2.1 Describe job roles in the industry 2.2 Describe career opportunities in the industry 2.3 State different working patterns in the industry 2.4 Identify sources of information on training and career opportunities

Unit content

1 Know the structure of the hospitality industry

Types of outlets: hotels eg one star to five star, budget hotels, bed and breakfast; self-catering accommodation; holiday centres; restaurants eg bar food, cafes, coffee shops, mainstream; pubs and bars eg managed, tenanted or leased, free houses; nightclubs; hospitality provision eg catering outsourced to a contract food service provider; membership clubs

Services: food eg breakfast, lunch, dinner, snacks, fast food, children's menus, banquet and conference food; vending machines; drink eg alcoholic/non-alcoholic, hot/cold drinks; room service; accommodation eg bedrooms, bar, restaurant, leisure facilities, meeting rooms, conference centre; car hire; business accounts; foreign currency exchange service; travel agency; car parking; office services; email, broadband; crèche; children's play area; babysitting service; highchairs, baby cots, baby listening devices; children's packs; birthday/special events packages; drinks packages; group discount; services for disabled customers; 24-hour opening; catering service on a contractual basis; events management

2 Know the career opportunities in the hospitality industry

Job roles: managers eg general manager, finance manager, conference and banqueting manager, reservations manager, food and beverage manager, head chef, front office manager, housekeeping manager; supervisor; craft staff; chef; operative staff; bar staff; waiting staff; housekeeping staff; reception staff

Career opportunities: type of job contract eg part time, full time, temporary, seasonal, live-in, permanent, freelance, agency staff; training and personal development; planning a career eg apprenticeships, company training schemes, attending recognised training for appropriate qualifications

Working patterns: eg shift systems, weekend working, bank holidays, 24-hour coverage, standard hours, time off in lieu

Sources of information: school and college careers staff; government departments eg connexions, Jobcentre Plus; industry lead bodies; professional associations; individual chains and companies; public libraries; the internet; national and local papers; trade journals

Essential guidance for tutors

Delivery

This unit gives learners a broad overview of the hospitality industry in terms of its scale, size and complexity. It also introduces learners to the range and variety of available job opportunities, and how to prepare for a successful career within the industry. The unit presents opportunities for learners to interface with the industry.

Delivery should be as practical as possible and learners should be encouraged to undertake some straightforward independent research. The unit presents opportunities for visits to different organisations and for employer engagement.

For learning outcome 1, learners are required to only appreciate the ‘broad building blocks’ of the industry. Tutors could begin delivery by drawing on learners’ own experiences as customers of the industry, including the types of outlets they use. Learners could also undertake a survey of hospitality outlets within a specific radius of where they live or study, marking them on a map and identifying the different types of outlet, and trying to determine why they are located where they are. This in turn would help to identify the type and style of outlet as well as the types of customers.

Another option is for each learner to investigate a particular type of outlet in depth. They could then give a short presentation to their peers on the characteristics of the outlet and the services they offer, as well as the main types of customer/users they attract. They could also produce a small handout to identify and reinforce the main points. If this method is adopted, it is important to ensure that all types of outlets are adequately covered.

To introduce career opportunities, a local employer could be asked to talk to learners and identify the career pathways that their organisation offers, or an employee such as a head chef could talk about the requirements of their job.

Learners could visit a large outlet such as a four star hotel and be given opportunities to talk to a range of staff members about their jobs, identifying what they have to do, their hours of work, and the skills and qualifications they need to be successful in the particular role. A good range would be a chef, a bar manager, a housekeeper, a member of front office staff and a food service operative.

Learners could review a selection of local newspapers and trade journals to identify the types of jobs available. They could also note the pay and conditions, hours of work and employers’ requirements. Learners also need to know where they can source additional information on possible career opportunities and personal training. The local careers service could be asked to give a presentation and tutors should take advantage of any open days/evenings held by training providers or employers.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the structure of the hospitality industry</p> <p>Whole-class, tutor-led input about the structure of the hospitality industry and the different types of outlets that make up the industry and their characteristics.</p>
<p>Whole-class, tutor-led input about the services that are provided to guests, customers and users of the hospitality industry.</p>
<p>Learner-led, independent research to identify the characteristics of a particular type of outlet of the industry. Tutors would need to agree the format of the information that learners are expected to report back on. Tutors will need to ensure that there is consistency of approach. Learners could give a brief talk to their peer group about the outlet they have researched.</p>
<p>Assessment criteria 1.1 and 1.2. Learners can complete a table identifying the different types of outlets and their characteristics and the types of customers they attract. Much of the work needed to satisfy the assessment requirements could be completed when learners are undertaking their independent research. Gaps in their knowledge can be filled when they listen to the talks given by their peers on the outlets that they have investigated.</p>
<p>Know the career opportunities in the hospitality industry</p> <p>Whole-class, tutor-led input about the range of jobs that are available within the hospitality industry. The range outlined in the unit content should be covered, and learners given the opportunity to search sources of information for careers and job guidance. Tutors should introduce the assessment requirements for this part of the unit at this time.</p>
<p>Talk by an employer or a skilled staff member such as a head chef, a restaurant manager, a head housekeeper or a general manager to outline their personal career pathway, their role and the responsibilities that they have to undertake within their job roles.</p>
<p>Visit to a large hospitality outlet such as a four star hotel to see different staff members and investigate their roles. Learners also to find out about how the business recruits its staff.</p>
<p>Tutor-supervised learner research investigating the pay and conditions of the range of jobs identified in the unit content. Sources of information could be local newspapers, job adverts and the internet. Tutors will need to gather some sample/selective materials to help illustrate the unit content.</p>
<p>Whole-class, tutor-led input about the working patterns required by the industry.</p>
<p>Assessment for criteria 2.1, 2.2 and 2.3 could be completed as an ongoing activity as the unit progresses. No specific time is allocated to this aspect of the unit's assessment.</p>
<p>Assessments for criterion 2.4. Learners complete a piece of written work concerning careers information and job applications.</p>

Assessment

To achieve assessment criteria 1.1 and 1.2, learners could design and complete a table identifying the different types of outlets. They could then match the services each outlets offers. Learners need to show that they know the broad make-up of the industry and the services that are available to customers.

For assessment criteria 2.1, 2.2 and 2.3, learners need to describe at least two different job roles within the industry. This could include the typical working hours for each of the job roles and the working patterns. They also need to show typical career pathways, identifying the different posts that the roles could lead to over a period of time in the industry. An example would be trainee chef, commis chef, chef, sous chef, head chef to kitchen manager and then to food and beverage manager.

For assessment criterion 2.4, learners need to identify at least two sources of training and career information.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on careers/job prospects and training opportunities available locally and further afield. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information.

A good selection of industry marketing and publicity materials should be available to help learners start to understand the complexity, scale and size of the industry.

Indicative resource materials

Textbooks

Barrows C and Powers T – *Introduction to the Hospitality Industry, 7th Edition* (John Wiley and Sons, 2008) ISBN 9780471782766

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.catersource.com	Education, products and news for caterers
www.connexions-direct.com	Connexions Direct – information and advice for young people
www.dcsf.gov.uk	Department for Children, Schools and Families
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 8: Customer Service in the Hospitality Industry

Unit code:	J/502/4898
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

The unit aims to provide learners with a basic understanding of the importance of good customer service within the hospitality industry.

Unit introduction

This unit gives learners a basic understanding of the importance of providing good customer service within the hospitality industry. Learners will explore what good customer service means, as well as the benefits to a hospitality organisation or business of good customer care. Learners will also look at their own experiences as customers to help identify examples of good customer service.

As good communication is an essential part of providing good customer service in a service industry, learners will be taught some basic principles of positive verbal and non-verbal communication to aid them in serving customers. Learners will also learn the importance of good personal presentation and hygiene, including the need to comply with uniform and dress codes when working in a hospitality environment.

The unit gives learners the opportunity to gain some practical skills in customer service and communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the benefits of good customer service	1.1 Outline what good customer service is 1.2 State the benefits of good customer service 1.3 Give examples of good service for different customer groups within the industry
2 Be able to communicate with customers in the hospitality environment	2.1 Identify the benefits of good communication 2.2 State how to deal with routine customer needs 2.3 Communicate positively in a hospitality environment (to include verbal and non-verbal communication)
3 Know the importance of good personal presentation	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment 3.2 Identify different dress codes for roles in a hospitality environment

Unit content

1 Know the benefits of good customer service

Customer service: definition; aims eg achieving targets, customer satisfaction, exceeding customer expectations, meeting organisational targets

Benefits: to the customer; to the organisation; to the employee

Customers: value for money; accuracy and reliability; information and advice; assistance and help; special needs dealt with; healthy, safe and secure environment

2 Be able to communicate with customers in the hospitality environment

Communication skills: verbal; voice eg tone, pitch, pace; non-verbal eg posture, facial expression, gestures, eye contact

Interpersonal skills: attitude; behaviour; first impressions; greeting customers; respect for customers eg courtesy, interest, responding to different customers' behaviour, dealing with problems

Situations: face-to-face; on the telephone

3 Know the importance of good personal presentation

Presentation skills: personal hygiene; appearance eg uniform, dress, hair, make-up, jewellery, clean hands

Dress codes: types eg waiting staff, kitchen staff, reception staff

Essential guidance for tutors

Delivery

This unit has both theory and practical skills content. Presenting the basic concepts of good customer service to the whole class is recommended, as this makes effective use of time. Learners must know what constitutes good customer service in the hospitality industry, where employees and staff are constantly face to face with their customers and are providing both goods and services. A class discussion could be a useful way to identify examples of good service for different customers, and learners should be encouraged to relate their own personal experiences to provide illustrations. They could also identify what might be considered to be poor customer service in order to help reinforce the benefits of good customer service to the customer, the organisation and the employee. The customer service standards for a number of different organisations or companies could be used, and comparisons made between them to indicate to learners how the industry manages and identifies requirements. This could be a good way to introduce the subject to learners.

Role-play activities are a useful way of enabling learners to evaluate their own interpersonal and communication skills, allowing them to suggest ways in which they could develop and improve these skills. Role plays can also be used to help gain an understanding of the needs of different types of customers. A number of recordings in various formats are available that can be used to help to illustrate the learning points that need to be reinforced.

Learners must be given opportunities to practise their communication and customer service skills in real or realistic working environments. Those learners studying food and drink service may have good opportunities for skills in customer service to be developed and assessed with real customers. This is the most satisfactory source of evidence. Other examples of situations where customer service skills could be developed include school open days, parents' evenings, sports days and charity events. It is preferable that learners be given opportunities to do things in a real rather than in a simulated situation.

When looking at the importance of good personal presentation, learners need to be given formal input as to requirements. Links need to be made to the food hygiene regulations and other legislation, including codes of practice.

This unit acts as a good foundation for learners who may wish to study the Level 1 unit *Serving Food*.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the benefits of good customer service</p> <p>Whole-class, tutor-led input on introduction to the unit and what makes good customer service, and the benefits to a hospitality organisation of good customer service. Examples of good customer service. Learners could identify from their own experiences examples of good and poor customer service.</p>
<p>A video could be shown to help reinforce points. Learners review the customer service standards of three/four local or national companies. Introduction of first assessment.</p>
<p>Whole-class, tutor-led input identifying examples for good customer service and the benefits to customers.</p>
<p>Be able to communicate with customers in the hospitality environment</p> <p>Whole-class, tutor-led input and discussion and role play on basic personal communication skills, for example: verbal – voice, tone, pitch, pace; non-verbal – posture, facial expression, gesture, eye contact.</p>
<p>Whole-class, tutor-led input and discussion and role play on basic interpersonal skills, for example attitude, behaviour, first impressions, greeting customers, responding to different customers, dealing with problems.</p>
<p>Practice session for learners in role play/simulated situations for them to develop skills in communication and interpersonal skills. Tutors could record this session and play back to learners.</p>
<p>Practical session – giving customer service. Learners support an event such as an open day or sports day function and provide customer care to real guests or visitors.</p>
<p>Assessment criteria 1.1, 1.2, 1.3, 2.1 and 2.3. Learners produce individual evidence in the form of customer service guidelines for use in a hospitality business.</p>
<p>Assessment criterion 2.3. A witness statement signed by the tutor is the evidence required to meet this outcome, confirming that learners have given good customer service in a real situation.</p>
<p>Know the importance of good personal presentation</p> <p>Whole-class, tutor-led input and discussion stressing the importance of good personal presentation – wearing of uniforms and dress codes, personal presentation skills and requirements.</p>
<p>Assessment criteria 3.1 and 3.2. Learners produce a set of company rules to ensure that employees know the requirements for dress, personal presentation and hygiene. This will take the form of individual written work. Learners may word-process this and use some simple graphics/illustrations to aid the presentation of the messages being given.</p>

Assessment

A holistic assessment can be designed for assessment criteria 1.1, 1.2, 1.3, 2.1 and 2.2. Learners could produce customer service guidelines for a hospitality business such as a high street restaurant or hotel. These should be designed for staff to use when they are dealing with customers so that all receive the same good standard of customer service. Learners must outline what good customer service is, and how to deal with routine customer needs. For each customer service standard, learners need to identify the benefits to the customer and the organisation.

For assessment criterion 2.3, learners must show that they have communicated positively with customers in a hospitality environment. Taking a meal or drinks order, giving information about future events, taking a booking, providing directions to customers and explaining what is taking place at an event are all good examples of the required evidence. Signed witness statements must be produced as evidence.

For assessment criteria 3.1 and 3.2, learners must outline the importance of good personal hygiene and presentation in a hospitality environment as well as identifying different dress codes. Evidence for these criteria could take the form of ‘company rules’ produced by learners that would be used by a hospitality business to ensure that their standards of employee presentation met the requirements of the food hygiene regulations and any other requirements specific to the company.

Essential resources

Learners should have access to a library and/or learning resource centre, including use of the internet. Relevant current journals and publications should also be available.

Centres must consider how learners’ evidence will be generated for the communication aspects of the unit. The most satisfactory evidence should be gained from realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Videos

Many of the television ‘fly-on-the-wall’ documentaries are well suited to discussions on customer service. The BBC’s Learning Zone frequently features programmes on customer service.

Serving Your Best Interests (Confederation of British Industry)

Who Cares Wins – Customer Care (BBC Business)

Further information

Confederation of British Industry (CBI)

Centre Point
103 New Oxford Street
London WC1A 1DU

Telephone: 020 7395 8247
Website: www.cbi.org.uk

Websites

www.bbc.co.uk/learning

www.bha.org.uk

www.people1st.co.uk

BBC Learning Zone – programme times

British Hospitality Association

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and Tourism

Unit 9: Food Service

Unit code:	K/502/4957
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

The unit will give learners an introduction to serving food safely and hygienically and develop skills required to work in a food service area within the hospitality industry.

Unit introduction

The aim of this unit is for learners to develop their knowledge, skills and understanding of serving food. This unit should encourage learners' interest in, and enjoyment of, serving food and working with customers.

The unit covers the less complex styles of food service and the practical skills needed for plate and counter service. Learners will explore the personal hygiene and safety practices required by law when serving and handling food, and when working in a food area. They will learn how to prepare, maintain and close down the service area and lay tables, including selecting the correct equipment for service. Learners will serve food to customers using plate and counter service styles. They will also learn presentation and personal skills, including courtesy to customers, which are necessary for efficient and effective food service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know different types of food service	1.1 Describe different types of food service
2 Be able to serve food	2.1 State health and safety and hygiene requirements when serving food 2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner
3 Be able to work in a food service area	3.1 Set up, maintain and close down the service area according to instructions

Unit content

1 Know different types of food service

Types of food service: plate; counter; self-service; buffet

2 Be able to serve food

Personal hygiene: eg appropriate clothing/uniforms, hair and footwear, no jewellery or watches, discreet use of cosmetics, short fingernails, no nail varnish, appropriate hand washing; cuts and burns covered with blue waterproof plaster

Safety: temperature requirements for hot and cold food; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, maintaining cleanliness of working areas

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; communicating information in relation to customers' needs; team working; timing; dealing with special requirements and requests

Style of service: plate; counter

3 Be able to work in a food service area

Service area: methods of cleaning, organising and setting food service area, counters and customer seating area; reporting procedures for identified problems

Service equipment: service units eg heated, refrigerated; sideboards; trays; table/counter coverings; menus; sales materials; reporting procedures for identified problems

Service items: crockery, cutlery, glasses, service utensils; accompaniments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; how to re-stock equipment; replenishing service items; maintenance of stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: how to clean eg area, equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Essential guidance for tutors

Delivery

This unit combines theory and practical skills, and is intended to develop the learner's knowledge of, and interest in, serving food, and the specialist equipment needed to prepare and serve different foods. The unit provides some skills that are required in order for learners to be able to serve food in a variety of hospitality outlets. Learners will require opportunities to prepare and serve different foods by plate and counter service, preferably to real customers in appropriate settings. Coffee mornings, lunches, afternoon teas and special events, all of which can take place within a school/college, lend themselves well to providing opportunities for food service. They present more appropriate learning experiences than simulated activities.

Much of the unit will be delivered through practical sessions. Each learner should have several opportunities to serve food to customers. Learners might need to have a practice session before they serve 'real' customers. The customer service skills required for learners to be confident in serving food are delivered in the Level 1 unit *Customer Service in the Hospitality Industry*. That unit and this could be taught together, as the practical food service sessions provide excellent opportunities for the development and assessment of customer service skills.

Learners need to be made aware of the hygiene requirements and regulations that relate to food service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service, and close down a food service area. They will require guidance on equipment layout and displays of food and equipment which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know different types of food service</p> <p>Whole-class, tutor-led input giving an introduction to the unit, and the different types of food service: plate, counter, self service, buffet. Learners could identify the main differences in the styles of food service by completing a table to show the comparisons and differences.</p>
<p>Assessment criterion 1.1. Learners could finalise any table started in the learning session by describing two types of food service.</p>
<p>Be able to serve food</p> <p>Whole-class, tutor-led input giving an introduction to practical food service, personal appearance and personal hygiene. Skills practice in laying a table correctly.</p>
<p>Whole-class, tutor-led input on safety in food service. A theory session followed by skills practice in (simulated) opening and closing doors, carrying items, dealing with spillages, maintaining cleanliness of working areas. Organising of food service area.</p>
<p>Whole-class, tutor-led input on customer service. A theory session followed by skills practice in (simulated) greeting and welcoming customers, providing information – menu items, taking food orders, communicating information, team working.</p>
<p>Practical food service sessions to customers. Discussion on the food to be served, room preparation, table lay up, food service, clear down of room and equipment, review of session – 3/4 hours per session. Some sessions could be booked as set functions/events, for example a lunch party for 30-customer local walking group.</p>
<p>Assessment criterion 2.1. Learners write notes identifying the health, safety and hygiene requirements that must be followed when serving food.</p>
<p>Be able to work in a food service area</p> <p>This aspect of the unit can be integrated into the serving of food content. Learners could work on a roster to re-stock equipment, maintain a service area and close down the service area. Learners should accomplish this at least once. This requires no formal allocation of time.</p>
<p>Assessment criteria 2.2 and 3.1. Tutors will record evidence for these aspects by signed witness statements. Observations would have been undertaken during practical food service sessions.</p>

Assessment

To achieve assessment criterion 1.1, learners must describe two different types of food service, identifying the main characteristics of each type. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets.

To achieve assessment criterion 2.1, learners will need to state the health, safety and hygiene requirements that must be followed when serving food. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets.

For learners to achieve assessment criterion 2.2, they must serve both hot and cold food to customers using two methods of food service – plate and counter. Each individual learner must achieve this learning outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

To achieve assessment criterion 3.1, learners must be able to set up, maintain and close down a food area according to instructions. Each learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

A series of small coffee mornings, lunches, tea parties or similar events will provide excellent opportunities for the practical aspects of the assessments to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for these aspects of the unit.

Essential resources

Learners should have access to a library and/or learning resource centre, including use of the internet. Relevant current journals and publications should also be available.

Centres must consider how learners' evidence will be generated for the practical food service aspects of the unit. The most satisfactory sources are real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and Tourism

Unit 10: Preparing and Serving Drinks

Unit code:	L/502/5051
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

This unit will give learners an introduction to preparing and serving drinks in the hospitality industry. They will be able to identify different types of drink and the correct equipment for preparing and serving them. They will also be required to set up and close down service areas.

Unit introduction

This unit will enable learners to develop their knowledge and practical skills in serving non-alcoholic drinks. They will be able to identify different types of drinks and use a range of equipment for making and serving them correctly, including specialist equipment such as coffee machines and blenders. Learners will be taught how to make and serve a range of drinks to customers, and will also have opportunities to develop their customer service skills and learn some hygiene and safety practices.

Learners will be taught how to prepare, maintain and close down service areas for drinks service. This includes stocking the area with appropriate equipment and replenishing stock, cleaning and preparing specialist and standard equipment and final clear down.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to prepare and serve different drinks</p>	<p>1.1 Identify different types of drink</p> <p>1.2 List correct equipment for preparing and serving different drinks</p> <p>1.3 Describe the main stages in serving the customer</p> <p>1.4 Prepare different drinks:</p> <ul style="list-style-type: none"> • safely and hygienically • according to instructions • using the correct equipment <p>1.5 Serve different drinks:</p> <ul style="list-style-type: none"> • safely and hygienically • according to instructions • using the correct equipment (including cup/glass) <p>1.6 List suitable accompaniments for drinks service</p>
<p>2 Be able to work in a drinks service area</p>	<p>2.1 Set up, maintain and close down the service area according to instructions</p>

Unit content

1 Be able to prepare and serve different drinks

Types of drink: coffee eg latte, mocha, espresso, cappuccino, decaffeinated; tea eg tea bags, bulk leaf tea, string and tag, lemon, herbal, fruit; hot chocolate; bottled water eg sparkling, natural spring, still; fruit smoothies, fruit juices

Equipment: service units eg heated, refrigerated; blenders; icemakers; trays; table/counter coverings; drinks lists; sales materials; service items eg crockery, cutlery, glasses, service utensils, drip mats/coasters; condiments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, accompaniments

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; advising of customers' needs; team working; timing; dealing with special requirements and requests

Preparing drinks: coffee; tea; hot chocolate; fruit juice; fruit smoothies; bottled waters

Serving drinks: self-service, tray, counter; relevant service skills

Accompaniments: eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, wrapped chocolates/sweets

2 Be able to work in a drinks service area

Service area: cleaning, organising and setting out bar/counter and customer seating area; reporting any problems identified

Service equipment: service units eg heated, refrigerated; trays; table/counter coverings; drinks lists; sales materials; reporting any problems identified

Service items: eg crockery, cutlery, glasses, service utensils, drip mats/coasters; accompaniments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; restocking equipment; replenishing service items; maintaining stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: cleaning area; cleaning equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Essential guidance for tutors

Delivery

This unit is intended to develop the learner's knowledge of non-alcoholic drinks and the specialist equipment needed to prepare different drinks. The unit also provides some of the skills required to serve drinks in a variety of hospitality outlets. This unit combines both theory and practical skills.

Learners must be given the opportunity to prepare and serve different drinks, preferably to real customers in appropriate settings. Coffee mornings, afternoon teas and special events, all of which can take place within a school/college setting, lend themselves well to providing opportunities for drinks service and present more appropriate learning experiences than a simulated activity.

Learners must be introduced to the range of non-alcoholic drinks available and the many different ways in which they may be served. They should also have the opportunity to see some marketing and/or sales materials that can be obtained from drinks suppliers. This introduction is best achieved by whole-class teaching as well as learners undertaking some self-directed research.

Learners need to know the variety and styles of different equipment used in the hospitality industry. This should include training in the safe operating of an electric/steam coffee machine, steam injector for hot milk, and blender for making fruit smoothies. Learners need to know the equipment that is needed for preparing and serving different drinks, and centres should have a good range of equipment available to allow learners to become familiar with items that are commonly used for making drinks.

Much of the delivery will be through practical sessions. Each learner should have several opportunities to prepare different drinks for customers. They will need to have practice sessions prior to serving real customers. Recipes and instruction sheets could be made available for learners to follow that could indicate the equipment required for each drink and the layout needed for tray, counter or table service. Any special accompaniments that go with drinks should also be identified as these can add substantially to customers' enjoyment.

Learners also need to be made aware of the different hygiene requirements and regulations that relate to drinks service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service and close down a drinks service area. They need to be given guidance on equipment layout and displays of glasses, cups and mugs which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to prepare and serve different drinks</p> <p>Whole-class, tutor-led input, identifying the different types of non-alcoholic drinks. This can be both a practical and theory style session. Tutors should have actual samples of a wide range of drinks for learners to see and recognise. Learners could complete a table identifying the types of drinks, the equipment needed to serve them and any safety/hygiene requirement.</p>
<p>Whole-class, tutor-led input, identifying the correct types of equipment needed to make a wide range of non-alcoholic drinks.</p>
<p>Customer service – basic skills in serving customers’ drinks.</p>
<p>Preparing different drinks – tutor-led practice sessions where learners, under guidance, make a range of drinks in accordance with instructions. Learners could sample drinks they are unfamiliar with.</p>
<p>Assessment criteria 1.1, 1.2 and 1.6. Learners design and prepare a drinks list/menu for a city centre outlet. Learners can then build on this foundation and identify the equipment needed to satisfactorily serve the drinks chosen.</p>
<p>Assessment criterion 1.3. Learners design a small training aid identifying the stages that have to be gone through to serve drinks to customers.</p>
<p>Practical drinks service – a number of sessions where learners prepare and serve a range of drinks to customers. This can be at functions such as afternoon teas, drinks to accompany a meeting, a coffee/tea shop style operation managed and open on a regular basis. Tutors will need to arrange appropriate rosters and ensure that all learners have the opportunity to cover the range required in the unit. This is essentially a practical activity.</p>
<p>Assessment criteria 1.4 and 1.5. Learners need to serve customers correctly with two different kinds of drinks, provide efficient service and choose the correct equipment. Learners must work in a clean and hygienic manner at all times. A suitable pro forma to use as a checklist will need to be designed by tutors to support this aspect of the unit assessment. Tutors will record evidence for these aspects by signed witness statements. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.</p>
<p>Be able to work in a drinks service area</p> <p>Learners could work on a roster to re-stock equipment, maintain a service area and close down the service area. Learners should accomplish this at least once. This requires no formal allocation of time. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.</p>
<p>Assessment criterion 2.1. Learners in a practical environment set up, maintain and close down a drinks area. A suitable pro forma to use as a checklist will need to be designed by tutors to support this aspect of the unit’s assessment. Tutors will record evidence for these aspects by signed witness statements. Observations would have been undertaken during practical food service sessions. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.</p>

Assessment

To achieve assessment criteria 1.1 and 1.6, learners could prepare a drinks list/menu suitable for a hospitality outlet in a city centre serving a wide and differing clientele. This will give learners the opportunity to apply their knowledge to a given situation. Although it is not necessary for learners to put selling prices for the drinks, it would add realism if they were able to do so.

For assessment criterion 1.2, learners could build on their drinks list by identifying all the equipment that the drinks outlet would need to have, in order to serve and satisfy customers' needs for those drinks previously listed.

For assessment criterion 1.3, it is necessary for learners to be able to describe the stages that they would have to go through to satisfactorily serve at least two customers with different drink requirements. This could be achieved by learners designing a training aid, in the style of a small laminated card, identifying the sequence of steps that must be taken to provide good service of drinks to customers. This could be related to assessment criteria 1.1 and 1.2 to provide a more holistic form of learning. Learners should consider some simple designs for assessment criteria 1.1 and 1.3 and make the documents usable for a real situation such as a café or coffee shop/conservatory. The training aid should be sufficient to enable a new recruit to the outlet to ensure that all customers are served according to company policy.

Learners can complete the assessments for 1.4 and 1.5 together. They need to correctly serve customers with at least two different kinds of drinks, provide efficient service, choose the correct equipment, prepare the drinks in a safe and hygienic manner and clear up and tidy all items after the customers have departed.

To achieve assessment criterion 2.1, learners must be able to set up, maintain and close down a drinks area according to instructions. Each individual learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed. A series of small coffee mornings, tea parties or events will provide excellent opportunities for this aspect of the assessment to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for this aspect of the unit.

Essential resources

Learners need access to an appropriately designed and equipped service area for drinks. This does not have to replicate a realistic working environment, though learners will benefit from as much realism as possible. Appropriate equipment such as cappuccino machines, icemakers, blenders and other specialist equipment including glasses and china must be available. A mechanical dishwasher should also be available for use.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 11: Basic Food Preparation and Cooking

Unit code:	K/502/5042
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

Unit introduction

This unit helps learners to develop basic knowledge of the most common methods of cookery and then use them in preparing and cooking some simple dishes. This will enable learners to develop basic skills in practical cookery and use a range of food commodities with which they may not be familiar. Learners will be taught how to prepare and cook food in a safe and hygienic manner, as well as working safely with large and small kitchen equipment. It is essential that learners have practical experience of preparing and cooking food and creating successful dishes.

Learners are expected to review their own dishes and working methods and make suggestions for improvements. Learners will be able to use the skills developed in this unit within a domestic setting or in readiness for the world of work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the principal methods of cooking	1.1 State the principal methods of cooking 1.2 State typical cooking methods for different commodities
2 Be able to prepare, cook and present simple dishes	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food 2.3 State safe working practices for different cooking methods 2.4 Review own performance and make suggestions for future improvements

Unit content

1 Know the principal methods of cooking

Methods of cooking: boiling; grilling; deep frying; shallow frying; roasting; baking; stewing; poaching; simmering; steaming; microwaving; typical cooking methods for different commodities

2 Be able to prepare, cook and present simple dishes

Preparation: weighing and measuring; methods of preparation eg beating, chopping, creaming, grating, folding, mixing, peeling, rubbing in, stirring

Cooking: using a selection of cooking methods eg boiling, grilling, deep frying, shallow frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving; selecting and using cooking equipment; seasoning; tasting; timing; making sure food is cooked through

Presenting: selecting appropriate containers and equipment; decoration; garnish

Safe working practices: preparing food safely to stop harmful bacteria from spreading and growing eg washing hands, separating raw food from cooked food, use of refrigerator; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, using knives; using equipment eg large equipment, small equipment, electric mixer, blender; hygiene eg maintain cleanliness of working areas, washing and drying hands before handling food, clean equipment; personal presentation eg clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered with waterproof plaster, short fingernails, no jewellery, clean hands

Reviewing: preparation and cooking eg working methods, equipment used, timing; quality of dishes eg appearance, taste, seasoning, colour, texture, temperature, portion size; hygiene standards; identifying improvements

Essential guidance for tutors

Delivery

This unit gives learners opportunities to gain some practical cooking skills, and the main focus of the delivery should be on the practical content. There is insufficient time in the unit to develop high-level culinary skills, but learners should gain knowledge of the principal methods of cooking and be able to prepare and cook some basic dishes using a range of cookery methods.

So that learners gain the most from the practical cookery sessions, careful forward planning needs to take place. Learners should be involved with this planning so that they come well prepared for practical sessions. They should know what they are to prepare and cook and some understanding of the recipes they are to use, as well as familiarity with the kitchen and associated equipment. The tutor should start by providing a knowledge background to the methods of cookery so that learners have a starting point to their practical work. The knowledge gained should act as a foundation to the practical cookery.

Learning outcome 1

Learning outcome 1 is best achieved if it is delivered during formal structured lessons supported by independent learner research. Learners will need to know about cooking methods and cooking and serving equipment used to prepare, produce and present different dishes. Learners will need to know why certain foods are cooked using certain cookery methods and be able to match the most appropriate cooking method to a range of commodities and/or dishes, for example chicken: roasting, grilling; pasta: boiling as with spaghetti, baking and boiling as in lasagne; microwaving as with fish or ready prepared meals. The general principle that more expensive items often demand shorter cooking times, and cheaper items are often cooked in a long, slow manner, should be established with practical examples.

Learning outcome 2

Learners need to be instructed in how to turn ovens, grills and deep fat fryers on and off, as well as in the safe use of mechanical equipment such as mixers and blenders. This will help reduce the risk of accidents as well as ensuring that health and safety obligations are covered.

Learners will be able to sample only some of the methods of cookery in their practice sessions due to the time constraints of the unit. It is therefore important that tutors ensure that at least four methods of cookery are covered. Because of potential serious safety issues with deep fat frying, it would be appropriate for all learners to be formally instructed in how to cook foods by this method and to practise this under supervision.

Learners should have the opportunity to practise and develop skills in different preparation methods and cooking methods on an individual basis. When planning dishes to be cooked, care must be taken so that learners have the opportunity to develop food preparation and cooking skills in line with their ability. Learners could, with guidance, choose what they cook. Learners should be encouraged to choose healthy eating options.

It would be advisable to start with simple dishes and techniques, only progressing to more advanced dishes as learners become more confident. Learners will be expected to understand how to manage their own time and contribute to the planning of their own work.

The safety and hygiene aspects of the unit must be integrated with the delivery of the unit. Learners must be encouraged to work in a clean and safe manner, as well as wear the correct personal protective clothing.

Learners must review their performance after each practical session, for example by assessing themselves in terms of whether they maintained safety and hygiene requirements, the effectiveness of the working methods used, and the overall outcome of the dish(es) produced.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the principal methods of cooking</p> <p>Introduction to unit. Whole-class teaching of the methods of cookery. Tutor input and learner-led independent research. Learners could complete worksheets to match methods of cookery with foods that might be cooked by the different methods.</p>
<p>Assessment criteria 1.1 and 1.2. Learners complete a table matching two food commodities that can be cooked using each of the different methods of cookery.</p>
<p>Be able to prepare, cook and present simple dishes</p> <p>Whole-class teaching and instruction on safe working in the practical kitchen (health and safety). Learners to be instructed on wearing personal protective equipment (PPE) and washing hands before and after handling food. Using a range of kitchen equipment, learners must be instructed in turning ovens and grills on and off and in the use of blenders and mixers. Learners need to become familiar with the kitchen layout.</p>
<p>Practical cookery development. Five three-hour sessions for practical cookery. The tutor should plan the content of the first session. For the following sessions learners should contribute to the planning of what they will prepare and cook and two hours' planning time has been allocated. A planning exercise with learners should take place at the end of each practical. Learners will need to prepare and cook dishes using at least four different cooking methods. Learners complete a tutor-designed pro forma evaluating how they can improve their performance.</p>
<p>Assessment criteria 2.1, 2.2 and 2.3. Practical cookery assessment. This will be evidenced by photographs and a witness statement for each learner.</p>
<p>Assessment 2.4. Completion of two written reviews identifying items that were prepared and cooked with an evaluation making suggestions for how learners' personal organisation, as well as the dishes, could be improved.</p>

Assessment

To achieve assessment criteria 1.1 and 1.2, learners will need to identify the principal methods of cookery and match two food commodities that can be appropriately cooked by each method. Learners could achieve this learning outcome by producing a written table, or by answering verbally some structured questions from the tutor.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners must prepare, cook and present simple dishes in a safe and hygienic way. Learners may choose what they cook under tutor guidance. Learners could cook a meal consisting of a main course accompanied by potatoes, rice or pasta, and a vegetable or salad. Learners must show awareness of the required work processes, safety and hygiene requirements and attempt an attractive presentation in finishing the dishes. This learning outcome may be evidenced through tutor observation and witness statements supported by some photographic evidence. It is important that documentation is retained for internal and external verification.

To achieve assessment criterion 2.4, learners must review what they have prepared and cooked, make a judgement on the end result, and identify how they could improve upon the finished dish. They must also review the practical working methods and their personal organisation. Suitable evidence could include a recording of a discussion with the tutor, supported by tutor witness statements.

Essential resources

Learners need to have access to a fully equipped kitchen, though this does not have to be designed and equipped to professional industrial standards. Kitchens must comply with contemporary food safety procedures as required by current legislation. Surfaces should be easy to keep clean and maintain. Large equipment should be up to date, in full working order, and well maintained. An appropriate range of small equipment and utensils must be available, including service and presentation items, and there should be sufficient amounts for each learner to access the necessary items for their own use. Learners are likely to cook dishes in four portion amounts and equipment sizes should reflect this. Some basic but up-to-date recipe books must also be on hand to show how food is presented as well as describe how food is cooked. Supermarkets are a good source of information on food and commodities and this information is often free of charge. Government agencies also provide high quality information.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.connexions-direct.com

Connexions Direct – information and advice for young people

www.cookeryclub.co.uk

Information on recipes and nutrition

www.eatwell.gov.uk/healthydiet

Food Standards Agency: advice on a healthy diet

www.food.gov.uk

The Food Standards Agency

Unit 12: Using Kitchen Equipment

Unit code:	T/502/5075
QCF Level:	BTEC Level 1
Credit value:	1

Unit aim

Learners will be able to give examples of large and small kitchen equipment and describe how they are used and the safety requirements for using them. They will be able to use different kitchen equipment for routine tasks and follow correct procedures when cleaning equipment.

Unit introduction

The aim of this unit is to provide learners with a practical introduction to large and small kitchen equipment.

Learners will be introduced to a range of large equipment found in a kitchen and will be taught how to turn equipment on and off according to correct procedures. They will be taught how to prepare and use this equipment in a safe and hygienic manner.

They will also learn how to recognise, select and use small specialist cooking utensils in a safe and hygienic way for routine culinary tasks. This will give them some basic knowledge so that they can be efficient and effective in equipment usage when they start learning practical cookery skills. Learners will also learn how to follow correct procedures when they clean equipment for re-use or storage.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different types of kitchen equipment	1.1 Give examples of large kitchen equipment and describe how they are used 1.2 Give examples of small kitchen equipment and hand tools and describe how they are used 1.3 State the safety requirements for using kitchen equipment
2 Be able to select and use kitchen equipment	2.1 Select the correct equipment for routine tasks 2.2 Use different kitchen equipment for routine tasks safely and hygienically 2.3 Follow correct procedures when cleaning equipment

Unit content

1 Know about different types of kitchen equipment

Large kitchen equipment: ovens eg gas, electric, microwave; grills; deep fat fryers; electric mixers; liquidisers and blenders; food processors

Small kitchen equipment: knives; chopping boards

Hand tools: types eg potato peeler/apple corer, lemon zester, round scoops for cutting fruit, garlic crusher, kitchen scissors, whisk, rolling pin, wooden spoon

Safety requirements: correct procedures; identification of hazards; personal concentration; prevention of accidents

2 Be able to select and use kitchen equipment

Select equipment: equipment appropriate to the task

Use equipment: safe use of large equipment according to procedures; safe use of small equipment according to instructions

Cleaning equipment: cleaning procedures; cleaning chemicals and materials; methods of checking for cleanliness and good hygiene; correct storage

Essential guidance for tutors

Delivery

This practical unit could be delivered in a number of ways, either as a stand-alone unit, or in conjunction with the Level 1 unit *Basic Food Preparation and Cooking*.

If delivered prior to *Basic Food Preparation and Cooking*, it will give learners introductory knowledge of large and small kitchen equipment before they begin cooking. Delivered in a holistic manner, at the same time as *Basic Food Preparation and Cooking*, it will provide integrated theory and practice to support practical skills.

Learners need to know examples of the most common large equipment used in a kitchen and how to safely turn on and prepare for use items such as ovens and deep fat fryers, always remembering to follow accepted safety procedures and appropriate manufacturers' instructions. Learners also need to know the importance of turning equipment off at the end of use to reduce the consumption of fuel and prevent serious safety issues such as fires. To gain this knowledge, learners need to be taught in a practical kitchen where they can have the equipment demonstrated to them and have the opportunity to experience for themselves turning on ovens, setting up a food mixer with attachments and preparing a food processor with sharp blades for use. To help with equipment recognition it would be useful for tutors to have an up-to-date selection of suppliers' equipment catalogues to hand.

Learners need to be instructed in how to use, sharpen and maintain professional knives and how to clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning. Learners must also be instructed in how to use a variety of other small kitchen equipment in such a way as to make efficient use of time when preparing and cooking food, and how to avoid accidents. This is best achieved in a practical situation where learners have the opportunity to practise using the tools and equipment. It is important for tutors to reinforce the safety aspects.

Learners need to know how to select the correct equipment for routine tasks, as well as to be able to use different equipment in a safe and hygienic manner. This aspect of the unit is best achieved within a practical situation and it is expected that learners will develop these skills over a period of time. The unit content will act as an introduction to the skills. Demonstration and practice areas for each item of small equipment could be set up around a kitchen, and learners could move from table to table learning how to use each item.

As well as using large and small equipment, learners need to know how to clean equipment so that it is ready for use the next time it is needed. Correct procedures need to be followed for safety, especially for equipment with sharp blades such as knives and food processors and equipment that may be very hot. Care must be taken with the use of water with items that are connected to the electricity supply. Detachable items such as blades or whisks need to be correctly stored to prevent damage or loss, as do professional knives.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about different types of kitchen equipment</p> <p>Whole-class, tutor-led input, instructing learners in the recognition and use of large-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.</p>
<p>Whole-class, tutor-led input, instructing learners in the recognition and use of small-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.</p>
<p>Assessment criteria 1.1 and 1.2. Learners produce notes showing that they recognise and know how to use two small items and two large items of equipment.</p>
<p>Assessment criteria 1.3. Learners build on assessment criteria 1.1 and 1.2 by adding the safety requirements that need to be complied with when using the items they have selected.</p>
<p>Be able to select and use kitchen equipment</p> <p>Learner practical activity. Learners select and use kitchen equipment and show that they can clean items appropriately and store them away after use. Learners can also show understanding and undertake some aspects of the assessment when they are being introduced to the equipment. Tutors will need to prepare an appropriate pro forma to record learners' assessments.</p>
<p>Assessment criteria 2.1, 2.2 and 2.3. Learners need to demonstrate that they can use equipment safely to complete two routine kitchen tasks. This aspect of the unit could be assessed when learners are undertaking their practical cookery unit. Tutors need to design an appropriate pro forma to record evidence. Witness statements are appropriate evidence.</p>

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must show that they recognise and know how to use at least two items of large kitchen equipment and at least two items of small kitchen equipment. This could be evidenced by learner notes, supported by pictures sourced from the internet, or hard copies of equipment suppliers' catalogues. Learners should describe how to use the equipment. Tutor witness testimonies would be a good way of recording extra evidence.

For assessment criterion 1.3, learners must state the safety requirements for each of the items of kitchen equipment selected for assessment criteria 1.1 and 1.2. They could be asked by the tutor to state the safety requirements when actually using the equipment in a practical situation.

For assessment criteria 2.1, 2.2 and 2.3, learners need to demonstrate in a practical situation that they can select and use the correct equipment for at least two routine tasks in a safe and hygienic way, for example: peeling and chopping vegetables with appropriate knives, whisking items or combining ingredients in a bowl with tools, slicing a cucumber using an electric food processor. Learners also need to demonstrate that they can follow correct procedures when cleaning equipment, especially for those that have sharp blades or attachments. This may be evidenced by witness testimonies. There is some overlap with assessment criterion 1.3 and this could be achieved at the same time as learners demonstrate that they can correctly use tools and equipment.

Essential resources

Learners need access to a practical kitchen equipped with an up-to-date range of large and small equipment.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004)
ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

There are no specific sites identified for this unit. A search of equipment manufacturers and suppliers for the hospitality industry will produce a list of useful websites.

Unit 13: Introduction to Food Commodities

Unit code:	A/502/5059
QCF Level:	BTEC Level 1
Credit value:	1

Unit aim

This unit will give the learner an introduction to food commodities and where to find and store them safely and hygienically. Food commodities are the types of food used in food preparation and cooking.

Unit introduction

This unit will give learners an introduction to the wide variety of different foods and ingredients, known as commodities, that can be used in a catering/hospitality organisation. Learners will have opportunities to see and sample food items, some of which they may not be familiar with. They will also be able to find out about the main food categories and how to store them.

Learners will develop an understanding of the suppliers and purchasing arrangements available to catering or hospitality organisations, the benefits of each type of supplier and the most appropriate types of supplier for particular businesses.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main food commodities	1.1 Describe the main types of food commodity
2 Know where the main food commodities can be obtained	2.1 State where different commodities can be obtained 2.2 State the benefits of using different suppliers of commodities in different settings
3 Know how the main food commodities should be stored	3.1 State safe and hygienic storage methods for the main food commodities

Unit content

1 Know the main food commodities

Food commodities: meat; fish; fruit; vegetables; dairy produce; dry goods; tinned and bottled goods

Food categories: fresh; chilled; frozen; pre-cooked

2 Know where the main food commodities can be obtained

Types of supplier: wholesale; retail; specialised; local; market; cash and carry

Benefits of different suppliers: eg quality of commodities, distance travelled by commodity from source; costs, account arrangements, delivery arrangements, availability of items, size of packaging, convenience of use

3 Know how the main food commodities should be stored

Storage methods: chiller; refrigerator; freezer; dry store

Additional equipment: eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Essential guidance for tutors

Delivery

This unit could act as a foundation to the Level 1 unit *Basic Food Preparation and Cooking*, so that learners gain some background knowledge about the food they are preparing and cooking prior to commencing any practical work.

Delivery of the unit should be as practical as possible. For example, learning outcome 1 requires learners to gain knowledge of the main types of food and ingredients, known as commodities. They could be shown samples of as wide a range of items as possible and given opportunities to feel, smell and taste them, especially those with which they may not be familiar. They could also help to prepare these items for tasting. Vegetables and fruit and tinned and dried items lend themselves well to a sampling exercise. A simple table or pro forma could be completed by learners to record the main characteristics of foods sampled.

Visits could also be arranged, for example to a well-stocked supermarket, or a specialist supplier, such as fruit and vegetable supplier, or a cash and carry. Learners will then be able to see at first hand the wide range of items available, as well as the way in which they are packaged and supplied to the hospitality industry.

Learners also need to know that food commodities may be categorised into different types according to the method of preservation used. This can be highlighted when they are looking at the range and types of foods available. Learners should understand, for example, that fish can be bought by a hospitality business either in a fresh, chilled, frozen or canned form. They should be able to give examples of the types of fish in each category.

In learning outcome 2, learners need to know the main types of supplier that are used by the hospitality and catering industry. Only a brief overview of each type of supplier and their main characteristics is required, identifying the benefits of each.

Learners then need to use their knowledge about suppliers and relate it to how businesses might buy food and commodities, giving examples of where different types of food items may be purchased. An example might be that a small guesthouse would choose to use a cash and carry as it represents the most convenient and economic way for a small business to buy food and commodities. Whole-class teaching and discussion could cover this aspect of the unit.

Learners will need to know how to safely and hygienically store food and commodities. It is not necessary to cover the legal aspects in detail, though learners should be introduced to the fact that there are legal requirements that must be adhered to. Learners should be provided with examples of good practice concerning food storage, which they can then use in their practical work. They need to know how to store the main types of commodities, for example fresh meat should be kept in a refrigerator.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the main food commodities</p> <p>Whole-class, tutor-led input about meat, fish, fruit, vegetables, dairy produce, dry goods, tinned and bottled goods. Identification of the main food categories: fresh, chilled, frozen, pre-cooked. Learners could sample some of the less common food items.</p>
<p>Know where the main commodities can be obtained</p> <p>Whole-class, tutor-led input about the types of supplier and how to choose an appropriate supplier for different commodities. How to choose a supplier according to the type of hospitality business.</p> <p>Visit to a local supplier. A visit to show the size and scale of a commercial supplier and how they deliver commodities to a hospitality business.</p>
<p>Know how the main food commodities should be stored</p> <p>Whole-class, tutor-led input about the storage methods used in a hospitality business for the range of commodities, eg chiller, refrigerator, freezer, dry store. Learners to be instructed how to wrap foodstuffs for safe and hygienic storing in the kitchen.</p>
<p>Assessment criteria 1.1, and 3.1. Learners complete a table identifying the main commodities and the correct way in which to store them.</p>
<p>Assessment criteria 2.1, and 2.2. Learners identify the main types of suppliers used by the hospitality industry and state the benefits of each type of supplier for different settings. Learners complete a table for this assessment.</p>

Assessment

To achieve assessment criteria 1.1 and 3.1, one piece of work would be sufficient to cover both. Learners will need to identify the main food commodities and state the correct storage methods used within a hospitality and catering business for each of the main food commodities. Evidence could be produced in a table format or a written description for each commodity, identifying the correct, safe and hygienic storage methods. Learners need to show that they can apply their knowledge to a practical situation.

For assessment criteria 2.1 and 2.2, learners need to state where different commodities can be obtained or purchased by identifying the main types of supplier used by a hospitality and catering business, and state the benefits of each type of supplier for different settings. This may be achieved by a piece of written work or answers given to questions evidenced by a witness testimony from the tutor.

Essential resources

Learners will need to be able to see and sample some commodities such as vegetables and fruit. A visit to a well-stocked supermarket or a specialist supplier could provide useful learning opportunities.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Websites

www.cookeryclub.co.uk

Information on recipes and nutrition

www.eatwell.gov.uk/healthydiet

Food Standards Agency: advice on a healthy diet

www.food.gov.uk

The Food Standards Agency

Unit 14: Introduction to Healthy Eating

Unit code: K/502/5008
QCF Level: BTEC Level 1
Credit value: 3

Unit aim

This unit provides learners with an introduction to healthy foods and special diets.

Unit introduction

This unit gives learners an introduction to the all-important concept of healthy eating. This is especially relevant today as obesity and food-related illness are rapidly increasing.

Learners will explore the requirements of the body in that food provides the raw materials for energy, growth and the maintenance of health. They will also learn why individual dietary needs vary, the benefits of a healthy diet and what constitutes a balanced diet. Also included is the importance of regular fluid intake.

The unit will also give learners opportunities to investigate the major food groups. They will learn how to check food labels for nutritional information and use this information to help choose foods that will best contribute to a balanced diet.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the effects of food on the body	1.1 State what the body uses food for 1.2 State the benefits of a healthy diet 1.3 State why different groups of people require different diets
2 Know the different food groups and their contribution to a healthy, balanced diet	2.1 List the major food groups 2.2 Describe a healthy, balanced diet 2.3 Check food labels for nutritional information 2.4 Describe the importance of regular fluid/water intake in relation to a balanced diet

Unit content

1 Know the effects of food on the body

Dietary needs: for energy; for growth and repair; to maintain good health

Different groups: eg infants, children, teenagers, adults including pregnant and breastfeeding women, older people; recommended daily allowances (RDA)

Benefits of a healthy diet: intake/needs; energy balance; health maintenance

Different diets: medical eg diabetes, allergies, food intolerances; culture and lifestyle eg vegetarian, vegan, kosher, halal

2 Know the different food groups and their contribution to a healthy, balanced diet

Food groups: carbohydrates; proteins, fats; vitamins; minerals; importance of water; role of fibre

Balanced diet: intake meeting needs; nutrient supply; government guidelines for healthy eating eg water, fat, salt and sugar intake, 'five a day' for fruit and vegetables, lean meat, oily fish

Food labels: nutrient information; checking key details eg percentages of fat, salt, sugar

Essential guidance for tutors

Delivery

Although this is essentially a knowledge-based unit, tutors need to relate the content to learners' own experiences and these and other factors influence choosing and consuming food.

The unit focuses on the important concepts of healthy eating and what constitutes a balanced diet. The aim is to give learners basic information in order to influence their own personal choice of diet, and to stimulate their interest in what is an extensive and important subject.

Initially, learners will require some input on basic nutrition, and the constituents of a balanced diet. They could, for example, explore their own diet by keeping a log, recording what they eat and drink over a few days. They can then compare their intake of different food types, nutrients and water with what is considered to be a healthy one, according to current government guidelines. A simple pro forma could be designed to facilitate this.

Learners need to be aware that as people grow, mature and get older their food and dietary requirements change. Failure to understand this concept and implement changes in eating patterns during life often contributes to poor diet and consequently leads to poor health in many people.

Learners should be introduced to the major food groups which should be related to actual foodstuffs, for example proteins to meat, fish, eggs and beans, carbohydrates to bread, potatoes and pasta. This will also be useful content for those learners who wish to go on and study further units such as *Basic Food Preparation and Cooking* and *Introduction to Food Commodities*. Samples of foods from different groups could be made available to expand learners' knowledge of food and food products. Foods such as dairy products should be discussed in terms of protein and fat content, and foods and drink with high proportions of fat and/or sugar also discussed. The value of fruit and vegetables should also be introduced.

Learners need to understand what makes up a healthy and balanced diet. Reference must be made to current government guidelines for different groups of people. Learners need to know the dangers of consuming too much salt, sugar and saturated fats, and over-reliance on prepared convenience foods. Learners will need to be taught the importance of regular fluid/water intake. This aspect of the unit is best integrated into the lessons/sessions on healthy diets rather than delivered as a stand-alone item.

Learners could undertake some self-directed learning when they investigate food labels. They could, for example, collect a variety of food labels for the foods they eat. These could then be used in class to help illustrate what information has to be identified on products and what additional information producers, suppliers and sellers might give consumers. The information will also be illustrative for informing learners as to the make up of their own diet.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the effects of food on the body
Whole-class, tutor-led input, introducing the unit, dietary needs and nutrition and the dietary needs of different groups of people. The range identified in the unit content should be covered. Benefits of a healthy diet.
To be introduced early on in the unit: learners could keep a log of their own food and drink intake for four/five days. Class could design the format for recording information. There should be a comparison with what is considered a healthy diet. Tutor-led discussion, review and conclusions.
Whole-class, tutor-led input covering the range of different diets. Those identified in the unit content should be covered.
Assessment criteria 1.1, 1.2 and 1.3. Learners produce a poster or information sheets identifying the major nutrients, what the body uses these nutrients for and the benefits of a healthy diet. The posters might be designed to go in a school/college catering area to encourage healthy eating choices. Some self-directed study time included.
Know the different food groups and their contribution to a healthy, balanced diet
Whole-class, tutor-led input into food groups. Tutors should, where possible, have some actual samples to show learners. This can be taught in a visual way.
Whole-class, tutor-led input concerning a balanced diet and how to achieve this in everyday eating. Introduction to healthy eating and links with lifestyles.
Whole-class, tutor-led input concerning food labels and how to read them. A good selection of food labels needs to be collected. Learners could be asked to bring samples of items they have eaten and bought.
Assessment criteria 2.1, 2.2 and 2.4. Learners produce simple information sheets giving guidance to consumers on what is considered to be a healthy diet, highlighting the major food groups and the nutrients they contain, for example fish contains protein, fats and vitamins. Some self-directed study time included.
Assessment criterion 2.3. Individual written work investigating two food labels.

Assessment

This unit offers an ideal opportunity for evidence to be presented proactively, either as a presentation or as a display.

For assessment criteria 1.1, 1.2 and 1.3, learners must state what the body uses food for, the benefits of a healthy diet and why different groups of people require different diets.

Evidence could be provided in the form of information sheets or posters to be displayed as advice and guidance for the public. Learners might also give a short verbal presentation outlining the nutritional needs of the human body.

For assessment criteria 2.1, 2.2 and 2.4, learners must list the major food groups. They must also describe a healthy, balanced diet as well as describing the importance of regular fluid/water intake. Evidence should link to the practical self-directed study/research that learners undertook when they investigated their own diets. Suitable evidence for these assessment criteria could be in the style of information sheets.

For assessment criteria 2.3, learners need to check food labels for at least two products. One label could be for canned foods and one for chilled or frozen foods. They need to identify what must be on a food label, as well as identifying the information on the two food labels they have checked.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on diets and healthy eating and basic nutrition. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information. Supermarkets produce a wide range of good quality information that may be designed and written in easy-to-understand formats. This is often available free of charge.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bbc.co.uk/food

BBC Food

www.food.gov.uk

Food Standards Agency

www.foodfitness.org.uk

Practical advice on healthy eating and an active lifestyle

Unit 15: Housekeeping and Guest Services

Unit code:	A/600/1094
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

This unit is about the daily activities as part of the guest services role within the hospitality industry. The unit covers the cleaning requirements for bedrooms, bathrooms and communal areas and safe and correct handling of cleaning materials used to service accommodation facilities.

Unit introduction

Accommodation and guest services are central to the operation of many hospitality businesses, and are commonly known as 'housekeeping'. The impressions of guests, based on housekeeping services, can impact hugely on their satisfaction and ultimately on the success of an organisation.

Accommodation does not just relate to hotels but also covers the wider area of self-catering apartments, halls of residence and residential care homes, as well as non-residential care. It includes the provision of sleeping accommodation and the related activities of cleaning and servicing rooms.

Learners will investigate the roles and responsibilities of those people working in accommodation services. They will be involved in the practical aspects of the job roles investigated, either through real or simulated activities such as cleaning rooms and welcoming visitors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of guest services	1.1 State how guest services meet customer needs 1.2 State the role of guest services in maintaining security 1.3 State the importance of communication with other departments
2 Know the structure of guest services	2.1 Identify job roles within guest services 2.2 Describe the responsibilities of different job roles in guest services
3 Be able to maintain and service accommodation facilities	3.1 Correctly select, use and store routine cleaning materials and equipment 3.2 Select suitable personal protective equipment (PPE) 3.3 Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' specifications

Unit content

1 Know the purpose of guest services

Purpose: housekeeping; meeting customer needs; welcome; first impressions

Accommodation services: hotels; self-catering apartments; other eg halls of residence

Customer needs: special/additional needs; product knowledge; personal; dealing with complaints

Maintaining security: Data Protection Act (personal information); valuables; keys; theft; mini bars

Communication with other departments: importance; eg with front office, food and beverage, sales and marketing, accounts

2 Know the structure of guest services

Structure: organisation eg staff tree

Job roles: manager; housekeeper; floor supervisor; room attendant; linen porter; cleaner

Responsibilities: cleaning; cleaning routines; servicing of bedrooms; servicing of bathrooms; pest control; maintenance; handling linen; replenishing supplies

Green issues: laundry, waste disposal, energy conservation, pollution

3 Be able to maintain and service accommodation facilities

Accommodation skills: cleaning; bed making; using checklists; use of cleaning materials eg duster, mop, polish; relevant legislation eg Control of Substances Hazardous to Health (COSHH), health and safety; use of cleaning equipment eg vacuum cleaners; dealing with waste; dealing with contractors eg external window cleaning

Personal protective equipment (PPE): eg gloves, apron, goggles, uniform

Maintain and service public areas: cleaning; cleaning routines; servicing of bedrooms; servicing of bathrooms; handling linen; replenishing supplies

Essential guidance for tutors

Delivery

This unit gives learners an insight into housekeeping and guest services, focusing mostly, but not exclusively, on the hotel business. Related activities can also be found in other establishments such as cruise ships, care homes and halls of residence.

Visits to a variety of establishments, to observe and experience different providers of accommodation and guest services, will help learners to understand the diversity of the services provided and the different standards of accommodation available. This may range from small guest houses to large four star and five star hotels and halls of residence. Learners could also be given opportunities to talk to staff members about their job roles.

Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

Learners must have the opportunity to develop and demonstrate practical skills in cleaning and servicing accommodation. This may be through a work placement, or using simulated exercises. These will need to be accompanied by relevant witness statements and/or observation reports.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the purpose of guest services</p> <p>Whole-class, tutor-led input about the purpose of housekeeping and accommodation services Identification of the range and styles of accommodation services. Identification of customer needs.</p>
<p>Visit to a hospitality business providing guest accommodation, such as a large hotel. Learners will need to be briefed on the purpose of the visit to highlight what they should investigate. Learners will need to design some questions to ask whilst on the visit. The visit to be preparation for assessment criteria 1.1, 1.2 and 1.3.</p>
<p>Whole-class, tutor-led input about maintaining security for the guests and for the establishment.</p>
<p>Whole-class, tutor-led input about importance of effective communication and how to achieve good communication in guest services.</p>
<p>Assessment criteria 1.1, 1.2 and 1.3.</p>
<p>Know the structure of guest services</p> <p>Whole-class, tutor-led input about the staffing structures of different housekeeping and guest services departments. A comparison made between three different establishments, for example a guesthouse, a hotel and university halls of residence. Learners investigate the range of job roles.</p>
<p>Individual self-directed work. Learners investigate the tasks to complete for the routine cleaning and servicing of a guest's bedroom and bathroom.</p>

Topic and suggested assignments/activities
Whole-class, tutor-led input about pest control, maintenance of facilities, handling of linen, replenishing supplies. Introduction of green issues and the housekeeping department, for example laundry, waste disposal, energy conservation, eg low energy light bulbs, managing hot water and central heating, reducing pollution.
Assessment criteria 2.1 and 2.2. This is achieved by learners producing a piece of written work identifying the job roles and responsibilities for two different job roles within a housekeeping/guest services department. The work could be written in the format of a job description and tutors could provide a standard template for learners to complete.
Be able to maintain and service accommodation facilities
Whole-class, tutor-led input about the correct selection, use and storage of routine cleaning materials and how to use them in a practical situation.
Whole-class, tutor-led input about the cleaning and servicing of a guest's bedroom and bathroom, eg identification of sequence of tasks and the standard to be achieved. Tutors should have a sample specification from a real hospitality business to identify the process and standards expected. Learners practise in a simulated situation.
Second visit to a hospitality business providing guest accommodation, such as a large hotel or a guesthouse to see the servicing of guest rooms and how the establishment manages the servicing of bedrooms and bathrooms.
Tutor-managed practical sessions where learners develop and demonstrate practical skills in cleaning and servicing accommodation. These sessions can also be used for assessment activities and tutors can assess learners as they complete tasks.
Assessment criteria 3.1, 3.2 and 3.3. The evidence for this activity will be recorded on witness statements. This requires no formal allocation of time and should take place during the practice sessions.

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners must be able to state how the guest service meets the needs of at least two different types of customers. For criterion 1.2, learners will need to be able to explain the role of guest services in maintaining security.

For assessment criterion 1.3, learners must identify how the guest services department links with other departments in an organisation, and why good communication between departments is important. This could follow an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 2.1 and 2.2, learners must identify at least two job roles and their responsibilities. This may be carried out following an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 3.1, 3.2 and 3.3, learners must be able to demonstrate the correct selection, use and storage of routine cleaning materials and equipment. The learners must also be able to select the appropriate personal protective equipment (PPE). For criterion 3.3, learners must show that they are able to maintain and service public areas, toilets, washrooms/bathrooms and bedrooms in accordance with instructions. This should be done through work placements and recorded with the use of witness and observation statements covering relevant criteria.

Essential resources

Learners should have access to a library and research facilities, including use of the internet. Relevant current journals and publications should also be available.

Centres must also consider how learners' evidence will be generated. The most satisfactory source is from real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ceserani V, Kinton R and Foskett D — *Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 9780340939260

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 16: Front Office Operations

Unit code:	K/502/5073
QCF Level:	BTEC Level 1
Credit value:	3

Unit aim

The unit will provide learners with the tools required to work in the front office. They will learn about the purpose and structure of the front office and how to deal with customers and routine tasks.

Unit introduction

Front office is critical to the operation of hospitality businesses. Commonly known as ‘reception’, it is the focal point of most of the activities within a hospitality organisation, whether a large or small hotel, a cruise liner or a holiday centre.

This is generally the first and last point of contact between a guest and the organisation and is consequently very visible. Therefore, the impression that guests gain from the front desk can impact hugely on their satisfaction, and ultimately on the success of an organisation.

The front office includes all the activities involved in administering the different stages of a guest’s stay, before arrival, on arrival, during the stay and on departure, and in responding to the individual needs of those guests. It involves taking bookings, checking guests in and out and administering their bills and payments while demonstrating good customer care skills.

Learners will investigate the roles and responsibilities of those people working in the front office environment, including reservations, reception, concierge and portering.

It is important that learners understand how the front office links to other departments, for example housekeeping, food and beverage, sales and marketing and accounts.

Learners will be involved in the practical aspects of the job roles studied, either through real or simulated activities, welcoming visitors and answering telephone calls.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of the front office	1.1 State how the front office meets the needs of different customers 1.2 State the role of the front office in maintaining security 1.2 State the importance of communication with other departments
2 Know the structure of the front office	2.1 Identify job roles in the front office 2.2 Describe the responsibilities of different job roles in the front office
3 Be able to work in the front office	3.1 Meet and greet customers 3.2 Follow procedures when answering telephone calls 3.3 Pass on simple messages accurately 3.4 Deal with routine enquiries including enquiries about local events and services 3.5 Prepare and copy routine documents

Unit content

1 Know the purpose of the front office

Purpose: welcome; first impressions; guest cycle

Customer needs: special/additional needs; product knowledge; personal selling; dealing with complaints

Maintaining security: Data Protection Act (personal information); handling payments eg money, credit cards, accounts; rooms; bookings

Communication with other departments: housekeeping; food and beverage; sales and marketing, accounts

2 Know the structure of the front office

Structure: organisation eg staff tree

Job roles: manager; shift leader; receptionist; telephonist; concierge; hall porter

Responsibilities: reservations; check in; registration; guest accounting; check out; guest services; administration; dealing with enquiries; customer care; answering the telephone

3 Be able to work in the front office

Front office skills: meeting and greeting; routine enquiries eg face to face, by telephone; following procedures; passing on simple messages; local knowledge; routine documents

Essential guidance for tutors

Delivery

This unit gives learners an insight into front office, focusing mostly but not exclusively on the hotel business. Related activities can also be found in other establishments and environments such as cruise ships, hospitals and major office complexes/companies/town halls.

Visits to a variety of establishments to observe front office services will help learners to understand the wide range of services provided. This may range from small guesthouses to large four star and five star hotels.

Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

Learners need opportunities to develop and demonstrate practical skills in a front office environment. This may be either through a work placement or through simulated exercises.

Tutors may find it difficult to arrange placements on the 'front desk', in which case the use of simulated activities may be required. These could include staffing a school reception or reception in a training restaurant, or helping to host a school open day. Examples of documentation used in the industry will be required to demonstrate how organisations take bookings and check in guests in the front office. Witness statements and/or observation reports can be used to record this evidence.

Learners will need to know about needs of different customers, including those with additional needs, the elderly, families and business people. Learners will need to look at the front office operation, how it links with maintaining security, and why it is important to communicate effectively with other departments. Learners should be able to identify the different job roles in the front office and the responsibilities that go with them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the purpose of the front office</p> <p>Whole-class, tutor-led input. Introduction to the unit, sessions content – how the front office meets the needs of customers, the purpose of front office, maintaining security, handling money, room bookings, dealing with customers.</p>
<p>Whole-class, tutor-led input and discussion about communication: the importance of effective communication, communicating with other departments of the organisation/business.</p> <p>Introduction to first assessment and preparation.</p>
<p>Visit to a large four or five star hotel to see a front office/reception department in operation. Learners could also be given the opportunity to interview a receptionist so that they could identify their role and responsibilities and describe what a typical working day might be like. Learners to pre-prepare some suitable questions to ask.</p>
<p>Assessment criteria 1.1, 1.2 and 1.3. Learners must produce individual written work and much of the information that they will need to complete this assessment requirements can be obtained through a visit to a hotel.</p>
<p>Know the structure of the front office</p> <p>Whole-class, tutor-led input and discussion about the organisation of a front office, staff structures, roles and responsibilities. The range outlined in the unit content should be covered.</p>
<p>Assessment criteria 2.1 and 2.2. Learners produce individual written work identifying the structure of a front office and describing the job roles of two different staff members.</p>
<p>Be able to work in the front office</p> <p>Placement or observation in a realistic working environment (RWE) for learners to get first hand experience of working in a front office environment where real customers are helped. Learners will need to be adequately briefed as to what is required. Tutors will need to design an appropriate roster to enable all learners to achieve the assessment outcomes. It is likely that learners will have individual roster times to achieve this aspect of the unit. Tutors will need to design an appropriate marking scheme/audit tool to ensure that learners cover the range of activities that are required for the assessment. This could be a 'box tick' exercise signed by an appropriate staff member. Learners will also need to be well briefed as to what is expected of them so that they can ensure that they cover the range of activities needed.</p>
<p>Assessment criteria 3.1, 3.2, 3.3, 3.4, and 3.5. Witness statements completed by the tutor identifying the range of activities that learners have successfully completed/undertaken. This requires no formal allocation of time and should take place during the practice/experiential sessions.</p>

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners must be able to state how the front office meets the needs of at least two different types of customer. For criterion 1.2, learners must be able to explain the role of the front office in maintaining security.

For assessment criterion 1.3, learners must identify how the front office links with other departments of the organisation, and why it is important to have good communication with them. This could follow an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 2.1 and 2.2, learners must describe the structure of the front office by identifying at least two job roles and their responsibilities. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5, learners must be given the opportunity to demonstrate 'meeting and greeting' at least two customers. They must follow procedures when answering telephone calls, and pass on a minimum of two simple messages accurately. The learner will also need to deal with at least two routine enquiries, such as requests for information on local theatres, restaurants, cinemas or transport. The learner must also be able to prepare and copy at least two routine documents. This could be achieved in a variety of ways, such as through a work placement on a hotel reception, by working on a school reception desk at an event such as an open day, or through simulated activities such as role plays.

Essential resources

Learners should have access to a library and research facilities, including use of the internet. Relevant current journals and publications should also be available.

Centres must also consider how learners' evidence will be generated. The most satisfactory sources are real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbooks

Ceserani V, Kinton R and Foskett D – *Theory of Catering, 11th Edition* (Hodder Arnold, 2007)
ISBN 9780340939260

Dix C and Baird C – *Front Office Operations, 4th Edition* (Longman, 1998)
ISBN 9780582319318

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and Tourism

Unit 17: Food Safety in Catering

Unit code:	H/502/0132
QCF Level:	BTEC Level 2
Credit value:	1

Unit aim

The qualification at Level 2 will provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the qualification at Level 2 will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole.

This qualification provides learners with a range of food safety skills directly relevant to the Catering and Hospitality industry.

Unit introduction

This unit introduces learners to the knowledge they need to enable them to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for those working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practices including the legal requirements that must be applied to food, its storage and cooking as well as the basic principles of good practice needed to keep and maintain food areas/kitchens clean and safe.

Learners will also gain an understanding of the importance of good personal hygiene which helps to reduce the risks of food related illnesses and food poisoning, They will also be taught the most common types of food hazards and how to avoid them.

Learners will identify common workplace health and safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. Learners should know some simple control measures to reduce and to eliminate the risk of injury or illness arising from the hazards.

This unit is essential background for those who wish to study food preparation and cooking and work with food.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 illnesses, 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 risks 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 to 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, chilling, reheating, holding, serving and transporting food 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

Unit content

1 Understand how individuals can take personal responsibility for food safety

Food safety procedures, risk assessment, safe food handling and behaviour: legal requirements (personal, organisational); health and safety; customer satisfaction; duty of care

Reporting safety hazards: report to line manager; unhygienic tools or defective equipment; accidents; hazards (slips, trips); other problems

Legal responsibilities: food hygiene regulations; health and safety

2 Understand the importance of keeping him/herself clean and hygienic

Importance of personal hygiene: reduce spread of germs; prevent cross contamination

Personal hygiene practices: washing and drying hands before handling food; clean personal equipment; personal presentation (clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches), hygiene and freshness (discreet use of cosmetics, short fingernails, no nail varnish, clean hands); care when coughing or sneezing; covering of cuts and burns with appropriate dressings; reporting personal illness to supervisors

3 Understand the importance of keeping the work areas clean and hygienic

Cleaning procedures: use correct manufacturer's and organisational cleaning procedures (use, dilutions, storage); use correct cleaning chemicals and materials; wash; wipe; sanitise; sterilise; check for cleanliness and good hygiene; check for safety; waste disposal (food, other items, method); cleaning schedule (daily, weekly, monthly, as required)

Reduce contamination risks: minimise bacterial spread; minimise viral spread; work flow (linear, cyclical); work surfaces (porous, non-porous); equipment (knives, cutting boards, electrical equipment)

Pest control: checking for problems and infestation; rodents; insects; reporting problems; importance (food contamination, customer satisfaction, organisational reputation, health and safety)

4 Understand the importance of keeping food safe

Food hazards: microbial (bacteria, cross-contamination); chemical (cleaning materials, insecticides, rodent poison, biological, bacteria, yeasts, moulds); physical (hair, insects, machinery parts, packaging, dirt from kitchen or premises); allergens (nuts, gluten, dairy products, shellfish)

Food spoilage: recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); disposal of unsafe food (return to supplier, inform EHO)

Safe practices: preparation (good hygiene practices; using appropriate surfaces; using suitable knives and equipment); cooking (minimise bacterial activity; apply correct cooking temperatures and cooking times for different foods – fish, meat, poultry, vegetables); chilling (minimise bacterial activity, hold at appropriate temperatures, monitor length and duration of chilling process); re-heating (apply appropriate temperatures, ‘if in doubt, throw it out’); holding (apply appropriate temperatures, holding hot food at minimum 63°C, holding chilled food at maximum 8°C); serving (use clean dishes and serving equipment; avoid cross-contamination; use gloves); transporting (minimise transportation times, apply correct holding temperatures, keep different types of food separate); safe buying practices, use by dates, checking for insect/pest damage, blown cans, broken bottle seals, ice-cream and frozen foods, chilled foods, fresh foods; handling food and commodities; cleaning vegetables and fruit, washing meat, poultry, fish

Storage: prevention of cross contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use by dates

Temperature controls: hot food (legal temperature plus 63°C or above); chilled food (legal temperature plus 8°C or below); cold and frozen foods (legal temperatures minus 18°C); temperature monitoring (organisational procedures); importance (comply with legislation, maintain safe standards, maintain organisation’s reputation)

Stock control: deliveries (check quantity and quality, check against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation

Essential guidance for tutors

Delivery

The purpose of this unit is to provide essential background and foundation for those learners who need to know about and maintain good personal, food and kitchen hygiene as they are preparing and serving food to the general public. It is suggested that for those learners who wish to study Food Safety in Catering, that this unit is taught before learners commence any practical cookery skills practice, as they should be required to implement and comply with general food safety and hygiene requirements whilst they undertake their cookery practice. This will help to reinforce the content of this unit and contribute to good practice as well as effective teaching.

There has been a considerable increase in food poisoning cases over recent years. The number of people suffering from various forms of food-related illness has increased in line with the increase in meals being eaten out and away from the home. Further, there has been a large increase in the number of people who suffer from food-related allergies such as asthma and skin problems. Consumers of food and those taking up employment in a food-related business need to know some basic rules to help prevent and reduce incidents. Learners need to be made aware of this situation.

This is essentially a knowledge-based unit, but for the content to be effectively understood it must be related at every opportunity to practical food situations, kitchens, food and drink service outlets. Learners will need to be aware of the laws and regulations that apply to the hospitality industry. Well produced, informative and easy to understand guides to this legislation and its impact on people and businesses are produced by government agencies and multiple copies are often supplied at no extra cost to teaching and training centres. These publications are an excellent starting point for tutors to introduce this subject and it is a good idea to supply every learner with a copy. Two suggested publications for learners are identified in the indicative resource materials section of the unit. The Food Hygiene regulations can be used as a framework for delivery of this unit. Learners do not need to be able to quote the law but must know how it applies to a practical kitchen or food and drink situation.

Learners need to be given a background as to why food safety is important and the possible consequences when things go wrong. Tutors could request that a Local Authority Environmental Health officer gives a talk to learners. They can be very informative as well as being able to give practical guidance on the responsibilities of individuals, implementation of the law and good practice for the home and workplace.

Learners need to be taught the safe practices that are required in hospitality and this is best achieved by formal whole class teaching. They should know how to check raw, chilled, frozen, tinned, bottled and dried foods for possible contamination as well as know how to correctly store and handle these commodities to prevent contamination. Learners also need to be taught good kitchen practice in terms of maintaining and cleaning large and small equipment including refrigerators and freezers.

It is a specific requirement that learners know and understand the importance of good personal hygiene and how this is maintained. Poor personal hygiene and habits are major causes of food poisoning, most of which is preventable by the adoption of the good practices identified in the Food Hygiene regulations. Tutors need to reinforce this at every opportunity.

Learners will need to be taught how to work in a clean and efficient manner, understanding that good organisation of personal practical kitchen work can help to reduce not only the risks of accidents but the cross contamination of foods and therefore help to reduce the risks of food poisoning. The careful cleaning and sanitising of work surfaces and equipment needs to be explained and learners will need to understand the differences in the range of cleaning materials and chemicals that can safely be used in a food production situation.

Learners will also need to know the main types of food hazards and be able to identify and name the most common ones. Learners will find the names of bacterial food poisoning difficult to manage and it is not necessary for them to be able to accurately spell or recall them. They must however, know the issues concerning this type of food hazard and the outcomes when bacteria contaminate food.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and/assessment
Introduction to unit and content
Tutor input and group discussion on food safety procedures and legal responsibilities of food handlers
Group work to research and present findings on – effective personal hygiene practices and their important role in reducing the risk of contamination
Tutor input and group discussion on cleaning procedures, kitchen organisation and working practices
Visiting speakers from Local Authority and/or Hospitality Industry on food safety, food handling practices, legislation and pest control
Tutor input and group discussion on food hazards, food spoilage, temperature controls and stock control
Assignment based on: <ol style="list-style-type: none"> 1 Personal responsibility for food safety 2 Importance of personal hygiene 3 Importance of keeping work areas clean and hygienic 4 Importance of keeping food safe

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners should produce part of an induction training manual for staff within a hospitality and catering organisation. To achieve 1.1 and 1.3, learners need to write a chapter entitled 'The Importance of Food Safety'. This chapter should detail the organisation's food safety procedures and how they ensure legal compliance. It should also detail risk assessment and safe food handling policies. To achieve 1.2, learners need to produce a flow chart of how staff should correctly report any food safety hazards.

To achieve assessment criteria 2.1 and 2.2, learners should produce a poster to be displayed in staff changing areas within a hospitality organisation that states good personal hygiene practices, and the importance of adopting them. The poster should also emphasise the consequences of not adhering to the required practices. Use of images and pictures would help staff understanding, and ensure the information is accessible to all.

To achieve assessment criteria 3.1, 3.2 and 3.3, learners should produce a visual display board that explains the importance of keeping work areas clean and hygienic, including cleaning procedures and methods, use and storage of cleaning material, and waste disposal methods. It will show the correct practices and procedures to follow to ensure a pest-free operation. The learner will then need to present their display board, explaining how work flow, work surfaces and equipment can reduce contamination risks.

To achieve assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5, learners should write a report to their Local Authority Environmental Health Practitioner, which describes and explains the practices and procedures of their organisation with regard to the importance of keeping food safe. Learners will need to set the scene by stating the sources and risks associated with food safety. They will need to explain how the organisation deals with food spoilage and the importance of temperature controls. They should then describe the organisation's safe food handling practices, and stock control procedures.

Essential resources

Learners need to have access to a library/learning resources centre with appropriate computer/internet facilities. There should be examples of well-known and contemporary texts. Government agencies and local authorities are excellent sources of technical information on legal and operational requirements for catering and food safety and their publications should be available.

Indicative resource materials

Textbooks

Food Hygiene: A Guide for Businesses 2006 (The Food Standards Agency)

Holmes S, Horne S, Ovenden F and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 978-0435465285

Starting up: Your first steps to running a catering business 2007 (The Food Standards Agency)

Journal

Caterer and Hotelkeeper – Reed Business information

Website

www.food.gov.uk

The Food Standards Agency

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

People 1st
Second Floor
Armstrong House
38 Market Square
Uxbridge UB8 1LH

Telephone: 0870 060 2550
Fax: 0870 060 2551
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
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- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Hospitality sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
7			Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
6				
5		Higher National Certificate/Diploma in Hospitality Management		
4				
3	Diploma: Principal Learning in Hospitality	National Award/Certificate/Diploma in Hospitality	Award in Principles of Supervising Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) Certificate in Food and Beverage Service Certificate in Front Office Operations Certificate in Hospitality Customer Relations Certificate in Hospitality Small Business Operations Certificate/Diploma in International Cuisine	Hospitality Supervision

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
2	Diploma: Principal Learning in Hospitality	First Certificate/Diploma in Hospitality	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)	
1		Award/Certificate in Introduction to the Hospitality Industry (QCF) Award in General Front Office Operations (QCF) Award in General Housekeeping Operations (QCF) Certificate in Investigating the Hospitality Industry (QCF) Certificate in General Food and Beverage Service (QCF) Certificate in General Cookery (QCF)		
Entry		Award/Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)		

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel BTEC Level 1 (QCF) qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 1 (QCF) qualifications in Hospitality against the underpinning knowledge of the endorsed pathways of the Level 1 NVQ in Hospitality, SSC National Occupational Standards.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NVQs	Units									
	7	8	9	10	11	12	13	14	15	16
Level 1 NVQ in Hospitality: Front Office										#
Level 1 NVQ in Hospitality: Housekeeping									#	
Level 1 NVQ in Hospitality: Food and Drink Service			#	#						
Level 1 NVQ in Hospitality: Quick Service			#		#					
Level 1 NVQ in Hospitality: Food Preparation and Cooking					#	#				

Annexe D

Edexcel Entry Level Skills for Working Life (Hospitality and Catering) legacy (certification end date 31/08/2010)/Edexcel BTEC Entry Level in Introduction to the Hospitality Industry new (Entry 3) (QCF) (accreditation start date 01/09/2009) – unit mapping overview

New units \ Old units	Introduction to Food Hygiene and Safe Practice (Entry 3)	Developing Food Preparation and Cooking Skills (Entry 3)	Developing Food Service Skills (Entry 3)
Unit 1			
Unit 2			
Unit 3			P
Unit 4	P	P	
Unit 5	P	P	
Unit 6			

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC Introductory in Hospitality, Travel and Tourism legacy (certification end date 31/08/2010)/Edexcel BTEC Level 1 in Introduction to the Hospitality Industry (QCF) new (accreditation start date 01/09/09) – unit mapping in depth

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 7	Introduction to the Hospitality Industry	Unit 1	Starting Work in Hospitality, Travel and Tourism	Different types of jobs; different types of organisation. <i>Working patterns; sources of information.</i>
Unit 8	Customer Service in the Hospitality Industry	Unit 3	Introducing Customer Service	Personal presentation; dress codes; communication; routine customer enquiries. <i>Benefits and examples of good customer service.</i>
Unit 9	Serving Food	Unit 8	Food Service with a Smile	Styles of food service; maintenance of food service area; safety and hygiene.
Unit 10	Preparing and Serving Drinks	Unit 8	Food Service with a Smile	Serving drinks; maintenance of service area; safety and hygiene. <i>Stages in serving the customer; correct cups/glasses.</i>
Unit 11	Basic Food Preparation and Cooking	Unit 7	The Aspiring Chef	Methods of preparing, cooking and presenting food; safe working practices.
Unit 12	Using Kitchen Equipment	Unit 7	The Aspiring Chef	Large and small equipment; cleaning equipment.
Unit 13	Introduction to Food Commodities	Unit 7	The Aspiring Chef	Food commodities and categories. <i>Suppliers; food storage methods.</i>
Unit 14	Introduction to Healthy Eating			
Unit 15	Housekeeping and Guest Services			
Unit 16	Front Office Operations			

Annexe E

Mapping to Functional Skills

Entry 3	Unit number					
English – Speaking and listening	1	2	3	4	5	6
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges	✓	✓	✓	✓	✓	✓
English – Reading						
Independently read and understand straightforward texts for a purpose	✓		✓	✓	✓	✓
English – Writing						
Write documents with some adaptation to the intended audience	✓					

Entry 3	Unit number					
Mathematics – Learners can	1	2	3	4	5	6
Understand practical problems in familiar and accessible context and situations			✓	✓	✓	✓
Begin to develop own strategies for solving simple problems			✓	✓	✓	✓
Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine			✓	✓	✓	✓
Interpret and communicate solutions to practical problems in familiar contexts and situations			✓	✓	✓	✓
Use simple checking procedures			✓	✓	✓	✓

Entry 3	Unit number					
ICT – Use ICT systems	1	2	3	4	5	6
Interact with and use an ICT system to meet needs	✓					
Store information	✓					
Follow and understand the need for safety and security practices						
ICT – Find and select information						
Select and use appropriate sources of information	✓	✓	✓	✓	✓	✓
Use ICT to search for and select information that matches given requirements	✓	✓	✓	✓	✓	✓
ICT – Develop, present and communicate information						
Enter and develop information to meet needs, in the form of text, images and number	✓					
Bring together information to achieve a purpose	✓					
Present information and review its effectiveness	✓					
Select and use ICT to communicate	✓					

Level 1	Unit number									
English – Speaking and listening	7	8	9	10	11	12	13	14	15	16
Take part in formal and informal discussions/exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading										
Read and understand a range of texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing										
Write documents with which to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	✓	✓						✓	✓	✓

Level 1	Unit number									
Mathematics – Learners can	7	8	9	10	11	12	13	14	15	16
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine			✓	✓	✓	✓	✓		✓	✓
Identify and obtain necessary information to tackle the problem			✓	✓	✓	✓	✓		✓	✓
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes			✓	✓	✓	✓	✓		✓	
Use appropriate checking procedures at each stage			✓	✓	✓	✓	✓		✓	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations			✓	✓	✓	✓	✓		✓	

Level 1	Unit number									
ICT – Use ICT systems	7	8	9	10	11	12	13	14	15	16
Interact with and use an ICT systems independently to meet needs	✓									✓
Use ICT to plan work and evaluate their use of ICT systems										
Manage information storage										✓
Follow and understand the need for safety and security practices										✓
ICT – Find and select information										
Select and use a variety of sources of information independently to meet needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Access, search for, select and use ICT based information and evaluate its fitness for purpose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT – Develop, present and communicate information										
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records	✓							✓	✓	✓
Bring together information to suit content and purpose	✓							✓	✓	✓
Present information in ways that are fit for purpose and audience	✓							✓	✓	✓
Evaluate the selection and use of ICT tools and facilities used to present information	✓							✓	✓	✓
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	✓							✓	✓	✓

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