

Additional guidance materials

BTEC Firsts

Edexcel BTEC Level 2 Certificate, Edexcel BTEC Level 2
Extended Certificate and Edexcel BTEC Level 2 Diploma in
Hospitality (QCF)

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BTEC First qualification titles supported by these additional guidance materials

Edexcel BTEC Level 2 Certificate in Hospitality

Edexcel BTEC Level 2 Extended Certificate in Hospitality

Edexcel BTEC Level 2 Diploma in Hospitality

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 QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 2 Certificate in Hospitality (QCF)	500/8305/3
Edexcel BTEC Level 2 Extended Certificate in Hospitality (QCF)	500/8307/7
Edexcel BTEC Level 2 Diploma in Hospitality (QCF)	500/8306/5

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

Introduction

These Additional guidance materials supplement the delivery and assessment guidance in the units of the Qualifications and Credit Framework (QCF) specification and the Teaching BTEC in Hospitality publication produced for the specification pack.

These Additional guidance materials give tutors and learners advice and support for those selected units that are substantially different in unit content, learning outcomes and assessment criteria to other units in the specification or the previous National Qualifications Framework (NQF) version of the hospitality specification.

The guidance is intended to be informative and useful but is not prescriptive.

Introducing the new BTEC Firsts

Note: This section is repeated from the specification for the sake of clarity.

BTEC First qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

Edexcel BTEC Level 2 Certificate in Hospitality

Edexcel BTEC Level 2 Extended Certificate in Hospitality

Edexcel BTEC Level 2 Diploma in Hospitality.

But for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications.

Predecessor BTEC Firsts (accredited 2006)	QCF BTEC Firsts (for delivery from September 2010)
Edexcel Level 2 BTEC First Diploma	Edexcel BTEC Level 2 Diploma
Edexcel Level 2 BTEC First Certificate	Edexcel BTEC Level 2 Extended Certificate
Not applicable	Edexcel BTEC Level 2 Certificate

BTEC Firsts are QCF Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much 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). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Nationals have also changed; see within the relevant BTEC National specifications on the website (www.edexcel.com).

The QCF is a framework that awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time is 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 will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate – 15 credits

The 15-credit BTEC Level 2 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 2 Certificate is a qualification that can extend a learner's programme of study and provide a vocational emphasis. The BTEC Level 2 Certificate is broadly equivalent to one GCSE.

The BTEC Level 2 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 2 Extended Certificate – 30 credits

The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus from the BTEC First Award and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. The learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners, the BTEC Level 2 Extended Certificate can extend their experience 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.

The predecessor qualification to the BTEC Level 2 Extended Certificate is the Edexcel Level 2 BTEC First Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 2 Diploma – 60 credits

The 60-credit BTEC Level 2 Diploma extends the specialist work-related focus from the BTEC Level 2 Extended Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 2 Certificate or the BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the BTEC Level 2 Diploma is the Edexcel Level 2 BTEC First Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Rationale for the BTEC Firsts in Hospitality

Skills gaps identified in the emerging Sector Qualification Strategy (SQS) for Hospitality include customer service skills, culinary skills and employability or ‘soft’ skills. The BTEC Firsts in Hospitality seek to address these areas and have been structured to encourage the acquisition and development of these skills.

The assessment approach of the BTEC Firsts in Hospitality allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including workplace assessment, role play and oral presentation.

Delivery strategies can reflect the nature of work within the hospitality industry by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions when possible.

The BTEC Firsts are suitable for schools and colleges to give learners a vocational taste of hospitality. They act as an introduction to the hospitality industry as a whole, covering core elements necessary for all areas, such as customer service and safety. They provide a suitable foundation for progression to further study within this area, such as the BTEC Nationals in Hospitality, or learners completing these qualifications may seek employment in a wide range of businesses within the hospitality industry.

Rules of combination for Edexcel BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level or above the level of the qualification
- mandatory unit credit
- optional unit credit
- maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.
- 3 Mandatory unit credit: 5 credits.
- 4 Optional unit credit: 10.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 2 Extended Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 16 credits.
- 3 Mandatory unit credit: 5 credits.
- 4 Optional unit credit: 25.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Optional unit credit: 50.
- 5 A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs.

Qualification structures

Edexcel BTEC Level 2 Certificate in Hospitality

The Edexcel BTEC Level 2 Certificate in Hospitality is a 15-credit and 90-guided-learning-hour (GLH) qualification that consists of **two** mandatory units **plus** optional units that provide for a combined total of 15 credits (where at least 8 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Certificate in Hospitality			
Unit	Mandatory units	Credit	Level
1	Investigate the Catering and Hospitality Industry	4	2
2	Products, Services and Support in the Hospitality Industry	1	2
Unit	Optional units		
3	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	1	2
4	Providing Customer Service in Hospitality	4	2
5	Planning and Running a Hospitality Event	10	2
6	Healthier Food and Special Diets	1	2
7	Applying Workplace Skills	3	2
8	Prepare, Cook and Finish Food	4	2
9	Contemporary World Food	10	2
10	Alcoholic Drinks	5	2
11	Service of Food at Table	1	2
12	Service of Alcoholic and Non-Alcoholic Drinks	1	2
13	Accommodation Services in Hospitality	5	2
14	Hospitality Front Office Operations	5	2
15	Bookkeeping for Business	5	2
16	Consumer Rights	5	2
17	The UK Travel and Tourism Sector	5	2
18	Hospitality Operations in Travel and Tourism	5	3

Edexcel BTEC Level 2 Extended Certificate in Hospitality

The Edexcel BTEC Level 2 Extended Certificate in Hospitality is a 30-credit and 180-guided-learning-hour qualification (GLH) that consists of **two** mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Extended Certificate in Hospitality			
Unit	Mandatory units	Credit	Level
1	Investigate the Catering and Hospitality Industry	4	2
2	Products, Services and Support in the Hospitality Industry	1	2
Unit	Optional units		
3	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	1	2
4	Providing Customer Service in Hospitality	4	2
5	Planning and Running a Hospitality Event	10	2
6	Healthier Food and Special Diets	1	2
7	Applying Workplace Skills	3	2
8	Prepare, Cook and Finish Food	4	2
9	Contemporary World Food	10	2
10	Alcoholic Drinks	5	2
11	Service of Food at Table	1	2
12	Service of Alcoholic and Non-Alcoholic Drinks	1	2
13	Accommodation Services in Hospitality	5	2
14	Hospitality Front Office Operations	5	2
15	Bookkeeping for Business	5	2
16	Consumer Rights	5	2
17	The UK Travel and Tourism Sector	5	2
18	Hospitality Operations in Travel and Tourism	5	3

Edexcel BTEC Level 2 Diploma in Hospitality

The Edexcel BTEC Level 2 Diploma in Hospitality is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of **four** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 31 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Diploma in Hospitality			
Unit	Mandatory units	Credit	Level
1	Investigate the Catering and Hospitality Industry	4	2
2	Products, Services and Support in the Hospitality Industry	1	2
3	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	1	2
4	Providing Customer Service in Hospitality	4	2
Unit	Optional units		
5	Planning and Running a Hospitality Event	10	2
6	Healthier Food and Special Diets	1	2
7	Applying Workplace Skills	3	2
8	Prepare, Cook and Finish Food	4	2
9	Contemporary World Food	10	2
10	Alcoholic Drinks	5	2
11	Service of Food at Table	1	2
12	Service of Alcoholic and Non-Alcoholic Drinks	1	2
13	Accommodation Services in Hospitality	5	2
14	Hospitality Front Office Operations	5	2
15	Bookkeeping for Business	5	2
16	Consumer Rights	5	2
17	The UK Travel and Tourism Sector	5	2
18	Hospitality Operations in Travel and Tourism	5	3

Delivery and assessment

Purpose of these additional guidance materials

This publication supports delivery of the Edexcel BTEC Level 2 Certificate, BTEC Level 2 Extended Certificate and BTEC Level 2 Diploma in Hospitality (QCF). It should be read in conjunction with the published specification (Publications code BF021879) for the qualifications. The specification gives the content that must be covered in the unit, and the grading criteria against which learners must be assessed.

All BTEC First units on the published specification and on the website include an *Essential guidance for tutors* section. This brings together the unit's introduction, learning outcomes, content, and assessment and grading grid, and gives an overview of how the unit can be delivered and assessed.

These additional guidance materials are designed to supplement the guidance given in the specification for seven of the 18 units. They provide a suggested programme of learning where the unit content has been divided into a number of manageable teaching sessions.

The suggested programme of learning enables tutors to design assessment activities. All assignments are subject to the centre's normal quality-assurance procedures.

This guidance is not prescriptive. Tutors may feel that a unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking into consideration their learners, their learning styles and their prior learning. These support materials give guidance and ideas to tutors who can then develop their own plans and ideas to engage their learners.

For further information please call BTEC and NVQ Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com/btec or Ask the Expert: www.edexcel.com/aboutus/contact-us/ask-expert).

Delivery guidance

Most BTEC First qualifications are accredited on the QCF for learners aged 14 years and over.

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.

Edexcel BTEC Level 2 Firsts are listed on the DCSF funding lists Section 96 and Section 97.

Please note that units covering the sale, preparation, serving or consumption of alcohol (either in practice or theory) – in particular *Unit 10: Alcoholic Drinks* and *Unit 12: Service of Alcoholic and Non-Alcoholic Drinks* – are optional units only. Centres are advised that these units are not an option for learners aged 14–16.

Opportunities for co-delivery

It is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In the hospitality industry, unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to deeper practical and vocational understanding of the content.

Integrated delivery can be a very effective way of delivering some units for BTEC Firsts in Hospitality. For example, *Unit 4: Providing Customer Service in Hospitality*, can be delivered and assessed through other units that require knowledge and practice of customer service skills.

Some units may be sequenced to ‘follow on’ from one another. For example, *Unit 8: Prepare, Cook and Finish Food* gives an understanding of purchasing, preparing and cooking food before moving on to *Unit 9: Contemporary World Food*. Likewise *Unit 11: Service of Food at Table* and *Unit 12: Service of Alcoholic and Non-Alcoholic Drinks* provide knowledge and skills practice before *Unit 5: Planning and Running a Hospitality Event*.

Unit 13: Accommodation Services in Hospitality and *Unit 14: Hospitality Front Office Operations* link to form a real focus on the accommodation side of hospitality operations.

General assessment guidance

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

- meet the assessment and grading 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 and grading 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 written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

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

The assessment and grading criteria must be clearly indicated in the fit-for-purpose 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 and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. 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 learners’ requirements so that they can demonstrate achievement.

Specific assessment guidance for the BTEC Firsts in Hospitality

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation records or witness statements is advised – preferably with the unit criteria printed on them to help accurate judgements to be made against the criteria. Observation records and witness statements should be signed and dated to form an authentic audit trail within the learner’s assessment profile.

An observation record is used to provide a formal record of an assessor’s judgement of learner performance (for example during presentations, practical activity, performance or role play) against the targeted grading criteria.

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

For observation records and witness statements templates see *Annexe D*. For an example observation record form see *Annexe E*.

Each unit is set out in the following way:

Unit title

Unit code

QCF level

Credit value

Guided learning hours

Aim and purpose

Unit introduction

Learning outcomes

Introduction/scenario

How to deliver

Assessment criteria and its achievement

Units

Unit 1: Investigate the Catering and Hospitality Industry	15
Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	29
Unit 6: Healthier Food and Special Diets	43
Unit 7: Applying Workplace Skills	51
Unit 8: Prepare, Cook and Finish Food	69
Unit 11: Service of Food at Table	85
Unit 12: Service of Alcoholic and Non-Alcoholic Drinks	95

Unit 1: Investigate the Catering and Hospitality Industry

Unit code: D/500/8934

QCF Level 2: BTEC First

Credit value: 4

Guided learning hours: 20

Aim and purpose

This unit will provide candidates with an understanding of the main functions, scope and size of the hospitality and catering industry. Candidates will also develop understanding of the links with other related businesses and with this as a starting point they will investigate the industry using a variety of sources and consolidate their understanding by carrying out a simple survey to compare key indicators between different sectors.

Unit introduction

The hospitality industry is large and varied, and able to respond to changing market needs by growing and evolving. In the first part of the unit learners will explore the industry at both a national and a local level, gaining an insight into the size of the industry. Learners will also differentiate between businesses operating solely in the hospitality arena and those offering a specialist catering service to industries that have other main activities.

By exploring all these aspects of the industry, learners will develop an understanding of the industry both at a local and a national level.

Learners will also have the opportunity to explore job roles available at different levels in the industry. They will start to look at the skills needed to work in the industry. Study of other units in the qualification will build on their understanding of different areas of work available and help them to make career choices.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the hospitality and catering industry
- 2 Understand the national and international employment opportunities available in the hospitality industry.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. Tutors may find this more beneficial not only in terms of maximising delivery time, but also in terms of stimulating learner engagement. *Unit 1: Investigating the Catering and Hospitality Industry* can be delivered with, for example *Unit 2: Products Services and Support in the Hospitality Industry*.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1 and LO2	11 hours for LO1, 7 hours for LO2	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play. Local FE college support may be available for schools.</p> <p>For tutors who have limited experience of the hospitality industry, spending a short time 'shadowing' in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge, but also to understand how social, economic, political, technological and legal influences are impacting on the industry.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria. Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	Unit 1

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		<p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.</p>		

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P1	3	6.5 hours to include visits and guest speakers. Evidence for other aspects of LO1 (P1 – P8) may also be collected, in this time.	<p>Visits are the ideal method of delivery, and working with industry to arrange visits is vital so that learners can maximise learning opportunities. Tutors must look at the assessment criteria and make sure learners ask questions that lead to responses that will meet them. Tutors must be clear about the different types of hospitality businesses by looking at the unit content for LO1 under <i>Hospitality industry businesses</i>. It is not possible for tutors and learners to visit all types of hospitality businesses, however a broad sample should be visited, specially hotels.</p> <p>Tutors can find information about hospitality businesses from visits, shadowing or pre-assessment research. If time does not allow visits to take place, tutors should invite guest speakers from industry and ask them to bring relevant material on DVD or another appropriate format.</p>	<p>P1 requires learners to compare and contrast the features of establishments in hospitality and catering by explaining the different features of the different sectors. Tutors must look at the assessment information in the specification and ensure that the full range of businesses is covered and that the description for each business includes: whether it is a local or national company; its location (that is – if it is in the city centre, suburbs or rural); the size – the explanation needs to build on whether it is a local or national company and cover such areas as: type and number of staff, how many customers it serves (whether locally or nationally).</p>	Part of P1, P2, P3
P2	3 (Links closely with P5)	2	P2 can be delivered holistically with P1. Tutors can support P2 with P5. P2 is about 'assessing' while P5 is about 'describing'.	For P2, learners must describe the key social, economic, political, technological and legal influences on the industry and assess their impact. Learners are required to give careful consideration to all the factors or events that apply and identify which are the most important or relevant.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P3	1 Potential starting point	30 minutes	<p>P3 can be delivered holistically with P1 and P2 and may be a good starting point for <i>Unit 1: Investigating the Catering and Hospitality Industry</i>. Learners need to understand that the term ‘hospitality’ usually embraces the industry as a whole and encompasses all the sectors outlined under P1 in the unit content. ‘Catering’ is a term still used, though nowadays with less frequency. The term ‘catering’ often referred in the past to the ‘food preparation and service aspects’, however interpretations may differ here.</p> <p>With the growth of the term ‘hospitality’ being applied, the term ‘catering’ is currently, for some, included within hospitality.</p>	<p>For P3, learners must describe the terms ‘hospitality’ and ‘catering’.</p> <p>Tutors must ensure that learners ‘describe’, rather than ‘list’ the definitions.</p>	Part of P1
P4	2 (Links closely with P6 and P8)	2 hours	<p>P4 can be delivered holistically with P1, P2 and P3.</p> <p>This information relates closely to what was delivered in the BTEC Firsts NQF <i>Unit 1: Exploring the Hospitality Industry</i>. The book by Ovenden F, Holmes S, Horne S and Wilson P – BTEC First Hospitality (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the Indicative reading for learners section in the specification will be useful. There are also reports available from the People 1st website, which are free to access after registration.</p>	<p>P4 requires learners to identify the structure, scope and size of the hospitality and catering industry.</p> <p>Tutors must ensure that learners clearly identify the scope and size of the industry, giving examples of structure. Visits or guest speakers will help to support this aspect, as well as tutor shadowing if possible, as assessors, in different areas of the hospitality industry.</p>	Part of P1, P2

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P5	3 (Links closely with P2)	2 hours time allocated included in the 2 hours for P2	<p>Scale refers to size, variety and complexity of businesses available – as illustrated in P1. Scope refers to what the different types of business offer. For example, in hotels, it is not only about the more obvious food preparation and service areas, but also conference and banqueting, leisure facilities and business centres, as well as accommodation, front office, marketing, etc. In hospital catering, it is not only about patients’ meals, but also special diets for patients, staff meals, meals for visitors, conference facilities in many hospitals, etc.</p> <p>These are just two examples, however tutors can generate more.</p> <p>Structure includes examples such as how a large hotel chain is operated as opposed to a small independent hotel. Hospital catering and contract catering can be compared with learners being able to give examples.</p> <p>P5 can be covered alongside P2. The influences on the hospitality industry must be described for P5 and assessed for P2. The description for P5 must include ‘environmental influences’.</p> <p>Tutors must consider the current political and economic climate and how it may impact on different areas of the industry, tutors should give learners examples.</p> <p>Tutors must explain how technology continues to impact and how social influences change and impact, by taking into account the unit content under <i>Influences on the industry</i>.</p>		
P5				<p>To achieve P5, learners must describe the key social, economic, political, technological, environmental and legal influences on the development of the hospitality and catering industry.</p> <p>It is important that learners describe each of the key influences on the development of the hospitality and catering industry.</p> <p>Learners can do this for local and national businesses. In the case of P2, for example, learners can assess the impact of economic influences and think about what happens in a recession, locally, to businesses such as</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
			<p>Guest speakers can be invited to explain these influences. For current relevant trends news reports will support completion of this part of the unit.</p>	<p>restaurants and cafes – less money for customers to spend; could lead to a downturn in business and could lead to staff redundancy or even company closure.</p> <p>In the case of ‘political’ and allied to ‘economic’, VAT rises could impact on customers visiting – if VAT is reduced or if it increases this could again lead to a downturn in business and possible staff redundancies.</p> <p>Technological change may also have an impact on jobs, for example use of more pre-prepared foods could result in de-skilling and the need for less labour. Legal influences, for example the ban on smoking, have impacted on many public houses that has helped in the decline of pubs, along with other factors.</p> <p>Tutors will need to identify in their feedback where learners have covered P2 and where P5 is evidenced – so internal verifiers are fully aware of evidence location as well as standards verifiers.</p>	
P6	3 (Links closely with P4)	2 hours time allocated included in the 2 hours for P4	<p>Tutors must refer to the unit content in the specification.</p> <p>Learners need to understand how businesses differ in terms of what they offer.</p> <p>Tutors must look at P4 and then decide how the businesses differ not only in terms of what they offer to customers/guests, but also in terms of the markets they serve. For example there are budget hotels, often relying on short stay, variety of meal plans, and good parking facilities. On the other hand, there are luxury five-star hotels which, for example, may have short- and</p>	<p>For P6, learners must explain the differences between types of operation within the hospitality industry.</p> <p>Tutors should think about how learners can present the information clearly, showing how they have covered this assessment criterion.</p> <p>Building on P4 and extending the response is one way of meeting this assessment criterion. However, tutors should ensure that the evidence learners present can be tracked and recognized for what it is.</p>	Part of P1, P2

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P7	3 (Links closely with P6)	2 hours time allocated included in the 2 hours for P2	<p>long-stay guests, leisure facilities, excellent bar facilities, wide-ranging conference and banqueting facilities, business centre, shop(s), etc.</p> <p>Hospitals can also differ in terms of the facilities they provide for fee-paying patients and those provided for receiving treatment on the NHS.</p> <p>Tutors can explore not only the facilities, but the different markets each sector offers, summarising the differences.</p>	<p>P7 requires learners to explain the different features of the different types of settings within the hospitality industry.</p> <p>Building on P6 and extending the response is one way of responding to this assessment criterion, however tutors must ensure that the evidence learners present can be tracked and recognised.</p>	Part of P 1, P2

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P8	2 (Links closely with P4)	2 hours time allocated included in the 2 hours for P4	<p>Tutors should consider, amongst other factors, employee numbers, income generated, wellbeing of hospitality industry workforce, reputation, both nationally and internationally.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful. There are also reports available from the People 1st website, which are free to access after registration. The British Hospitality Association website can also be looked at.</p>	<p>For P8, learners must explain the importance of the industry to the UK economy.</p> <p>A summary response encapsulating the importance of the industry is required and the areas identified under ‘How to deliver’ in the adjacent column, will provide a focus for that.</p>	
M1 and D1			<p>M1 builds on P4. It is about learners focusing on particular types of settings and ‘analysing’. Tutors should consider particular settings and compare sizes, explaining why some sectors are larger/smaller than others, where most jobs are located, for example in food service, housekeeping, or food preparation, and whether these are, for example, full-time jobs or part-time, and so on.</p>	<p>To achieve M1, learners will further investigate and analyse the structure, scope and size of the hospitality industry in relation to different types of setting.</p> <p>Evidence for D1 should be obtained from an extension of the work carried out previously. The explanation of the importance of the industry to the national economy for P8 should be expanded to an evaluation of the contribution of the hospitality industry to the UK economy. The evidence can take a written format, possibly after a group discussion.</p>	
11 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P9	1	5	<p>The evidence for P9 may be collected when visiting hospitality businesses or questioning guest speakers.</p> <p>Trade journals, such as <i>Caterer and Hotelkeeper</i> will be useful.</p>	<p>For P9, learners must list five main job roles in hospitality businesses. The job roles really need to be distinct in terms of variety and examples are given under the unit content.</p>	Part of P4
P10	1	5 hours time allocated included in the 5 hours for P9	<p>P10 builds on P9 and gives learners the opportunity to develop responses cohesively and clearly.</p> <p>The legal requirements are set out in the Unit content in the Specification and include: health and safety at work; substances hazardous to health; working time regulations; lifting safely; data protection; fire protection; providing the correct work equipment; personal protective equipment (PPE); reporting of accidents and serious incidents; food hygiene; food storage.</p> <p>Support from industry representatives in delivering the unit through visits or guest speakers will be useful.</p> <p>A visit from an environmental health officer can be helpful and might help contextualisation – however the environmental health officer will need to be clearly briefed.</p>	<p>P10 requires learners to explain the difference in staff roles and the conditions in the industry, including legal requirements attached to each role.</p>	Part of P4

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P11	1	5 hours time allocated included in the 5 hours for P9	P11 builds on P9 and P10. Tutors must ensure learners understand that this criterion is about describing job roles, and tutors can use journals, the internet, etc.	For P11, learners must describe the main job roles in one hospitality business. Learners can visit a hospitality business to obtain this information. The key for this assessment criterion is ensuring that learners describe main job roles in a hospitality business. Understandably, hotels will offer one of the richest sources of information here – and there are many job roles from which to choose including food preparation, food and beverage service, front office, accommodation, management and marketing, etc.	Part of P4
P12	1	5 hours time allocated included in the 5 hours for P9	P12 continues to build on the previous assessment criteria for this LO. Tutors can consider the roles of a chef in a hotel, compared to a fast-food restaurant, and a hospital chef. They can also consider the different shift patterns, types of work, pay and work conditions. Tutors should look at the common aims of all – providing a high-quality service, working safely in a hygienic manner and meeting customer expectations. In addition to chefs, tutors should consider food service staff in hotels (budget and luxury), hospitals, fast-food restaurants, and contract or events catering. What hours do they work, what is common about each of their job roles and what may differ?	P12 requires learners to describe the differences in staff roles and conditions in the different sectors. Learners can use the information gathered for P10 and apply it to the different areas. Visits to hospitality businesses, guest speakers and web-based information will help learners' understanding and support attainment of this assessment criterion.	Part of P4

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P13	1 Links closely with P10	5 hours time allocated included in the 5 hours for p9	Tutors should look at front office and accommodation staff. However they will usually be comparing the different types of hotel, from budget through to five star and seeing again what commonality there may be in the job roles and what differs. Differences will include hours of work, rates of pay and even multi-tasking in very small businesses where staff may embrace several different roles with success. P13 builds on P10, and the unit content indicates the legal requirements.	For P13, learners must identify the legal requirements of hospitality businesses to work within the law.	
P14	2	1	Journals, such as the <i>Caterer and Hotelkeeper</i> , as well as local publications, may all help in surveying the range of materials available, as well as the different types of jobs.	For P14, learners must identify three sources that can be used when searching for information on job opportunities. It would be appropriate for learners to provide evidence from each source, such as a job advert from a newspaper, a job bulletin sheet from an employment agency, and a printout from the job vacancies page of a company website. The different sources used can then be discussed by the group.	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P15	3	1	<p>For P15, the unit content indicates 'Professional associations'.</p> <p>Tutors should direct learners to the Institute of Hospitality website (www.instituteofhospitality.org) – the Institute of Hospitality focus is '<i>...to promote the highest professional standards of management and education in the international hospitality, leisure and tourism industries</i>'.</p>	<p>P15 requires learners to describe the functions of professional associations related to catering occupations and describe their functions in national and international contexts.</p> <p>As a minimum, learners must describe the functions of: the Institute of Hospitality, the British Hospitality Association and the British Institute of Innkeeping.</p>	
M2			<p>The emphasis of M2 is building on P9–12 assessment criteria.</p> <p>It is essential that learners select two job roles from each sector and compare their requirements. Learners can compare a chef in a commercial hotel with a chef in a hospital catering service.</p> <p>Another example may be a member of the food service staff in a local ethnic restaurant (commercial) compared with a member of the food service staff in a school or college dining facility (catering services).</p>	<p>For M2, two job roles in the commercial sector and two job roles in the catering service sector should be investigated and the requirements of each compared. The evidence can be in a written format or given as a presentation to the peer group.</p>	
7 hours overall for LO2					
Overall for LO1 and LO2: 18 hours allocated and 2 hours remaining for direct assessment support (20 hours overall).					

Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Unit code: T/600/1059

QCF Level 2: BTEC First

Credit value: 1

Guided learning hours: 10

Aim and purpose

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Unit introduction

Customer service is at the heart of a successful business. The hospitality, leisure, travel and tourism sector relies on excellent customer service to keep customers satisfied and returning to them. Workers in this sector need to provide excellent customer service and to do that they need to understand the needs and expectations of their customers and how these needs are anticipated and met.

Any members of staff working in customer service in the hospitality, leisure, travel and tourism sector will be expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. Learners will look at the importance of providing excellent customer service to the business and the characteristics of excellent customer service. They will look at how this can be achieved by meeting the needs and expectations of the customers.

Learners will develop an understanding of the customers' needs and expectations as well as what factors influence their choice of products and services. Finally, learners will explore customer complaints and how they should be handled in a positive manner.

On completion of the unit, learners should be able to understand the principles of customer service in the hospitality, leisure, travel and tourism sector.

Through completion of this unit, learners will be able to appreciate the vital role they play, as employees or potential employees of the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
- 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
- 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are three separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. Tutors may find this more beneficial not only in terms of maximising delivery time, but also in terms of stimulating learner engagement. *Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism* can be delivered with, for example *Unit 2: Products Services and Support in the Hospitality Industry* and/or *Unit 4: Providing Customer Service in Hospitality* and/or *Unit 11: Service of Food at Table*.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2 and LO3	2 hours 45 minutes for LO1, 3 hours for LO2 and 3 hours 15 minutes for LO3	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>For tutors who have limited experience of the hospitality industry, spending a short time 'shadowing' in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge of customer service operations in a hospitality environment.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There may be opportunities, while undertaking visits to</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria.</p> <p>Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	Unit 2

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 1: Investigating the Catering and Hospitality Industry</i> and <i>Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.		

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P1	2 Links closely with P2	30 minutes	Tutors can lead a group discussion, focusing on hospitality ensuring that the unit content in the specification is covered.	For P1, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows knowledge of the role of the organisation in relation to customer service. Tutors must fully cover the assessment criterion and the unit content in the specification.	Part of P1, P2, P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P2	2 Links closely with P1	30 minutes	P2 builds on P1 and makes reference to the unit content in the specification. Learners can draw on their experience as a customer. As part of the visits for <i>Unit 1: Investigating the Catering and Hospitality Industry</i> learners can be a customer in, for example, a restaurant and note the characteristics and benefits of excellent customer service. Industry representatives can be invited to explain characteristics and benefits – information obtained from, for example mystery guests and customer feedback.	For P2, learners must identify the characteristics and benefits of excellent customer service. Tutors must fully cover the assessment criterion and the unit content in the specification.	Part of P1, P2, P3
P3	1	15 minutes	P3 can be a starting point to delivering the unit, and reference needs to be made to the unit content in the specification. Learners must understand the concept of internal and external customers to realize that everyone is everyone else's customer. Tutors can suggest a variety of hospitality scenarios and ask learners to clarify the internal/external customer concept.	To achieve P3, learners must give two examples of internal customers and two examples of external customers in the hospitality industry. This topic should be addressed easily by learners. It helps to clarify the internal/external customer relationship.	Part of P1, P2, P3
P4	2 Links closely with P2	45 minutes	Reference to the unit content in the specification will help clarify the requirements for P4. The information builds on P1 and P2, and industry representatives may help to highlight the importance of good product knowledge and sales, leading to organisational success – with learners providing, through group discussion, some examples of their own.	P4 requires learners to describe the importance of product knowledge and sales to organisational success. Tutors must fully cover the assessment criterion and the unit content in the specification.	Part of P1, P2, P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P5	3	45 minutes	<p>For P5, information can be collected during visits, for example those undertaken for <i>Unit 1: Investigating the Catering and Hospitality Industry</i>. However, tutors will need to prepare carefully in advance of the visit to make sure that all learners are fully prepared with questions.</p> <p>Reference needs to be made to the unit content in the specification. This provides the range of coverage required by learners.</p> <p>Guest speakers would be of help; however, planning will need to take place so that speakers are focused and can respond to questions. The guest speakers may also be supporting other units – planning is essential.</p>	<p>For P5, learners need to describe the importance of organisational procedures for customer service in the hospitality industry.</p> <p>Tutors must fully cover the assessment criterion and the unit content in the specification.</p>	Part of P1, P2, P3, P4
M1			<p>M1 requires learners to undertake a series of activities and builds on assessment criteria P1–P5.</p> <p>Firstly, learners need to identify two hospitality businesses and compare them. (Learners may have been able to gather evidence on visits they have undertaken for this or other units.) This can be an activity that learners undertake in their own time, but they will need preparation. Learners need to select businesses of a similar type, such as two hotels with similar star ratings or two contract caterers. (For this assessment criterion, it is not acceptable, for example, to compare a fast-food restaurant with a three-star hotel.)</p>	<p>To achieve M1, learners need to compare the extent to which two hospitality businesses deliver consistent and reliable customer service to their internal and external customers. Learners need to identify how each business meets the needs of its internal and external customers. The two businesses will need to have sufficient similarities and differences in their approaches to analyse the effectiveness of their customer service and make valid comparisons.</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
			<p>Learners then need to identify how each business meets the needs of internal and external customers, that is, how they practice good customer service. For example, in a hotel, learners need to consider customer communication by phone, face-to-face and on the internet from booking, through car-parking, to front office, rooms, restaurant and other services, right up to departure and 'farewells'.</p> <p>How does the business know what customer needs are? Are customers surveyed through questionnaires? Are mystery shoppers employed? How do they deal with complaints?</p> <p>Do hospitality staff receive training in customer service? How is this monitored? How does management know what is going well and what is not? In other words, are there procedures in place for compliments and complaints? (Compliments and complaints will be dealt with more specifically under LO3.)</p> <p>In summary, M1 is about analysing the similarities and differences of two hospitality businesses, after identifying how each one meets the needs of its external and internal customers.</p>		
2 hours 45 minutes overall for LO1.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P6	2	1	<p>Visits to hospitality businesses with learners asking prepared questions will provide a valuable source of information (whether the visit is undertaken as part of another unit or not). Tutors must focus on the unit content in the specification. If information is not collected as part of a visit, guest speakers can be used, as well as the experience of tutors and learners.</p> <p>A group discussion can be arranged, considering the steps a business must take, making sure that examples have a hospitality industry focus.</p>	<p>To achieve P6, learners must identify the benefits to the individual of providing excellent customer service.</p> <p>Learners should identify the steps a business must take to provide consistent and reliable customer service.</p> <p>The unit content in the specification explains the range of coverage that will help focus activities.</p>	Part of P1, P2, P3, P4
P7	1 Links closely with P8, P9, P10	2	<p>Group discussion, role play and tutor-led discussion can all help in covering this assessment criterion.</p> <p>The unit content in the specification gives the range of coverage. Building scenarios for role-play may prove a useful way of delivering this assessment criterion.</p>	<p>P7 requires learners to describe the importance of factors such as positive attitude, behaviour and motivation in providing excellent customer service.</p> <p>Learners need to give a succinct response to describe the importance of factors in providing excellent customer service, rather than give a lengthy explanation.</p>	Part of P1, P2, P3
P8	1 Links closely with P7, P9, P10	Included in P7	<p>P8 can be delivered with assessment criterion P7, group discussions, based on personal experience, visits and guest speakers will help delivery in covering P8.</p>	<p>For P8, learners must describe the importance of personal presentation within the hospitality industry.</p> <p>Learners need to give a succinct response to describe the importance of personal presentation rather than give a lengthy explanation.</p>	Part of P1, P2, P3

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P9	1 Links closely with P7, P8, P10	Included in P7	The unit content in the specification outlines the focus of P9 and tutors need to ensure learners meet it accurately. Visits to hospitality businesses undertaken for this unit or other units, guest speakers, personal experience and learner engagement through discussions will all help with delivery of P9. Role play may help in gaining evidence and support delivery.	For P9, learners must explain the importance of using appropriate types of communication. Learners need to give a succinct response to explain the importance of using appropriate types of communication, rather than give a lengthy a explanation.	Part of P1, P2, P3
P10	1 Links closely with P7, P8, P9	Included in P7	The unit content in the specification explains the range coverage for P10. Delivery of this topic can be integrated with P9 and role play may help in gaining evidence and support delivery.	For P10, learners are required to describe the importance of effective listening skills. Learners need to give a succinct response to describe the importance of effective listening skills rather than give a lengthy a explanation.	Part of P1, P2, P3
M2 and D1			M2 requires learners to 'analyse', ie to identify separate factors, and say how they are related and how each one contributes to the topic. M2 response may be developed from M1. A visit to a business undertaken, for example, for <i>Unit 1: Investigating the Catering and Hospitality Industry</i> or a visit in the learners' own time, may help to draw together the evidence requirements. Crucially, building on what has already been produced in M1 is vital in terms of making effective use of time. M2 is about customer service provision, and assessment criteria P6–P10 provide a foundation. Tutors must refer to the unit content in the specification and get learners to develop responses based on P6–P10, analysing two hospitality businesses.	To achieve M2, learners need to analyse the customer service provision in two hospitality businesses. The businesses can be similar competitor businesses or they can be from different industries within the hospitality industry. This can be presented as a written report, a verbal presentation or other appropriate method. The investigation can be undertaken as a group following an organised visit, but learners must produce their descriptions and comparisons individually. For D1, learners must provide a detailed evaluation of how effective the customer service provision is in two hospitality businesses. It will be useful for learners to visit these businesses in the role of a customer so that	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
			<p>If learners give a verbal presentation, tutors must show clear evidence of attainment for each aspect of the assessment criterion.</p> <p>D1 builds on M2 and requires learners to provide a detailed evaluation of how effective the customer service provision is in two hospitality businesses. The evaluation requires learners to review the information then bring it together to form a conclusion.</p>	<p>they can observe customer-service provision in operation. Learners then need to review how successful, or otherwise, the customer-service provision was during the visits, based on their own observations. Learners should present their findings in individual written essays which they conclude by making recommendations as to how customer-service provision can be improved in each business.</p>	
3 hours overall for LO2.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P11	1 Links closely with P12, P13	45 minutes	<p>Visits to hospitality businesses and guest speakers, as well as learners' personal experience, can contribute to evidence for P11.</p> <p>Tutors can lead a group discussion to explore different hospitality businesses, hotels, restaurants and contract catering, as well as common features of customer expectations as well as those specific to particular settings, such as hotel leisure facilities.</p>	<p>For P11, learners need to give an account of customer needs and expectations in the hospitality industry.</p> <p>Learners can focus on needs and expectations of customers in businesses that they have previously investigated, or simply on general needs and expectations of customers throughout the industry.</p>	Part of P1, P2, P3
P12	1 Links closely with P11, P13	1.5 hours	<p>P12 builds on P11 and can be delivered through role play and a summary record created to ensure unit content set out in the specification is covered.</p>	<p>P12 requires learners to identify the importance of anticipating and responding to varying customers' needs and expectations. Learners can focus on the same needs and expectations identified for P11.</p>	Part of P1, P2, P3
P13	1 Links closely with P11, P12	Included in P12	<p>P13 builds on P12. Tutors must consider the unit content in the specification. Learners can follow up visits to hospitality businesses with group discussions to help them understand the factors that influence customers' choice of products and services.</p>	<p>To achieve P13, learners need to describe the factors that influence customers' choices of products and services.</p>	Part of P1, P2, P3

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P14	2	Included in P12	Tutors need to ensure that the unit content set out in the specification is covered. Learners can use their customer experience of the hospitality industry to stress the importance of meeting and exceeding customer expectations. Guest speakers can be invited to explain how they meet and exceed customer expectations.	For P14, learners must describe the importance of meeting and exceeding customer expectations. Learners should focus on general needs and expectations of customers throughout the industry.	Part of P1, P2, P3
P15	3 Links closely with P16	1 hour	P15 is about describing the importance of dealing with complaints in a positive manner. Tutors must refer to the unit content in the specification to ensure the range is covered. Learners can think about times when they have complained to hospitality businesses, how their complaint was dealt with, and if not satisfied, how they would have liked it to have been dealt with. This is not just about benefits and refunds but also about how complaints are dealt with in a timely and polite manner, making a customer feel valued.	For P15, learners must describe the importance of dealing with complaints in a positive manner. Learners should include an account of benefits of complaints to businesses.	Part of P1, P2, P3, P5
P16	3 Links closely with P15	Included in P15	P16 deals with procedures for handling complaints. Guest speakers can be invited in to give a hospitality perspective. Tutors must look at hospitality examples. They need to consider informal complaints and how these are dealt with as well as formal complaints, and how the process differs. Tutors need to explain why procedures help and how the customer and the business benefit.	To achieve P16, learners must explain the importance of complaint-handling procedures.	Part of P1, P2, P3, P5

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
M3			<p>M3 requires learners to 'analyse', ie to identify separate factors and say how they are related and how each one contributes to the topic.</p> <p>Learners can use visits already undertaken and/or previous guest speakers, as well as personal experiences. The two businesses already explored for M2 can be used again, particularly if learners have been customers, critically explaining strengths and weaknesses of ways of meeting customer needs and expectations.</p>	<p>To achieve M3, learners must analyse ways of meeting customer needs and expectations, outlining the strengths and weaknesses of each. Learners should be critical when pointing out the strengths and weaknesses of ways of meeting customer needs and expectations. This can be evidenced through a piece of written work, for example, an article for the trade press or a training manual for a business. It can also be presented verbally, perhaps as a training session. If the latter (verbally at, for example, a training session) the tutor must be able to provide clear evidence of learner attainment – which may be a PowerPoint presentation, or other appropriate materials to support the verbal presentation or a detailed observation record – clearly setting out all the evidence as well as dating/signing.</p>	
3 hours 15 minutes overall for LO3.					
Overall for LO1: 2 hours 45 minutes; LO2: 3 hours and LO3: 3 hours 15 minutes allocated and 1 hour remaining for direct assessment support (10 hours overall).					

Unit 6: Healthier Food and Special Diets

Unit code: K/500/8936

QCF Level 2: BTEC First

Credit value: 1

Guided learning hours: 7

Aim and purpose

The aim of this unit is to enable the candidate to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised. There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

Unit introduction

This unit provides learners with the opportunity to understand what healthier food and special diets mean and to explore the relationship between healthy lifestyles and the hospitality industry. At the end of this unit learners will be able to understand the responsibilities of hospitality staff towards their customers and describe measures which the industry can take to promote healthy lifestyles to customers.

Learners will need to investigate positive and negative hospitality practices and explore their impact on healthy lifestyles. These include issues relating to the design of menus, the production of food, awareness of the environment in which they operate, and the influence the industry has on customers' choice.

Healthy eating is being supported by government, not just in the publication of White Papers, like Public Health in 2004, but also in a number of advertising campaigns and the introduction of healthy meals on school menus. As a result, it is becoming increasingly important that chefs, and others who produce food for the public, are aware of current nutritional guidelines and good practices. Learners will examine food choices and eating patterns related to health throughout a person's life, and know the factors, positive and negative, that may influence them.

This unit also looks at the factors that influence the extent of the hospitality industry's level of commitment to healthy lifestyles, and how hospitality businesses knowledge, awareness and responsibility can enhance the product offered.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principle of balanced diets
- 2 Understand how to plan and provide special diets.

Introduction/scenario

Those working within the hospitality industry need to have an appreciation and understanding of special diets. It is quite common for customers to have special dietary needs that must be taken into account when they have a meal or drink. Some people suffer from allergies that mean that they have to avoid certain foods and ingredients as they can become seriously ill quickly if they consume these items. Nut allergy is an example.

For people to maintain good health, making small changes to their diet or personal eating plan can be exactly what is needed. Some diseases and conditions, such as allergies, or people's family health history, might require people to change or amend their diet to keep them healthy or help to manage obesity or a chronic condition such as Type 2 diabetes from getting more severe.

Often, doctors or nutritionists will advise an adapted diet (frequently in conjunction with the recommendation for regular exercise appropriate) for the person's condition. Changes in lifestyle are often required to accompany changes in eating requirements. Usually, special diets consist of a balanced intake of carbohydrates, proteins, vitamins, minerals and fats, all the ingredients needed to maintain good health but avoid certain ingredients in food items. It is common for people on special diets to be required to reduce the quantities of food they eat and eat regular meals throughout the day. Special diets can generally be tasty and easy to follow, though some are complicated and technical and require medical supervision.

People who suffer from certain health conditions, or who would like to change their diet to improve their health should review their dietary recommendations in line with government guidelines to ensure they get all the nutrients they need.

Tutors can base the requirements of this unit around what that the owners/managers and kitchen team would need to follow when menu-planning for a medium-sized bistro located in a seaside town with a buoyant holiday trade. The bistro is open six days a week and serves morning teas and coffees with pastries and cakes, and then a good choice of set lunch plus a range of bar snacks – soups, sandwiches, baguettes and wraps. They also serve afternoon teas and, in the summer months, evening meals. The bistro attracts a wide range of customers including those who need healthy foods. This client group can be used as an example for the assessment criterion M2, where a healthy eating menu for a selected client group has to be designed.

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although this unit has only seven guided learning hours, it is quite technical in terms of content. It is a theory-based unit that can be delivered in a classroom and not a practical kitchen. For learners to get the most from teaching it is recommended that this unit is delivered after or at the same time as *Unit 8: Prepare, Cook and Finish Food*. Learners will need to apply the knowledge and skills gained in unit 8 to help them fulfil the unit requirements. They will need to use their basic cookery skills and knowledge when completing the assessment requirements at pass, merit and distinction levels. This unit can be related to real situations found in the hospitality industry, making learning 'come alive' and giving appropriate vehicles for the technical content.

It should be noted that the requirements to eat a balanced diet and maintain a healthy lifestyle are important to everyone and not just customers who may be using the hospitality industry. Teaching should reflect this as part of learners' personal development.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1 and LO2	4 hours for LO1, 3 hours for LO2	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play. Local FE college support may be available for schools.</p> <p>Some publications for healthy eating, diets and government guidelines must be available. Supermarkets have publications to support healthy eating and are often available free of charge. Learners might be encouraged to collect some of these as part of their research for the unit.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful. Tutors must fully cover the unit content in the specification.</p> <p>LO1 can be delivered in four 1-hour theory-style sessions with tutor input.</p> <p>LO2 can be delivered in two 1-hour theory-style sessions with tutor input.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria. A written response is allowed but it does not need to be in formal written essay style. Learners can create a booklet raising awareness of healthy lifestyles to a selected audience. It is good practice to target the information and knowledge gained at a real situation as applied learning, so that the learners can see how the concepts will be used in a real hospitality situation.</p> <p>To achieve a merit grade it is important that learners make a comparison between two positives and two negatives and not just create a list.</p>	Unit 5

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 5
P1	1	1	<p>Tutors should outline current government guidelines for a healthy diet.</p> <p>Government guidelines need to be available to support this session and it would be useful to give learners individual copies of any abridged guidelines.</p> <p>Tutors should introduce the principles of a healthy lifestyle linked to a healthy diet and what this comprises, identifying the recommendations for healthy eating and the daily allowances for the main food items, including water.</p>	<p>Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners need to be able to outline, ie provide a clear summary, including the main features/general principles of the current government nutritional guidelines for a healthy diet. This requires identification of the basic principles.</p>	Part of P3
P2	2	1	<p>Tutors should introduce the principles of basic good nutrition and identify the sources of essential nutrients such as protein, carbohydrates, fats, minerals, vitamins and water. Tutors should also identify what main foods contain these nutrients.</p> <p>In groups, learners can discuss life-styles and diets and compare them with the government guidelines. They should highlight how they can improve their own lifestyles.</p>	<p>Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners will need to briefly describe the sources of essential nutrients, as well as stating what essential nutrients are and where they come from. A table might be a good way of presenting this information.</p>	Part of P1

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 5
			Learners can consider the following in their discussions: How much water do you drink a day? (do not include fizzy drinks); What is the recommended daily amount to maintain good health?		
P3	3	1	<p>Tutors should consider the effects that good diets and lifestyle (positive) and bad diets and lifestyle (negative) have on general short-term and long-term health.</p> <p>The unit content in the specification covers a wide area of knowledge, so teaching needs to be broad and not too in-depth. At this level a basic introduction to the topic, highlighting the basic principles is expected.</p> <p>Learners can discuss in groups how many portions of fruit and vegetables they eat on a typical day, how can this part of their diets be improved when they compare it with government guidelines?</p>	<p>Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners are required to provide information that includes the relevant features, elements and facts on the impact of diet on health. If a booklet is produced, certain negative lifestyle influences can be identified as well as the possible impact they can have on health such as over-consumption of salt and the risk of high blood pressure.</p>	Part of P2

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 5
P4	4	1	<p>For P4, tutors need to make links to kitchen practice as well as to <i>Unit 8: Prepare, Cook and Finish Food</i>. Learners need to reflect on their own practical work.</p> <p>Tutors should consider the practical aspects of using fresh ingredients, cooking vegetables correctly and near to the time of consumption to maintain nutritional value, the use of low fat products, limiting the intake of salt, and so on. Tutors should also highlight the use of convenience foods when compared to their fresh counterparts, including price.</p>	<p>Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>For this assessment criterion learners must describe, ie provide information that includes the relevant features, elements or facts about the practical catering practices that can help maintain the nutritional value of food. Learners need to explain, ie provide detailed information that accounts for/gives reasons for, five measures that a catering business can take to promote a healthy lifestyle to its customers.</p>	P4
M1			M1 builds on P3. It is about learners comparing the positive and negative influences on healthy lifestyles.	Evidence for M1 should be obtained from an extension of the work carried out for the LO1 pass assessment criteria.	M1
4 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P5	1	1	P5 links to P6 and can be delivered in a holistic way. Tutors should introduce special diets and identify the most common ones, such as diabetes, allergies, food intolerances, cultural and lifestyle vegetarian, Kosher and Halal. The foods allowed and disallowed need to be identified for each of the diets identified. Tutors can prepare a handout to support delivery to ensure that the Unit content in the Specification is fully covered.	Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief. Learners must provide a clear summary of the main features/general principles of special diets. They will also need to describe, ie provide information, that includes the relevant features, elements or facts three types of special diet.	Part of P3
P6	2	Included in P3	Tutors must fully cover the unit content in the specification. Various factors need to be considered when planning and providing special diets, eg the age of the consumer and the amount of money available to buy ingredients, as some specialist items can be expensive when compared to their standard counterparts. Customer expectations influence fashions and trends in eating. Learners can sample three or four specialist ingredients, such as gluten-free biscuits and/or bread and tinned diabetic fruits, to show the differences in taste, colour, texture and cost compared to the standard products.	Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief. Learners must describe, ie provide information that includes the relevant features, elements or facts the impact of special diets on health.	Part of P2

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 1
P7	3	1	<p>P7 links with <i>Unit 8: Prepare, Cook and Finish Food</i> and learners will need to reflect on their cookery practices.</p> <p>Tutors should identify menu design and healthy cooking methods as well as other practices used, to ensure the provision of special diets in a hospitality business.</p>	<p>Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must describe, ie provide information that includes the relevant features, elements or facts relating to the practical catering practices to be considered when planning and providing meals for those on special diets.</p>	Part of P4
M2, D1			<p>M1 builds on P7 and links with <i>Unit 8: Prepare, Cook and Finish Food</i>. It is about learners designing a healthy menu for a selected client group.</p>	<p>For M2, learners will need to design a three-course menu for healthy eating for a selected client group. Tutors should give guidance on the choice of the client group, but this might be linked to the seaside bistro highlighted in the introductory scenario to provide a realistic way to show information and knowledge.</p> <p>For D1, learners must assess, ie reflect and form an opinion of how the menu meets the needs of a client group. Learners must show that in designing the menu they have considered the factors that affect the healthy lifestyles of this group. Evidence can be in the form of a verbal presentation that supports the menu they have designed.</p>	
2 hours overall for LO2 delivery.					
Overall for LO1: 4 hours and LO2: 2 hours allocated and 1 hour remaining for direct assessment support (7 hours overall).					

Unit 7: Applying Workplace Skills

Unit code: T/500/8938

QCF Level 2: BTEC First

Credit value: 3

Guided learning hours: 25

Aim and purpose

The aim of this unit is to enable the candidate to develop the knowledge and understanding to apply the personal skills required within the workplace in the hospitality and catering industry. A high level of interpersonal skills is demanded of those working in this industry which must be maintained when working under pressure. In this unit candidates will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practice communication and team working.

Unit introduction

This unit is concerned with developing learners' employability skills, where learners will also complete a job application process.

Learners will investigate the broad range of job roles and career opportunities available within the hospitality and related industries. Learners will be required to identify the types of skills and personal attributes necessary for working in customer-focused, hospitality-related businesses. These employment skills should include customer service, teamworking and problem-solving skills. Learners varied experiences will also be beneficial in identifying those skills and attributes that are desirable and those that are essential in the different related industries.

Learners also have the opportunity to participate in the process involved in job applications within the hospitality and related industries. It is anticipated that this process will assist learners in preparing for employment. Learners will develop an awareness of the different sources used by employers and employment agencies to promote job opportunities. It is intended that learners will develop their CVs through the opportunities presented to them within this unit.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to maintain personal presentation
- 2 Be able to work effectively with customers and colleagues
- 3 Be able to prepare for a job application
- 4 Be able to produce a plan to develop skills.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are four separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. In the case of *Unit 7: Applying Workplace Skills* LO1 and LO2, P1–P12, M1 and M2, evidence can largely be delivered and collected with *Unit 5: Planning and Running a Hospitality Event*; *Unit 8: Prepare, Cook and Finish Food*; *Unit 9: Contemporary World Food*; *Unit 11: Service of Food at Table* and/or *Unit 12: Service of Alcoholic and Non-Alcoholic Drinks*. Tutors can decide which units can be successfully mapped, and ensure learners collect the evidence for *Unit 7: Applying Workplace Skills* LO1 and LO2 discretely.

For *Unit 7: Applying Workplace Skills* LO3 and LO4, P13–P26, M3, M4 and D1 delivery can be holistic and, for example *Unit 2: Products Services and Support in the Hospitality Industry* and *Unit 5: Planning and Running a Hospitality Event*. Mapping will require cohesive delivery and evidence collection. Learners should continue to collect the evidence for *Unit 7: Applying Workplace Skills* LO3 and LO4 discretely.

The timings given are there to help tutors estimate planning assumptions when adopting a holistic approach, rather than to support the delivery of *Unit 7: Applying Workplace Skills* discretely. The timings may therefore vary when adopting the holistic approach.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2, LO3 and LO4	1 hour and 30 minutes	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>A holistic approach to LO1 is essential for delivery. Centres should plan carefully to see from which other units the evidence for LO1 can be most successfully generated and collected. Tutors need to be aware that evidence for <i>Unit 7: Applying Workplace Skills</i> needs to be clearly labelled.</p> <p>The order of delivery for each assessment criterion under LO1 will depend on the centre. It may be appropriate to discuss and record P3, P4 and P5 first and then practice. However centres may prefer to start with P1 and P2 and follow with P3, P4 and P5 – or even link the various criteria. Centres can decide what is most suitable for them.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria.</p> <p>Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p> <p>If work experience is used, centres must ensure that where evidence is collected, industry staff understand exactly what they have to do in terms of recording evidence. Centre staff need to be present on at least one occasion when assessment is taking place to ensure that standards are correctly maintained. Evidence of attendance by assessors can be recorded on an observation record.</p>	Unit 6

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P1	Links with P2	2 hours 30 minutes to complete overall observation records for unit	<p>Tutors can deliver P1 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Tutors need to think how to show this evidence and use, for example, an observation record showing that correct head covering, protective clothing and footwear is worn, giving a professional appearance. (Learners need to wear suitable protective clothing that meets minimum standards of food handling.)</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p> <p>The evidence for it can be collected, for example, from <i>Unit 8: Prepare, Cook and Finish Food,</i> <i>Unit 11: Service of Food at Table and/or</i> <i>Unit 12: Service of Alcoholic and Non-Alcoholic Drinks.</i></p>	To achieve P1, learners will need to present a personal professional appearance while working. Although this can be demonstrated through role play in simulated environments, learners will benefit from the opportunity to show a personal professional appearance in real situations. Where role play is used, learners are expected to respond as if their situation is real.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P2	Links with P1	Included in P1	<p>Tutors can deliver P2 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p> <p>The evidence for it can be collected, for example, from <i>Unit 8: Prepare, Cook and Finish Food</i>, <i>Unit 11: Service of Food at Table</i> and/or <i>Unit 12: Service of Alcoholic and Non-Alcoholic Drinks</i>.</p>	For P2, learners should demonstrate that they are positive and professional in their approach to work with little supervision. Their body language and manner indicate that they are confident in what they are doing.	
P3	Links with P1, P2, P4, P5	1 hour	<p>For P3, learners must 'explain'. Therefore if this topic is delivered holistically, tutors need to ensure that a written explanation supports this assessment criterion and that the unit content in the specification is fully covered. If learners give a verbal presentation, tutors can adapt the observation record to show this has been fully met in terms of the assessment criterion and the unit content in the specification.</p>	For P3, learners must explain what is considered to be personal professional presentation. This can be assessed using a group discussion, or by short individual verbal presentations.	
P4	Links with P1, P2, P3, P5	Included in P3	<p>For P4, learners must 'describe'. Therefore, if this topic is delivered holistically, tutors need to ensure that a written description supports the assessment criterion and that the unit content in the specification is fully covered.</p>	P4 requires learners to describe the reasons for maintaining professional presentation and the effect it has on the business, including the importance to employees and customers.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P5	Links with P1, P2, P3, P4	Included in P3	Learners can provide written evidence for P5, therefore if this topic is delivered holistically, tutors need to ensure that a written explanation supports this assessment criterion and that the unit content in the specification is fully covered.	For P5, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows understanding of the skills required to maintain the work area.	
M1			For M1, learners build on P4. Therefore, if this topic is delivered holistically, tutors need to ensure that a written explanation supports M1 and that the unit content in the specification is fully covered. Learners must explain the impact of personal presentation. They should think about what a positive impact portrays and what a negative impact portrays to customers and what customers think about the employees and the business.	To achieve M1, learners need to develop the evidence provided for P4, explaining the impact of personal presentation on customer perception.	
3 hours 30 minutes overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P6	Links with P7, P8, P9, P10, P11, P12	2 hours	<p>Tutors can deliver P6 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p> <p>The evidence for it can be collected, for example, from <i>Unit 5: Planning and Running a Hospitality Event</i>, <i>Unit 11: Service of Food at Table and/or Unit 12: Service of Alcoholic and Non-Alcoholic Drinks</i>.</p> <p>Tutors need to make sure that learners cover the assessment criterion accurately.</p>	<p>For P6, learners will need to show their positive attitude and behaviour skills with customers and colleagues. Although these can be demonstrated through role play in simulated environments, learners will benefit from the opportunity to demonstrate positive attitude and behaviour skills in real situations. Where role play is used, learners are expected to respond as if their situation was real and they should be encouraged to make an effort in terms of personal presentation and meeting any dress code. Learners will need to show competence in three different situations, with different types of customer. At least two of the situations should be verbal and one should be a complaint.</p> <p>One situation should be a complaint, whether verbal or written; this should also be appropriate to the level of the qualification. It is worth noting that, in a real situation, junior members of staff are not normally expected to deal fully with a complaint but to ask for help or support from a supervisor. At least two of the situations should be verbal.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P7	Links with P6, P8, P9, P10, P11, P12	Included in P6	<p>Tutors can deliver P7 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p> <p>The evidence for it can be collected, for example, from <i>Unit 5: Planning and Running a Hospitality Event</i>, <i>Unit 11: Service of Food at Table</i> and/or <i>Unit 12: Service of Alcoholic and Non-Alcoholic Drinks</i>.</p> <p>Tutors need to make sure that learners cover the assessment criterion accurately.</p>	<p>To achieve P7, learners can produce appropriate witness statements from a work-experience placement.</p> <p>Alternatively, the evidence can be provided via role-play exercises or from work undertaken in a realistic work environment. Learners should demonstrate the use of correct procedures and good practice in dealing with customers and colleagues in a minimum of four situations (providing information or advice, sales, dealing with a problem or complaint) all of which should be in a hospitality context.</p>	
P8	Links with P6, P9, P10, P11, P12	Included in P6	<p>Tutors can deliver P8 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p>	<p>For P8, learners can provide appropriate witness statements from a work-experience placement.</p> <p>Alternatively, the evidence can be provided via role-play exercises or from work undertaken in a realistic work environment. Learners must communicate effectively to identify and provide support to customers and colleagues to solve problems that arise in a hospitality context.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P9	Links with P6, P7, P8, P10, P11, P12	Included in P6	<p>The evidence for it can be collected, for example, from <i>Unit 5: Planning and Running a Hospitality Event</i>, <i>Unit 11: Service of Food at Table</i> and/or <i>Unit 12: Service of Alcoholic and Non-Alcoholic Drinks</i>.</p> <p>Tutors need to make sure that learners cover the assessment criterion accurately.</p>	<p>To achieve P9, learners can provide appropriate witness statements from a work-experience placement.</p> <p>Alternatively, the evidence can be provided via role-play exercises or from work undertaken in a realistic work environment. Learners should demonstrate that they are able to work with others to achieve targets in a hospitality context.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P10	Links with P6, P7, P8, P9, P11, P12	1.5 hours	Learners can provide written evidence for P10, therefore if this topic is delivered holistically, tutors need to ensure that a written description supports this assessment criterion and that the unit content in the specification is fully covered.	To achieve P10, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows understanding of the skills required to work effectively with customers and colleagues to provide a quality service or product.	
P11	Links with P6, P7, P8, P9, P10, P12	Included in P10	Learners can provide written evidence for P11. If this topic is delivered holistically, tutors therefore need to ensure that a written description supports this assessment criterion and that the unit content in the specification is fully covered. Tutors can provide examples of different types of complaints. Tutors can prepare a range of scenarios for learners to work with. If the observation record is used then tutors will need to show clearly how learners have identified and solved customer and colleague problems, providing examples that learners have used as evidence.	For P11, evidence can be in the form of a report which shows understanding of how to identify and solve customer and colleague problems and complaints should they arise.	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P12	Links with P7, P8, P9, P10, P11	Included in P6	<p>Tutors can deliver P12 holistically within, for example, one of the units outlined in the introduction/scenario section.</p> <p>Observation records and witness statement templates are given in <i>Annexe D</i>. For an example observation record form see <i>Annexe E</i>.</p> <p>Tutors must ensure that evidence is collected to cover the unit content in the specification.</p> <p>The evidence for it can be collected, for example, from <i>Unit 5: Planning and Running a Hospitality Event</i>, <i>Unit 8: Prepare, Cook and Finish Food</i>, <i>Unit 11: Service of Food at Table and/or Unit 12: Service of Alcoholic and Non-Alcoholic Drinks</i>.</p> <p>Tutors need to make sure that learners cover the assessment criterion accurately.</p>	Evidence for P12 can come from a period of work experience where learners have been involved in working to meet team targets. Alternatively, evidence can come from research or from experience of working in a team in a hospitality business.	
M2			<p>Learners can provide written evidence for M2. If this topic is delivered holistically, tutors therefore need to ensure that a written explanation supports this assessment criterion and that the unit content in the specification is fully covered.</p>	To achieve M2, learners need to develop the evidence provided for P10, explaining the impact of excellent and poor customer service on business success.	
3.5 hours overall for LO2.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P13	1 Links with P14, P15, P16, P17, P18, P19	8 hours	Learners can provide written evidence for P13. If this topic is delivered holistically, tutors therefore need to ensure that a written statement supports this assessment criterion and that the unit content in the specification is fully covered.	For P13, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows understanding of the purpose of a curriculum vitae and the information to be included in it.	
P14	2 Links with P13, P15, P16, P17, P18, P19	Included in P13	Learners can provide written evidence for P14. If this topic is delivered holistically, tutors therefore need to ensure that a written explanation supports this assessment criterion and that the unit content in the specification is fully covered.	For P14, evidence can be in the form of a piece of written work, such as an information bulletin for staff, showing understanding of the purpose of a covering letter, and its importance.	
P15	3 Links with P13, P14, P16, P17, P18, P19	Included in P13	Learners can provide written evidence for P15. If this topic is delivered holistically, tutors therefore need to ensure that a written statement supports this assessment criterion and that the unit content in the specification is fully covered.	Evidence for P15 can be in the form of a report that shows understanding of the importance of professional presentation and quality of content of the curriculum vitae and covering letter.	

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P16	4 Links with P13, P14, P15, P17, P18, P19	Included in P13	For P16, learners must provide a list. If this topic is delivered holistically, tutors therefore need to ensure that a written statement supports this assessment criterion and that the unit content in the specification is fully covered.	For P16, learners need to list the preparation that should be made for an interview, such as identifying the forms that must be completed when applying for a job or training/education programme.	
P17	5 Links with P13, P14, P15, P16, P18, P19	Included in P13	Learners can provide written evidence for P17. If this topic is delivered holistically, tutors therefore need to ensure that a written explanation supports this assessment criterion and that the unit content in the specification is fully covered.	For P17, evidence can be in the form of a report that shows understanding of the importance of evaluating an interview.	
P18	6 Links with P13, P14, P15, P16, P17, P19	Included in P13	Learners must provide written evidence for P18. If this topic is delivered holistically, tutors therefore need to ensure that a CV and covering letter supports this assessment criterion and that the unit content in the specification is fully covered.	To achieve P18, learners need to participate in activities related to the job application process. They will need to provide a CV and a covering letter in an appropriate format using IT. Learners will also need to complete real job application forms.	
P19	6 Links with P13, P14, P15, P16, P17, P18	Included in P13	An observation record or a similar recording method can be used for tutors to ensure that the assessment criterion is accurately covered.	To achieve P19, learners will need to participate in group, individual and telephone interview simulations. Evidence can be in the form of observation records, which can be supported by, for example, verbal, audio or audiovisual format. Observation forms if assessed by the tutor on learners' performance can also be included, perhaps by a visiting industry professional who conducts part of the interview simulation.	

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
M3, D1			<p>Learners can provide written evidence for M3. If this topic is delivered holistically, tutors therefore need to ensure that a written comparison supports this assessment criterion and that the unit content in the specification is fully covered.</p> <p>For a merit grade three sources need to be compared. Listing alone is not sufficient, and learners must show job and career information in terms of suitability for both the employer and the potential applicant.</p> <p>Learners can provide written evidence for D1. If this topic is delivered holistically, tutors therefore need to ensure that a written analysis supports this assessment criterion and that the unit content in the specification is fully covered.</p> <p>Learners must be self-critical of their work for P18 and M3 activities, and demonstrate an insight into their strengths and areas for improvement.</p>	<p>Appropriate assessor feedback, preferably on a one-to-one basis, should be given to learners immediately after the assessment.</p> <p>To achieve M3, learners must compare three sources of job and career information in terms of suitability for both the employer and the potential applicant. This can be presented using charts and tables indicating the positive and negative features of using each source for the parties involved. It is anticipated that learners will identify what they conclude is the 'best' source to use. Tutors should provide feedback identifying any omissions in learners' comparisons.</p> <p>Evidence for D1 can be achieved from a real job-application process in which learners have participated. Alternatively, a work-placement application and interview can be used, or the whole process can be simulated in the centre. Learners should be self-critical of their work for P18 and M3 activities, and demonstrate insight into their strengths and areas for improvement.</p>	
8 hours overall for LO3.					

A suggested breakdown of LO4 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P20	1 Links with P21, P22, P23, P24, P25, P26	8 hours	<p>For P20, tutors need to ensure that a written assessment supports this assessment criterion and that the unit content in the specification is fully covered.</p> <p>Learners can, for example, use observation records from other units and tutor feedback, when preparing their skills audit.</p> <p>Whatever format is used for collecting and presenting evidence it needs to be structured clearly, illustrating where key strengths are identified in different units, for example food service, and what these strengths are.</p> <p>Areas for development also need recording, showing the units and the areas identified for development.</p>	P20 requires learners to carry out a personal and professional assessment. The assessment can be evidenced in the form of a skills audit, feedback from other units, such as <i>Unit 11: Service of Food at Table</i> , or the results of personal assessment questionnaires on matters such as learning styles.	
P21	1 Links with P20, P22, P23, P24, P25, P26	Included in P20	<p>P21 builds on P20, allowing learners to identify an opportunity to develop a skill for a short-term period.</p> <p>Evidence must be presented in a clear and structured manner.</p>	For P21, learners are required to identify an opportunity to develop a skill. The activities that learners need to identify need only be short term, for example for the following six months.	
P22	1 Links with P20, P21, P23, P24, P25, P26	Included in P20	<p>P22 builds further on P20 and P21, requiring learners to set and work towards a target after they have carried out their personal and professional assessment.</p> <p>Evidence must be presented in a structured manner with clarity.</p>	P22 requires learners to set and work towards a target after they have carried out their personal and professional assessment. Tutors can give learners a template or the peer group can suggest what they feel should be their target. Learners should then complete their work individually.	

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P23	1 Links with P20, P21, P22, P24, P25, P26	Included in P20	<p>P23 continues to build on P20, P21 and P22 assessment criteria for LO4, requiring learners to keep a record of skills development over a minimum of six weeks. This record should include a mix of theoretical and practical activities inside and outside the educational environment.</p> <p>Learners will need to use tutor feedback in the form of tutorial records, observation records (ie progress in the kitchen or restaurant) or improvements noted in presentation skills. Employers can provide feedback on improvement/development, linking the unit to <i>Unit 5: Planning and Running a Hospitality Event</i>.</p>	For P23, learners are required to keep a record of skills development over a minimum of six weeks. The record should include a mix of theoretical and practical activities inside and outside the centre environment.	
P24	2 Links with P20, P21, P22, P23, P25, P26	Included in P20	<p>P24 can be evidenced in writing and is about understanding the purpose of a personal development plan.</p>	Evidence for P24 can be in the form of a report which shows understanding of the purpose of a personal development plan.	
P25	3 Links with P20, P21, P22, P23, P24, P26	Included in P20	<p>P25 requires learners to show understanding of how personal development plans are created.</p> <p>Learners can evidence this understanding in written format, in a verbal presentation or in a discussion with the tutor. Where verbal assessment is used, tutors should provide detailed observation records and appropriate written feedback. It is vital that tutors maintain full and clear records if observation records are used.</p>	For P25, learners should demonstrate their understanding of how personal development plans are produced. Learners can evidence this understanding in written format, in a verbal presentation, or in a discussion with the tutor. Where verbal assessment is used, tutors should provide detailed observation records and appropriate written feedback to support the observation records.	

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 6
P26	4 Links with P20, P21, P22, P23, P24, P25	Included in P20	A written record is required to support P26.	For P26, evidence can be in the form of a report that shows understanding of the importance of feedback.	
M4			<p>M4 is about developing P20, explaining the specific skills and personal attributes required in two job roles in hospitality-related industries. Learners need to identify two hospitality-related industries and the unit content in the specification must be fully covered.</p> <p>A written statement can be provided or a verbal statement supported by, for example, audio or audiovisual format.</p> <p>Whichever evidence presentation method is adopted learners must fully meet the assessment criterion for merit.</p>	For M4, learners need to develop the evidence provided for P20, explaining the specific skills and personal attributes required in two job roles in hospitality-related industries. This explanation can be presented as a written statement or as a verbal presentation to their peer group using, for example, verbal, audio or audiovisual format.	
8 hours overall for LO4.					
Overall for LO1, LO2, LO3 and LO4: 23 hours allocated and 2 hours remaining for further direct assessment support (25 hours overall).					

Unit 8: Prepare, Cook and Finish Food

Unit code: T/600/0638

QCF Level 2: BTEC First

Credit value: 4

Guided learning hours: 35

Aim and purpose

This unit considers the main principles involved in preparing, cooking and finishing food.

Unit introduction

This unit enables learners to develop their practical culinary skills, as well as their knowledge of food preparation and cooking methods and the use of a range of different food items. The unit should encourage learners' interest and enthusiasm for preparing and cooking food, broadening their awareness of ingredients and methods.

This unit also introduces learners to the process of purchasing goods and how documents are used to control the purchasing process. Purchasing food of the right quality and price is crucial to the success of the hospitality industry. The process of choosing suppliers and buying and receiving goods is called the 'purchasing cycle'. Learners will develop their knowledge of how to choose suppliers and the documents used in purchasing.

As costing is an essential part in determining selling prices, learners will also be provided with the opportunity to complete costing calculations that are essential to hospitality businesses.

Learners will be provided with the opportunity to develop skills including the correct use of equipment, commodities, food preparation and cooking methods. The unit also introduces the processes involved in reviewing and evaluating the dishes they have prepared.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the basic principles of food preparation
- 2 Know the basic principles for cooking food
- 3 Know the basic principles of finishing food
- 4 Know how to clear down work areas and equipment and store food at end of production.

Introduction/scenario

The LOs of this unit can all be taught around the workings of the kitchen for a medium-sized bistro called ‘Seagulls’, located in a seaside town with a buoyant holiday trade seating 60 customers. The bistro is open six days a week and serves morning teas and coffees with pastries and cakes, and then a set lunch and a range of bar snacks, soups, sandwiches, baguettes and wraps. They also serve afternoon teas and in the summer months they serve evening meals. The bistro attracts a wide range of customers, including people who want healthy food. This client group can be used as an example for the assessment criteria P8 and P9, where learners have to state the key features of healthier foods and describe the importance of providing healthy-eating options.

The content for this unit can be based around the requirements of a new member of the kitchen team and what the new member needs to know when starting a new job at the bistro as a trainee chef. The trainee chef needs to know about:

- dish and menu planning
- the equipment available for cooking and serving
- how the bistro organises the purchasing of food commodities
- the style of cooking a variety of dishes
- how dishes are finished for service and ensuring that the menu and dishes meet customers requirements.

The trainee chef also needs to know how the kitchen should be cleared down at the end of each service and how to identify that foods left over from one production might be kept and used for another.

As part of their induction the new member has been asked to make some suggestions for new dishes for the menu. Learners can design these dishes as part of the assessment requirements for the unit. They can also cook them and serve them. Learners who would like to achieve a merit or distinction grade, must reflect on how the dishes were prepared, cooked and presented, making recommendations for future improvements. They can develop this work by demonstrating the purchasing cycle using the appropriate formal documentation, assessing how these documents help to improve the control of food in the bistro’s kitchen, costing the dishes and calculating realistic selling prices as well as effectively clearing down their workstations in the practical kitchen when they cook.

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering LO2, LO3 and LO4. LO1 should be seen as the foundation for the remainder of the unit.

The timings illustrated below, for all assessment criteria, are suggested to help tutors estimate planning assumptions when adopting a holistic approach, rather than support the delivering this unit discretely. Therefore, the timings may vary when adopting the holistic approach.

This is essentially a practical unit supported by appropriate theoretical underpinning to provide an understanding of the common preparation and cooking methods currently in use, as well as to enable learners to know and use some of the cooking equipment found in hospitality businesses. The unit does not set out to make 'chefs' of learners but provides an introduction to the preparation of food and some first-hand knowledge about a range of different foodstuffs currently available. The unit provides information on how a hospitality business might undertake professional purchasing using a recognised set of formal documents to support the purchasing cycle. It is recommended that the unit is delivered in the order of the LOs and that the theoretical aspects are delivered before any practical work begins so that learners have an appropriate understanding of what they are to do from a practical perspective.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2, LO3 and LO4	10 hours for LO1, 10 hours for LO2, 10 hours for LO3 and 3 hours for LO4	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play. Local FE college support may be available for schools.</p> <p>LO1 is the underpinning theory to LO2, LO3 and LO4 and should be taught at the beginning of the unit. Centres do not have to have a professionally equipped kitchen and food service facilities (such as a training restaurant) to deliver the unit successfully. However, where these facilities do exist they will provide a sense of realism.</p> <p>LO2 can be delivered at the same time as LO3 and LO4, allowing more hours for practical activity in a kitchen or production situation.</p> <p>For tutors who have limited experience of the hospitality industry, spending a short time 'shadowing' in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge, but also to understand how social, economic, political, technological and legal influences are impacting on the industry.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria. Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p>	Unit 7, unit 3 and unit 4

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		<p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There are opportunities to link this unit with other units, particularly <i>Unit 1: Investigate the Catering and Hospitality Industry</i>. If learners visit a number of hospitality businesses they should be directed to collect information on the tools and equipment used in the kitchens. Learners might also prepare a range of suitable questions to ask managers and chefs, for example: how the establishment undertakes the purchasing of foodstuffs and what range of food items they use and why. This would be particularly useful where centres have only a limited range of equipment.</p>		

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P5	1	2	<p>Tutors should give an introduction to the classification of commodities.</p> <p>Tutors should introduce learners to the range of commodities identified in the unit content in the specification. Delivery should be supported with some real examples of the food to help learners identify items and to be able to begin to understand some of the quality points.</p> <p>Tutors can link the storage methods (fresh, chilled, frozen, dried, tinned, vacuum-packed) with the range of commodities to give a more holistic approach to the understanding of commodities.</p> <p>A well-planned visit to a supermarket can be an excellent way for learners to be able to see a very wide range of food items in a short space of time. It eliminates the need to buy large quantities of foods that might be difficult to utilise at a later date.</p>	<p>Learners can be asked to produce information to be used within a food preparation situation by trainee chefs. The information should highlight and describe the basic principles of food preparation and the quality control needed by chefs for managing food commodities in a small kitchen, for example in a seaside bistro.</p>	<p>Part of unit 3, P2 and P4</p>

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P2	2	2	<p>For P2, tutors should identify the common methods of food preparation. This is underpinning knowledge for the cookery practical activities that will follow later in the unit.</p> <p>Learners should be able to match the appropriate tools and equipment to each of the preparation methods identified in the specification.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Learners can be asked to produce information to be used within a food preparation situation by trainee chefs. The information should highlight and describe the basic principles of food preparation and the quality control needed by chefs for managing food commodities in a small kitchen, for example in a seaside bistro.</p> <p>P2 evidence requires learners to provide information that includes the relevant features, elements or facts of the importance of quality when preparing food commodities.</p>	Part of unit 7, P4
P1	3	2	<p>There are opportunities to link this assessment criterion to other units, particularly <i>Unit 1: Investigate the Catering and Hospitality Industry</i>. If learners visit a number of hospitality businesses they should be directed to gather information on the tools and equipment being used in the kitchens. They can also prepare a range of suitable questions to ask managers and chefs that can include how the establishment undertakes the purchasing of foodstuffs, and what range of food items they use and why. This would be particularly useful where centres have only a limited range of equipment.</p>	<p>P1 requires a simple list of tools and equipment used to prepare three different dishes; learners can then cook these dishes when they undertake their practical work.</p>	Part of unit 7, P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P3 and P4	4	4	<p>Where centres have professional kitchens, they can be used to show learners the range of equipment and tools identified in the specification. Tutors can also begin to explain how the equipment works and demonstrate how to safely turn on and off large items such as ovens and grills. This is particularly important where learners are new to the kitchen and unfamiliar with the items and the kitchen environment.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>		
P3 and P4	4	4	<p>Tutors should use real examples of documents used in the purchasing cycle, for example from their centre.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p> <p>P3 and P4 link with P5 and can be taught holistically with P5.</p> <p>Tutors can arrange a visit to a cash and carry, a catering wholesaler or one of the centre's suppliers, to see purchasing and a large-scale supply operation.</p>	<p>Learners can be asked to produce information to be used within a food preparation situation by trainee chefs. The information should highlight and describe the basic principles of food preparation and the quality control needed by chefs for managing food commodities in a small kitchen, for example in a seaside bistro.</p>	Part of unit 7, P1

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
M1 and D1			<p>M1 builds on P4 and P5. Tutors need to identify the documents used in the purchasing cycle, how they are completed and how they are used to support the financial management of the kitchen.</p> <p>Delivery needs to be supported with real examples of documentation. Learners can track an order for the seaside bistro, for example for fish or vegetables, to give a greater sense of realism of what is a complex concept to understand.</p> <p>Frequent reference to real situations is needed for this topic.</p>	<p>Learners can be asked to produce information to be used within a food preparation situation by trainee chefs. The information should highlight and describe the basic principles of food preparation and the quality control needed by chefs for managing food commodities in a small kitchen, for example in a seaside bistro.</p> <p>Learners might consider completing the documentation using IT, but this is not essential. They should track the purchasing for a food order and relate examples to the catering and hospitality industry.</p> <p>To achieve D1, learners will need to assess, ie reflect to form an opinion, on how the purchasing cycle and documents improve the control of food purchases. Answers are at the higher level of understanding such things as reducing waste buying only the quality determined at the agreed price obtaining value for money and reducing the opportunity for pilferage by staff. This aids understanding of what food costs and so helps a business determine what it needs to charge customers for menu items to make a profit, or at least cover costs.</p>	Unit 7, M1 and D1
10 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P6	1	2	<p>Tutors can support P6 delivery with a detailed handout. Learners need to know the traditional methods of cooking and their characteristics, as well as the types of food commonly cooked.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Evidence for P6 can be an extension of the evidence provided for P1, as learners are asked to provide information on how six different dishes are cooked, listing the ingredients, describing the cooking methods and identifying the equipment needed to prepare and cook the dishes. Learners can then cook these dishes when they undertake their practical work. They will need to describe any safety and hygiene requirements for the dishes, for example fresh prawns will need to be kept chilled at below 4°C to reduce the risk of food poisoning.</p> <p>Learners can design a menu for the seaside bistro, a theme that can run through the unit. They can then cook these dishes for the practical aspects of the unit.</p>	Part of unit 7, P3

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P7	2	2	<p>For P7, learners can cook a range of dishes using fresh and convenience ingredients. These can be cooked individually to allow basic skills development or in groups to cater for small functions such as a lunch/tea party or special functions to provide realism. As the requirement is for much of the food to be healthy, this can link to <i>Unit 6: Healthier Foods and Special Diets</i>. There must be sufficient depth and breadth to the activities to allow coverage of the assessment criteria.</p> <p>Learners might help decide what they prepare and cook. Where resources are available, a cycle of live productions can be used for delivery of LO2.</p>	<p>If assessed by tutors to authenticate the evidence an observation form will be needed to support assessment decisions. Photographs are a good way to show practical outcomes. They need to be labelled with the learners' names, date and unit details as well as identification of the photograph, eg chicken casserole – gives evidence for M2.</p>	
P8	3	2	<p>The evidence for P8 may be collected when visiting hospitality businesses or asking questions of guest speakers.</p> <p>Trade journals, such as <i>Caterer and Hotelkeeper</i> will be useful.</p>	<p>Learners will need to identify and show knowledge of the key features of healthier foods. This can be by adapting the dishes they cook to more healthy options and then identifying the changes in the recipes and saying why they have made the changes.</p>	
P9	4	2	<p>P9 links with <i>Unit 6: Healthier Food and Special Diets</i>, and learners will need to reflect on their cookery practices.</p> <p>Tutors should identify menu design and healthy cooking methods as well as other practices used to ensure the provision of special diets in a hospitality business.</p>	<p>Learners will need to produce evidence to show knowledge of healthy eating options. As a group, learners can produce a healthy-eating menu and then discuss why it is healthy, describing the importance of healthy eating.</p>	<p>Part of unit 7, P3</p>

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P10	5	2	Tutors must make full use of the unit content in the specification.	P10 requires learners to describe the importance of holding cooked food correctly. This assessment criterion can be achieved within a practical session with suitable question and answers. If assessed by the tutor to authenticate the evidence an observation form will be needed to support assessment decisions.	Part of unit 7, P3
M2 and D2			M2 builds on the pass assessment criteria for LO3 and it is important when learners prepare, cook and present food that the unit content in the specification is fully covered to a Level 2 merit standard. For D2, learners will need to provide an evaluation on their practical cooking and on the finished dishes produced. Some customer/tutor feedback can be included as supporting evidence. Learners would need to comment on the observations and how they might improve future performance.	If assessed by the tutor to authenticate the evidence an observation form will be needed to support assessment decisions. Photographs are a good way to show practical outcomes. They need to be labelled with learners' names, date and unit details, as well as identification of the photograph, eg chicken casserole – gives evidence for M2.	Part of unit 7, M3 and D2
10 hours overall for LO2 delivery.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P11	1	3	When learners cook their individual dishes they must finish and present them for service/customers at the end of each session. This is more of an organisational activity for tutors in terms of how they record assessment outcomes than extra work for learners.	Learners will need to provide evidence that includes the relevant features, elements or facts on the importance of finishing dishes for service. Photographs of learners' own finished work would help to contribute evidence for this assessment criterion.	Part of unit 7, P4
P12	2	3	When learners cook their individual dishes they must finish and present them for service/customers at the end of each session. Learners can garnish and decorate their own dishes and then describe why they have chosen the decoration or garnish. This is more of an organisational activity for tutors in terms of how they record assessment outcomes than extra work for learners.	Learners will need to provide evidence that includes the relevant features, elements or facts on the importance of using appropriate garnishes. Photographs of learners' own finished work would help to contribute evidence for this assessment criterion.	Part of unit 7, P4

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 3, 7
P13	3	4	<p>Tutors should give formal input regarding how dishes are correctly finished for service/customers. P13 can come quite early in the practical sessions, as learners need to apply what is being taught to their own cooking and dishes. Learners will need to know how to adjust dishes for taste/flavour, seasoning, colour and garnishing/decorating as well as consistency, eg soups. Tutors can give a set of simple demonstrations to illustrate the basic principles.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Learners will need to provide some written evidence to describe the importance of checking that dishes meet the requirements for colour, consistency and flavour.</p> <p>Some photographs of learners' own finished work would help to contribute evidence for this criteria</p>	Part of unit 7, P4
M3			<p>A whole-class teaching session can be used.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Learners are required to cost a minimum of three dishes using standard recipes. They can simply cost the dishes they are cooking using a standard dish-costing sheet, provided by tutors. This is an opportunity to link functional skills numeracy with practical catering.</p>	Part of unit 7, M2
10 hours overall for LO3 delivery.					

A suggested breakdown of LO4 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 4
P14	1	2	<p>Whole-class teaching to identify the correct procedures for cleaning down can be used. A formal cleaning schedule can be designed for a kitchen, identifying what to do and how to do it. It should also identify the correct use of any chemical cleaners, sanitisers and disinfectants. Tutors will need to refer to the food hygiene regulations. Learners need to know the importance of effective clearing down of work areas to help prevent the spread of germs and bacteria and therefore food poisoning.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>If assessed by the tutor to authenticate the evidence an observation form will be needed to support assessment decisions.</p>	<p>Part of unit 4, P4</p>
P15	2	1	<p>Whole-class teaching to identify the correct procedures can be used.</p> <p>Tutors will need to refer to the food hygiene regulations.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>This can be achieved within the practical sessions through suitable question and answers.</p> <p>If assessed by the tutor to authenticate the evidence an observation form will be needed to support assessment decisions.</p>	<p>Part of unit 4, P4</p>

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 4
M4			M4 builds on the pass assessment criteria for LO4. It is important when learners undertake the clearing down of work areas that the unit content in the specification is fully covered.	This can be achieved within the practical sessions through suitable question and answers. If assessed by the tutor to authenticate the evidence an observation form will be needed to support assessment decisions.	Part of unit 4, P4
3 hours overall for LO4 delivery.					
Overall for LO1, LO2, LO3 and LO4: 33 hours allocated and 2 hours remaining for further direct assessment support (35 hours overall).					

Unit 11: Service of Food at Table

Unit code: T/600/0624

QCF Level 2: BTEC First

Credit value: 1

Guided learning hours: 10

Aim and purpose

This unit gives learners knowledge on greeting and providing customers with information in choosing food. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean, tidy and safe during service, it also so covers storing and dealing with broken glassware.

Unit introduction

The aim of this unit is for learners to develop their knowledge, skills and understanding of serving food. The unit should encourage learners' enjoyment and enthusiasm for serving food in a variety of hospitality businesses.

Food service is a quickly evolving area of the hospitality industry. There are many job and career opportunities in a variety of hospitality businesses offering opportunities at all levels.

Learners will develop and use skills including personal preparation for food handlers, incorporating personal hygiene practices. They will also learn how to prepare the service area and lay up tables, including selecting the correct service equipment. Learners will serve food to customers using a range of methods and equipment. They will also learn presentation and personal skills, including being polite to customers, which are necessary for efficient and effective food service.

This unit also introduces the processes involved in reviewing the success of food service occasions and gives learners the opportunity to practise them.

On completion of the unit, learners should have developed an awareness of the types of settings in which food service take place together with the knowledge required to give a complete, professional service to the customer.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to greet customers and take orders
- 2 Know how to serve customers in a dining area.

Introduction/scenario

The LOs of this unit can all be taught around the workings of the dining and bar area for a medium-sized bistro called ‘Seagulls’, located in a seaside town with a buoyant holiday trade seating 60 customers. The bistro is open six days a week and serves morning teas and coffees with pastries and cakes, and then a set lunch and a range of bar snacks, soups, sandwiches, baguettes and wraps. They also serve afternoon teas and in the summer months they serve evening meals. The bistro attracts a wide range of customers including those requiring healthy foods and menu choices.

The content for this unit can be based around the requirements of a new member of the restaurant team and what the new member needs to know when starting a new job at the bistro as a trainee. The trainee needs to know how to properly present themselves, to wear the business uniform, and know the aspects of the food hygiene regulations that applies to them at work. They also need to follow the business’s procedures for greeting customers and taking orders, as well as understand the menu before giving advice to customers on what meets their allergy or diet requirements.

The trainee needs to know how to prepare the restaurant area for service and how to welcome customers, as well as the content of the daily menu including condiments and accompaniments. Health and safety rules and hygiene requirements will need to be compiled with. The trainee might need to be given some written information on all these areas, as it can be daunting to have to learn all this when starting a new job.

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery. Suitable work experience will provide valuable evidence for the practical aspects of the unit where time in the centre does not permit the development of practical skills.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1 and LO2	4 hours for LO1 and 5 hours for LO2	The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play. For tutors who have limited experience of the hospitality industry, spending a short time ‘shadowing’ in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge, but also to understand how social, economic, political, technological and legal influences are impacting on the industry.	Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief. Learners must accurately meet assessment criteria. Tutors need to prepare carefully and ensure they are familiar with current industry practices.	Unit 8

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		<p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>Although this LO can be delivered in a theoretical manner, the content relates directly to a practical food service situation, and should be taught accordingly.</p> <p>Tutors should build on learners' experiences of being customers themselves. Learners will be able to identify good experiences of eating out and situations where things were not as they should have been.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	

UNIT 11: SERVICE OF FOOD AT TABLE

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P1	1	1	<p>Tutors should give an introduction to the unit and set the learning in context. There may be opportunities to link with other units such as <i>Unit 1: Investigate the Catering and Hospitality Industry</i>. Where visits to a range of hospitality businesses take place learners can be directed to look at the food service facilities, see menus and investigate how customers are cared for, greeted and given assistance. Businesses often have well-developed procedures for this. Fast-food chains are an example.</p> <p>The unit content in the specification needs covering in detail. Reference should be made to the Food Hygiene Regulations (it is quite useful to obtain a copy of these for each learner). The environmental health department of the local authority (Town Hall) should be able to help.</p> <p>Learners will need to know how to present themselves in a food service situation as well as how to avoid inadvertent contamination with bacteria on equipment, surfaces and foods being served.</p> <p>Role play simulation in a restaurant situation can be used to help reinforce some of the content and skills.</p>	<p>Learners need to state the importance of greeting customers appropriately. This can be covered by writing a section on greeting customers for inclusion in an induction pack for new employees.</p> <p>Learners can write the procedures for a bistro to meet, greet and take food orders. This can take the form of a card for use by staff in the bistro.</p>	Part of P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P2	2	1	<p>P2 links to <i>Unit 8: Prepare, Cook and Finish Food</i>, where learners are taught some dish terminology and cooking methods which can translate into menu terminology. Tutors should have some examples of real menus available to show learners.</p> <p>Learners can be asked to collect some sample menus for reference. They should be from a wide range of industry examples such as a hotel, a restaurant, a cafe/snack bar, a fast food outlet, and so on. This can be done for P1 so that they might be available for delivering P2.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	Learners need to state the importance of giving accurate customer information regarding the menu. This can be covered by writing a section on explaining the menu to customers for inclusion in an induction pack for new employees.	Part of P3
P3	3	1	<p>Learners can carry out role plays of various scenarios to highlight the possible implications for a hospitality business and individual staff members when things go wrong, or not according to plan, or when there is a minor/major emergency that needs attention such as a fire alarm or a customer being unwell.</p>	For P3, learners need to describe how to provide appropriate assistance to customers for different situations. Tutors can provide a number of different situations and ask learners for responses. This can be done verbally and supported by a suitable learner record.	Part of P3
P4	4	1	<p>Learners can carry out a role play of various scenarios to highlight the types of unexpected situation that can occur when greeting customers and dealing with their orders.</p>	For P4, learners must describe how to respond to an unexpected situation that can occur when greeting customers and dealing with their orders. Tutors can provide a number of different situations and ask learners for responses. This can be achieved verbally and supported by a suitable learner record.	Part of P3

UNIT 11: SERVICE OF FOOD AT TABLE

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
M1			<p>Some learners might have part-time employment within the hospitality industry. They can use this experience for this assessment criterion by practising at their place of employment. LO2 allows for two food service practical sessions. Learners can demonstrate skills for M1 while they prepare the facility for service.</p>	<p>Learners will need to demonstrate that they can lay and prepare a customer's table, stock a service sideboard and prepare other service equipment, such as a trolley for sweet service. They also need to be able to check cruets, accompaniments and other service items such as menus and service cutlery.</p> <p>Learners should be able to clean and vacuum an area of the food service facility, ensuring that it is clean and welcoming for customers.</p> <p>Suitable signed witness statements from employers or tutors in simulated situations or training restaurants would be acceptable evidence for M1.</p>	
4 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P5	6	1	<p>Learners need to know the styles of food service currently used within the hospitality industry. They should be able to map a service style with the style of business, as well as to the type of foods that can be served in a particular way. They also need to know the range of skills needed to serve food by each of the methods identified.</p> <p>The unit content in the specification shows the range that needs to be covered. For example, fine dining such as silver service requiring a very high level of skills.</p>	A table is a good way of presenting information for this assessment criterion.	Part of P1
P6	7	1	<p>Tutors should explain to learners how to work safely in what can be a dangerous area of a hospitality business.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p> <p>The unit content in the specification shows the range that needs to be covered.</p> <p>Tutors can provide learners with a table to complete.</p>	<p>Learners can provide guidance in the form of briefing sheets to the new staff member at the Seagulls bistro starting work in the dining area. They must describe the safe working practices that need to be in place when serving customers. They must also identify good working practices.</p> <p>Learners should refer to the menus that they have collected and research the condiments and correct accompaniments required for each. The Seagulls bistro menu can be a start. Learners are required to list the accompaniments for two dishes, for example roast beef which would require horseradish sauce, Yorkshire pudding and roast gravy.</p>	Part of P2

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P7	8	1	<p>P7 can link to <i>Unit 8: Prepare, Cook and Finish Food</i>. Learners should refer to the menus that they have collected. Menus are laid out in a specific order, course by course, and learners will need to know this.</p> <p>Learners will need to be told how food should be presented and laid out. This is an important aspect in maintaining quality. Tutors can refer to real industrial examples to highlight presentation and quality standards. For example, some fast-food businesses have excellent reputations for maintaining their quality with consistent presentation, often over many businesses.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – <i>BTEC First Hospitality</i> (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the <i>Indicative reading for learners</i> section in the specification will be useful.</p>	<p>Learners will need to provide some evidence to show that they understand the importance of maintaining standards by arranging and presenting food in line with menu/company specifications. This can be in the form of guidelines detailing how the dishes on the Seagulls bistro menu should be served. They should be able to identify the implications for customers and the establishment when dishes are not as described or served in line with requirements.</p>	Part of P2
P8	9	1	<p>P8 is the theory surrounding maintaining the environment where food service takes place. Tutors can take learners on a visit where they do some hazard spotting in a real business; this would need supporting by some background input before the visit.</p> <p>The unit content in the specification shows the range that needs to be covered.</p> <p>A handout can support this section.</p>	<p>Learners can design a poster to be displayed in the staff area of Seagulls bistro, identifying the importance of maintaining the dining and food service area, and what might happen if things are not well maintained.</p>	Part of P3

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P9	3	1	P9 links to P3 and learners can carry out role-plays of various scenarios to highlight how to respond to types of unexpected situation that may occur when serving food at table.	For P9, evidence can be in the form of a poster highlighting formal procedures that need to be followed in the event of an emergency. The Seagulls bistro scenario provides a good opportunity for this. The objective is that learners will know what to do for real when they are in a work situation serving real customers.	Part of P3
M2 and D1			For M2, learners will need to demonstrate proficiency when providing food service on different occasions using customer-service skills. Tutors will need to arrange for at least two real practical sessions of food service to take place so that learners have the opportunity to demonstrate their skills and competence. Alternatively, a witness statement from a suitable workplace employer would provide good evidence for this LO2, where learners have suitable employment. Employers will need to be adequately briefed on what is required and provided with the template to complete.	For M2, tutors will need to design a proforma or template for learners to complete, showing what learners must achieve to complete the assessment requirements. It is important that this is signed and dated to authenticate the evidence. It will need to be used however learners demonstrate competence whether in the centre, school or college. For D1, learners will need to evaluate their ability to deliver professional, safe and hygienic food service using effective customer-service skills. They can complete a proforma. They must conclude with identifying how the skills they have learnt can be improved.	Part of P3
5 hours overall for LO2 delivery.					
Overall for LO1 and LO2: 9 hours allocated and 1 hours remaining for further direct assessment support (10 hours overall).					

Unit 12: Service of Alcoholic and Non-Alcoholic Drinks

Unit code: J/600/0627

QCF Level 2: BTEC First

Credit value: 1

Guided learning hours: 10

Aim and purpose

This unit provides knowledge on serving alcoholic and non-alcoholic drinks, and identifies the appropriate legislation that needs to be complied with.

Unit introduction

The aim of this unit is for learners to develop their knowledge, skills and understanding of serving drinks. The unit should encourage learners' enjoyment and enthusiasm for serving drinks in a variety of hospitality businesses.

Drink service is a quickly evolving area of the hospitality industry with many job and career opportunities. The hospitality settings these are found in are varied and offer opportunities at all levels.

Learners will develop skills including personal preparation for drink handlers, incorporating personal hygiene practices. They will also learn how to prepare the service area including selecting the correct service equipment. They will serve drinks to customers using a range of methods and equipment. They will also learn the presentation and personal skills, including being polite to customers, which are necessary for efficient and effective drink service.

This unit also introduces the processes involved in reviewing the success of drink service occasions and gives learners the opportunity to practise them.

On completion of the unit, learners should have developed an awareness of the types of settings in which drink service takes place together with the knowledge required to give a complete, professional service to the customer.

Centres are advised that this unit must not be studied by learners aged 14 to 16.

Learners who choose not to taste alcohol for health, religious or other reasons will not find this a barrier to successfully completing the qualification.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to take customer orders
- 2 Know how to serve alcoholic and non-alcoholic drinks
- 3 Know the appropriate legislation that relates to the serving of alcoholic drinks.

Introduction/scenario

The LOs of this unit can all be taught around the workings of the dining and bar area for a medium-sized bistro called ‘Seagulls’, located in a seaside town with a buoyant holiday trade seating 60 customers. The bistro is open six days a week and serves morning teas and coffees with pastries and cakes, and then a set lunch and a range of bar snacks, soups, sandwiches, baguettes and wraps. They also serve afternoon teas and in the summer months they serve evening meals. They attract a wide range of customers including those requiring healthy foods and menu choices. Being a family-orientated business they stock a wide range of non-alcoholic drinks as well as the normal range of alcoholic drinks. They have a 40 bin wine list. The new smoothies machine has proved a stunning success, as has the fresh orange juice dispenser now given prominence on the bar counter.

The content for this unit can be based around the requirements of a new member of the bar team and what the new member needs to know when starting a new job at the bistro as a trainee. The trainee needs to know how to properly present themselves, to wear the business uniform, and know the aspects of the food hygiene regulations that applies to them at work. They also need to follow the business’s procedures for greeting customers and taking orders, as well as understand the menu before giving advice to customers on what meets their allergy or diet requirements.

The trainee needs to know how to prepare the bar area for service and how to welcome customers, as well as the range of drinks available, how to store them correctly and how to serve them. The law regarding the sale of alcohol, health and safety and maintaining good hygiene will also need to be explained. The trainee might need to be given written information on all of these aspects and requirements, as it can be daunting to have to learn all this when starting a new job.

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2 and LO3	3 hours for LO1, 3 hours for LO2 and 3 hours for LO3	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>For tutors who have limited experience of the hospitality industry, spending a short time ‘shadowing’ in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge, but also to understand how social, economic, political, technological and legal influences are impacting on the industry.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>Although this LO may be delivered in a theoretical manner the content relates directly to a practical drinks service situation, and should be taught accordingly.</p> <p>Tutors should build on learners’ experiences of being customers themselves.</p> <p>The book by Ovenden F, Holmes S, Horne S and Wilson P – BTEC First Hospitality (Heinemann Educational, 2008) ISBN 9780435465285, referred to in the Indicative reading for learners section in the specification will be useful.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure that the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria.</p> <p>Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners’ development.</p>	Unit 8

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P1	1	3	<p>P1 links to P2, P3 and P4 and can be taught in a holistic way.</p> <p>Tutors should introduce learners to the <i>Importance of accuracy</i> section in the unit content in the specification.</p> <p>Some links can be made to <i>Unit 11: Service of Food at Table</i>, where learners might serve drinks such as water, tea and coffee alongside the food.</p>	<p>For P1, learners can produce guidance instructions for a new member of staff joining a bar team.</p> <p>Learners can include all the pass assessment criteria in their guidance instructions. They can achieve this by identifying the issues that need to be taken into account when serving drinks to customers. The instructions can be in the order in which staff serve drinks. A commentary can support it by identifying what can happen if drinks orders are not served carefully enough, such as customer dissatisfaction, errors in bills and possible loss of profit.</p> <p>It is essential that the different verbs in each assessment criterion are taken into account and assessed appropriately.</p>	Part of P1 and P3
P2	2	Included in P1	<p>Tutors can instruct learners in some customer-service skills as well as practicing taking drinks orders, taking into account the unit content under the <i>Special requirements</i> section in the specification.</p>	<p>For P2, learners can produce guidance instructions for a new member of staff joining a bar team.</p>	Part of P3
P3	3	Included in P1	<p>P3 delivery can be in the form of a simulation exercise where learners practise different styles of service.</p>	<p>For P3, learners can produce guidance instructions for a new member of staff joining a bar team.</p>	Part of P3
P4	4	Included in P1	<p>P4 can be in the form of a simulation exercise where learners practise serving customers. Learners need to develop their skills and attention to detail in order to serve customers in a timely manner.</p>	<p>For P3, learners can produce guidance instructions for a new member of staff joining a bar team.</p>	Part of P1, P3 and P4

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
M1			<p>Tutors must arrange for at least one real practical session of drink service to take place so that learners have the opportunity to demonstrate their skills and competence. Alternatively, a witness statement from a suitable workplace employer can provide evidence for this assessment criterion. Employers will need to be adequately briefed on what is required.</p>	<p>For M1, learners must show proficiency when preparing for drink service by carrying out appropriate procedures.</p> <p>Tutors need to design a proforma or template to show what learners must achieve to complete the assessment requirements. It is important that this is signed and dated to authenticate it as evidence. It will need to be used regardless of how learners demonstrate their knowledge.</p>	Part of M1
3 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P5	1	1	<p>P5 links with P6, P7 and P8 and can be taught holistically. Tutors should cover procedures to check glassware for damage.</p> <p>Where time allows, a visit to a well-stocked bar would enable much of P5 to be covered. Handouts and learning exercises would allow learners to complete P5 by self-directed study following an appropriate introduction.</p>	<p>Learners will need to state the importance of checking glassware for damage, and the reasons for doing so, ie health and safety. They can also say how it should be done.</p> <p>Tutors will need to complete a suitable proforma for recording evidence to prove achievement of this assessment criterion.</p> <p>Alternatively, learners can extend the guidance instructions to a new staff member by adding the above information.</p>	Part of P1
P6	2	2	<p>Tutors should cover the range of drinks in the unit content in the specification. It should focus not only on alcoholic beverages but also on a number of non-alcoholic drinks, such as water.</p> <p>Learners should familiarise themselves with the appropriate temperatures for storing and serving drinks. Tutors should deliver this aspect of the unit through demonstration.</p> <p>Tutors can give learners a gapped handout to complete. This would be a good way of ensuring that learners take adequate reference notes for future use and revision.</p>	<p>Learners need to state the correct temperatures for storing and serving a range of drinks. This can be based on the Seagulls bistro scenario. They should be able to identify a good selection of examples that would be found in a high-street catering business. A visit would be a good way of achieving this assessment criterion, or from experience gained in part-time employment or work experience.</p> <p>Alternatively, learners can extend the guidance instructions to a new staff member by adding the above information.</p>	Part of P3

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P7	3	Included in P6	<p>Tutors should cover the range of drinks in the unit content in the specification. This should focus not only on alcoholic beverages but also on a number of non-alcoholic drinks, such as water.</p> <p>Learners should familiarise themselves with the appropriate ways to serve different drinks. Tutors should deliver this aspect of the unit through demonstration.</p> <p>Tutors can give learners a gapped handout to complete. This would be a good way of ensuring that learners take adequate reference notes for future use and revision.</p> <p>Some skills, such as opening, pouring and dispensing can also be taught at this time when different drink types are identified.</p>	<p>Learners will need to describe the main features/general principles of how to serve different drinks for at least one of the following types of drink: bottled drinks, draft beers, free-pouring and optic-based.</p> <p>Alternatively, learners can extend the guidance instructions to a new staff member by adding the above information.</p>	
P8	4	Included in P5	<p>Tutors should cover the types of glasses and service equipment used for serving different drinks. Learners will need to be able to match a range of common drinks with the appropriate glasses. The range in the unit content in the specification should be fully covered.</p> <p>Where time allows, a visit to a well-stocked bar would enable much of P8 to be covered. Handouts would allow learners to complete P8 by self-directed study following an appropriate introduction.</p>	<p>Learners will need to state the appropriate types of glass for serving at least one of the following types of drink: bottled drinks, draft beers, free-pouring and optic-based.</p> <p>Tutors will need to complete a suitable proforma for recording evidence to prove achievement of this assessment criterion.</p> <p>Alternatively, learners can extend the guidance instructions to a new staff member by adding the above information.</p>	Part of P2 and P3

M2 and D1		<p>Tutors must arrange for at least two real practical sessions of drinks service to take place so that learners have the opportunity to demonstrate their skills and competence. Alternatively, a witness statement from a suitable workplace employer can provide evidence for this assessment criterion. Employers will need to be adequately briefed on what is required.</p>	<p>For M2, learners must provide effective drinks service on different occasions, using customer-service skills.</p> <p>Tutors need to design a proforma or template to show what learners must achieve to meet the assessment requirements. It is important that the proforma or template is signed and dated to authenticate it. This will need to be used regardless of how learners demonstrate their knowledge.</p> <p>For D2, learners must evaluate their ability to deliver professional, safe and hygienic drinks services using effective customer-service skills.</p> <p>They can complete a proforma. They must conclude with identifying how the skills they have learnt can be improved.</p>	Part of P1
3 hours overall for LO2 delivery.				

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P9	1	3	<p>Tutors need to carefully manage the depth of information they give to learners.</p> <p>Due to the complex nature of alcohol licensing law and its implications for staff and customers, as well as the current social climate surrounding excessive drinking and 'binge' drinking in society, tutors should introduce learners to the law. As well as learning the facts learners need to know how the law is applied to real work situations as well as how it affects customers and staff.</p> <p>The unit content in the specification needs covering in full and should be supported with appropriate handouts. Tutors do not need to give learners the actual legislation documents at this level, but they should be available in school or college libraries for reference.</p>	For P9, learners must describe the implications of current relevant legislation relating to licensing, weights and measures.	
P10	2	Included in P9	<p>For P10, learners need to know that it is illegal to serve a customer who is drunk.</p> <p>A group discussion after a formal input is a good way of reinforcing learning.</p>	For P10, learners must identify when a customer should not be served with alcohol.	
P11	3	Included in P9	For P11, learners need to know how to respond to someone who might be under the influence of drugs.	For P11, learners must describe how to respond to someone who might be under the influence of drugs or buying/selling drugs.	

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P12	4	Included in P9	<p>For P11, learners need to know how to deal with violent/disorderly customers.</p> <p>Learners can be asked to read local newspapers, for example for a month and cut out and keep recent newspaper articles about incidents in the community relating to drinking in pubs, clubs and restaurants.</p> <p>A whole-class discussion can then be based on the content of the articles. It would be interesting to see the penalties that the courts imposed for the offences.</p>	For P12, learners must state how to deal with violent/disorderly customers.	
M3			M3 is an extension of P9. Learners can be set an investigation to complete in their own time. Examples can be based on the Seagull bistro scenario.	Learners need to analyse, ie break information down into components and examine it closely, to discover essential features of the implications of non-compliance of the laws to hospitality businesses.	
3 hours overall for LO3 delivery.					
Overall for LO1, LO2 and LO3: 9 hours allocated and 1 hour remaining for further direct assessment support (10 hours overall).					

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

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.

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How to obtain National Occupational Standards

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge
Middlesex UB8 1 LH

Telephone: 0870 060 2550

Email: info@people1st.co.uk

Website: www.people1st.co.uk

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Annexe A – Mapping of assessment criteria

Mapping of common knowledge and understanding assessment criteria

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Assessment criteria																		
U1 Assess the impact of key influences on the industry by describing the key influences	P2																	P2
U1 List the main job roles in catering establishments	P9												P9					
U1 Describe the main job roles in a catering establishment	P11																	
U2 Identify products and services available to customers for different hospitality businesses in their locality		P1																P1
U3 Identify the characteristics and benefits of excellent customer service			P2								P2							
U3 Describe the importance of product knowledge and sales to organisational success			P4															P4

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Assessment criteria			P7															
U3 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service			P7				P7											
U3 Identify the importance of anticipating and responding to varying customers' needs and expectations			P8				P8											
U3 Describe how to provide appropriate assistance to customers with different needs			P10									P10						
U3 Describe the importance of personal presentation within the industries			P12								P12							
U7 Explain what is considered to be professional presentation of oneself			P3															
U7 Describe the reasons for maintaining professional presentation and the effect this has on the organisation			P4															
U7 Explain the skills required to maintain the work area			P5															

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Assessment criteria			P10				P10											
U7 Describe the skills required to work effectively with customers and colleagues to provide a quality service or product																		
U8 List appropriate tools and equipment for preparing food commodities								P1	P1									
U9 Describe equipment, food items and methods used to prepare and cook different contemporary world dishes								P1	P1									
U11 State the importance of greeting customers appropriately			P1								P1							
U11 State the importance of giving accurate menu information			P2								P2							
U11 Describe how to provide appropriate assistance to customers with different needs											P3	P3						
U11 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders			P4								P4							

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Assessment criteria			P9								P9							
U11 Describe how to respond to types of unexpected situations that may occur when serving food at table			P9								P9							
U12 Identify the importance of accuracy when taking drink orders			P1									P1						
U12 Describe how to respond to a customer who might have special requirements											P2	P2						
U13 Describe the job roles and responsibilities of people working in accommodation services													P2					
U18 Describe different types of hospitality providers and the products and services they offer to meet differing customer expectations		P1																P1
U18 Explain how internal and external factors affect hospitality operations in travel and tourism organisations	P3																	P3

Annexe B – Realistic Work Environment

Requirements for a Realistic Work Environment (RWE)

To allow scenarios to be set for hospitality activities or role play, learners should have access to various relevant environments including: hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events and realistic work environments.

Annexe C – Pre-16 restrictions

Pre-16 approval for qualifications covering the subject of alcohol in hospitality

Units in the BTEC Level 2 First qualifications in Hospitality that cover the sale, preparation, serving or consumption of alcohol (either in practice or theory) – in particular

Unit 10: Alcoholic Drinks and *Unit 12: Service of Alcoholic and Non-Alcoholic Drinks* – are optional units only. Centres are advised that these units are not an option for learners aged 14 to 16.

Annexe D – Assignments and tracking template

Assignment front sheet

Learner name		Assessor name	
Date issued	Completion date	Submitted on	
Qualification		Unit number and title	

Assignment title	
<p>In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.</p>	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no	Evidence

Learner declaration
<p>I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.</p> <p>Learner signature: _____ Date: _____</p>

Assignment brief

Qualification	
Unit number and title	
Start date	
Deadline	
Assessor name	

Assignment title	
The purpose of this assignment is to:	
Scenario	
Task 1	
Task 2	
Task 3	
Sources of information	

This brief has been verified as being fit for purpose			
Assessor			
Signature		Date	
Internal verifier			
Signature		Date	

Internal Verification - Assignment Briefs

Award	
--------------	--

Unit	
-------------	--

Assessor	
-----------------	--

Internal Verifier Checklist		Comments
Are accurate programme details shown?	Y/N*	
Are accurate unit details shown?	Y/N*	
Are clear deadlines for assessment given?	Y/N*	
Is this assignment for whole or part of a unit?	W/P	
Are learning outcomes and assessment criteria to be addressed listed?	Y/N*	
Does each task show which criteria are being addressed?	Y/N*	
Are these criteria actually addressed by the tasks?	Y/N*	
Is it clear what evidence the learner needs to generate?	Y/N*	
Are the activities appropriate?	Y/N*	
Is there a scenario or vocational context?	Y/N*	
Is the language and presentation appropriate?	Y/N*	
Is the timescale for the assignment appropriate?	Y/N*	
Overall, is the assignment fit for purpose?	Y/N*	

* If 'No' is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken

Internal verifier		Date	
Lead internal verifier		Date	

Action required:

Action taken:

Assessor			
Signature		Date	
Internal Verifier			
Signature		Date	

Learner feedback			
Assessor feedback			
Action plan			
Assessor signature		Date	
Learner signature		Date	

Internal Verification - Assessment Decisions

Award		Assessor	
Unit(s)			
Assignment title:			
Learner's name:			
Learning outcomes listed			
Which criteria has the assessor awarded?	Pass	Merit	Distinction
Do the criteria awarded match those targeted by the assignment brief?	Y/N* Details		
Has the work been assessed accurately?	Y/N* Details		
Does the feedback to the learner: <ul style="list-style-type: none"> • Give constructive criticism • Link to relevant grading criteria • Identify opportunities for improved performance • Agree actions 	Y/N* Details		
Does the grading decision need amending?	Y/N* Details		
Remedial action taken:			
Internal verifier		Date	
Lead internal verifier			
Confirm action completed			
Assessor signature			
Internal verifier signature			

Observation record

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria

Assessor signature		Date	
---------------------------	--	-------------	--

Assessor name	
----------------------	--

Witness statement

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place

Witness name		Job role	
---------------------	--	-----------------	--

Witness signature		Date	
--------------------------	--	-------------	--

Assessor name	
----------------------	--

Assessor signature		Date	
---------------------------	--	-------------	--

Qualification:	Unit name:																								
	P1	P2	P3	P4	M1	M2	M3	M4	D1	D2	D3	D4	P1	P2	P3	P4	M1	M2	M3	M4	D1	D2	D3	D4	
Learner name:																									

Qualification:																					
Assignment name:	Unit name:						Unit name:														
	Tutor name:						Tutor name:						Tutor name:								
							P1	P2	P3	P4	M1	M2	M3	M4	D1	D2	D3	D4			

Annexe E – Example Observation Record

Observation record

Learner name	Karen Johnson
Qualification	BTEC Level 2 First Diploma in Hospitality
Unit number and title	Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Description of activity undertaken (please be as specific as possible)
Karen gave a confident presentation using a combination of PowerPoint slides and demonstration. Notes were handed in separately, together with a print-out of the presentation slides.

Assessment and grading criteria
You have achieved P6, P7, P8, P9, P10. A very good presentation, Karen, clear voice projection and confident with the pass criteria. You resorted to reading from your notes and this meant you lost eye contact with your audience. Try to look up more often when reading. A very good effort to meet the grades and a very good presentation – well done, Karen.

How the activity meets the requirements of the assessment and grading criteria
P6 I think you might have explained your views on motivation better, but you did mention the motivation that you can get from giving good service and working as a team. P7 You identified the importance of a positive attitude (can do) and what to do if you are unable to satisfy the customer's needs. You compared service in fast food outlets with that in restaurants. You mentioned the spiral effect saying how praise can motivate you to perform better. P8 You covered the importance of appearance in customer service mentioning clean looks, deodorant, make up, uniform, hair and jewellery. P9 You illustrated the importance of body language with a demonstration of poor and good posture, plus smiling and eye contact. Your demonstration on the difference that can be made by emphasising specific words in a sentence was original and showed good research. You also covered the need to avoid jargon and slang. P10 You gave examples of good listening: eye contact, repeating orders, and suggested phrases that would indicate you had heard the customer.

Assessor signature	Anne Teacher	Date	1 February 2010
Assessor name	Anne Teacher		

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