Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)

Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)

Specification

Pearson BTEC Specialist qualifications

First teaching September 2011

Issue 2

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PEARSON

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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PEARSON BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)

Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk. The QCF Qualification Number (QN) 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 learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)	600/2243/7
Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)	600/2244/9

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.

These qualifications are approved by Ofqual as being stand-alone.

Welcome to the Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF)

We are delighted to introduce our new qualifications, available for teaching from September 2011. These qualifications conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF)

In these qualifications learners will develop the underpinning skills, knowledge and understanding required to work in the hospitality industry.

These qualifications give learners opportunities to progress into employment as hospitality employees, or onto Specialist qualifications such as the Pearson BTEC Level 3 in Hospitality Supervision and Leadership Principles (QCF) or the Pearson BTEC Level 4 HNC Diploma in Hospitality Management (QCF).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. Pearson BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. Pearson BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSCs) to ensure that they meet employer and learner needs — **in this case the SSC People 1st**.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how these qualifications compare with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualifications with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are Pearson BTEC Level 3 Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are 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.

Pearson BTEC Specialist qualifications 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 Pearson BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

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

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the Pearson BTEC Level 2 Firsts and Pearson BTEC Level 3 Nationals have changed.

The QCF is a framework which 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:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (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 – 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.

Pearson BTEC Level 3 Certificate

The Pearson BTEC Level 3 Certificate covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 3 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 3 Diploma

The Pearson BTEC Level 3 Diploma extends the work-related focus from the Pearson BTEC Level 3 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF)

The Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and that will give them opportunities to develop a range of skills including personal skills and techniques, attributes essential for successful performance in working life

- achieve a nationally recognised Level 3 vocationally related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

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

The Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF) relate to the People 1st Hospitality National Occupational Standards (NOS).

Rules of combination

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

Rules of combination for Pearson BTEC Level 3 qualifications

When combining units for an Pearson BTEC Level 3 Certificate or Diploma in Food and Beverage Service Supervision (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)

1   Qualification credit value: 23 credits.

2   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)

1   Qualification credit value: a minimum of 42 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 40 credits.

3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)

The Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF) is a 23-credit and 187-guided-learning-hour (GLH) qualification that consists of six mandatory units.

Pearson BTEC Level 3 Certificate in Food and Beverage Service Supervision (QCF)			
Unit	Mandatory units	Credit	Level
1	The Principles of Food Safety Supervision for Catering	3	3
2	Principles of Supervising Food and Beverage Services	5	3
3	Principles of Promoting Food and Beverage Services and Products	6	3
4	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
5	Legislation in Food and Beverage Service	2	3
6	Supervise Food and Beverage Service	5	3

Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)

The Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF) is a 42-credit and 347 to 355–guided-learning-hour (GLH) qualification that consists of six mandatory units **plus** optional units that provide for a combined minimum total of 42 credits (where at least 40 credits must be at Level 3 or above).

Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	The Principles of Food Safety Supervision for Catering	3	3
2	Principles of Supervising Food and Beverage Services	5	3
3	Principles of Promoting Food and Beverage Services and Products	6	3
4	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
5	Legislation in Food and Beverage Service	2	3
6	Supervise Food and Beverage Service	5	3
Unit	**Optional units**		
7	Barista Skills	2	2
8	Carve, Fillet, Joint and Serve Food in a Food Service Area	5	3
9	Legal and Social Responsibilities of a Personal Licence Holder	1	2
10	Prepare and Serve Cocktails	5	3
11	Prepare and Serve Wines	4	3
12	Prepare, Cook and Serve Food in a Food Service Area	5	3
13	Prepare and Serve Alcoholic and Cold Non-alcoholic Beverages	4	3
14	Provide Advice to Customers on Food and Beverage Matching	4	3
15	Supervise Hospitality Events	5	3

Assessment

All units within these qualifications are internally assessed. The units are criterion-referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

• meet the standard determined by the assessment criteria and

• achieve the learning outcomes.

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

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

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

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

• current, ie to reflect the most recent developments and issues

• local, ie to reflect the employment context of the delivering centre

• flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade*.*

In Pearson BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 3 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 3 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Pearson BTEC qualifications

- approval for Pearson BTEC Level 3 Specialist qualifications and units

- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of centre verification practice

- Quality Review and Development by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 3 Specialist qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

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

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

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

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

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

Delivery approach

Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

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

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

Restrictions on learner entry

The Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF) are accredited on the QCF for learners aged 16 and above.

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

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for Pearson BTEC and NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

Recognition of Prior Learning

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

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

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

Unit format

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

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on The Register of Regulated Qualifications.

QCF level

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

Credit value

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

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Outline learning plans* – these have been produced to support centres. Outline learning plans are for guidance only and are not mandatory.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Units

BN035265 – Specification – Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage
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Unit 1: The Principles of Food Safety Supervision for Catering

Unit code: K/502/0388

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 25

Unit aim

The aim of this unit is to ensure that candidates are trained in accordance with the current UK regulations covering food safety in food businesses. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Unit introduction

This unit introduces learners to the principles of food safety supervision for catering. Catering businesses need to have food safety supervision procedures in place and comply with food hygiene regulations.

Learners will look at the role of the supervisor in ensuring compliance with food safety legislation. This will include the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance. Learners will be introduced to the importance of food safety management procedures and how the legislation is enforced. They will explore the importance of, and methods for, temperature control and pest control.

Learners will explore how to implement food safety management procedures. They will look at the importance to food safety of microbial, chemical, physical and allergenic hazards. Learners will also look at methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. They will examine the requirements for monitoring and recording food safety procedures and methods for, and the importance of, evaluating food safety controls and procedures.

Learners will consider the role of the supervisor in staff training. They will investigate the requirements for induction and ongoing training of staff and the importance of effective communication of food safety procedures.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures
	1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance
	1.3	Outline how the legislation is enforced
2 Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of, and methods for, temperature control
	2.2	Explain procedures to control contamination and cross-contamination
	2.3	Justify the importance of high standards of personal hygiene
	2.4	Explain procedures for cleaning, disinfection and waste disposal
	2.5	Outline requirements relating to the design of food premises and equipment
	2.6	Describe the importance of, and methods for, pest control
3 Understand how to implement food safety management procedures	3.1	Describe the importance to food safety of microbial, chemical, physical and allergenic hazards
	3.2	Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions
	3.3	Explain the requirements for monitoring and recording food safety procedures
	3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures

Learning outcomes	Assessment criteria	
4　Understand the role of the supervisor in staff training	4.1	Explain the requirements for induction and on-going training of staff
	4.2	Explain the importance of effective communication of food safety procedures

Unit content

1 **Understand the role of the supervisor in ensuring compliance with food safety legislation**

Importance of food safety management procedures: importance eg risk assessment, safe food handling and behaviour, legal requirements (personal, business), health and safety, customer satisfaction, duty of care

Responsibilities of employers and employees in respect of food safety legislation and procedures for compliance: as current at time of delivery; legislation eg Food Safety Act 1990 (as amended), Food Safety Regulations 2006, Food Hygiene Regulations 2006 (as amended); food business operator eg ensuring staff have the relevant skills, knowledge and resources required to carry out their work, implementing procedures to meet control points following relevant legislation and organisational policy; staff eg allocating and supervising food safety responsibilities, protecting own and others' work against negative impacts, being vigilant for possible hazards, agreeing what is expected of others and hold them to account, knowing relevant legislation and other industry-specific regulations and codes of practice; size of business (number of staff and customers)

Procedures for compliance with food safety legislation: procedures eg not rendering food harmful to health, ensuring that food served or sold is of the nature/substance or quality expected by customers, not falsely describing or presenting food, labelling requirements, the use and supervision of systems designed to deliver safe food

Enforcing legislation: legislation as current at time of delivery eg Food Labelling Regulations 1996 (as amended), food standards legislation, Hazard Analysis Critical Control Point (HACCP) procedures, risk assessment legislation, Food Premises (Registration) Regulations 1991; enforcing legislation eg supervising and checking compliance of food hygiene regulations including temperature control, providing the correct work equipment, personal protective equipment (PPE), food storage, actions and responsibilities of environmental health officers, local authorities and trading standards officers in enforcement of legislation

2 **Understand the application and monitoring of good hygiene practice**

Importance of temperature control: importance eg complying with legislation, maintaining safe standards, maintaining business's reputation

Methods for temperature control: hot food (above 63°C); chilled food (below 5°C); frozen foods (below −18°C); temperature monitoring (business procedures); retail customer guidance on the safe consumption of purchased products (verbal/posters/labelling) regarding product shelf life and safe storage after purchase for hot and cold products

Procedures to control contamination and cross-contamination: procedures eg minimising bacterial spread, minimising viral spread, work flow (linear, cyclical), work surfaces (porous, non-porous), cleaning equipment (knives, cutting boards, electrical equipment), cross-contamination (direct – contact and drip, indirect via vehicles ie hands)

Importance of high standards of personal hygiene: importance eg reducing spread of bacteria and cross-contamination (chemical, physical), complying with current food safety legislation, maintaining food safety (food storage, food handling), maintaining healthy environment, creating a good first impression

Procedures for cleaning, disinfection and waste disposal: procedures eg using correct manufacturer's and business cleaning procedures, using correct cleaning chemicals and materials, washing, wiping, sanitising, sterilising, checking for cleanliness and good hygiene, checking for safety, workplace and equipment cleaning and disinfecting schedules, hazardous waste (sharp objects, glass, chemicals), non-hazardous waste (cardboard, paper, food), external collection and disposal of glass plastics and general waste, rubbish bags for non-hazardous waste, yellow sharps containers for needles or sharp objects; complying with regulations

Requirements relating to the design of food premises and equipment: requirements eg effective linear work flow, allowing adequate cleaning/disinfection and protection against accumulation of dirt, contact with toxic materials, shedding of particles into food and the formation of condensation or mould on surfaces, equipment must be mobile to enable adequate cleaning and disinfection, an adequate number of wash-hand basins suitably located, suitable and sufficient means of natural or mechanical ventilation and natural and/or artificial lighting, suitable and sufficient storage for food

Importance of pest control: importance eg avoiding food contamination, ensuring customer satisfaction, maintaining business reputation, maintaining food safety

Methods for pest control: methods eg physical and chemical controls, checking for problems and infestation, rodents, insects, reporting problems, use of private contractors

3 **Understand how to implement food safety management procedures**

Consequences for food safety from microbial, chemical, physical and allergenic hazards: microbial – food poisoning bacteria, foodborne disease, viral contamination and toxins; physical – foreign matter in a food item eg glass, bone, metal, shotgun pellets, pieces of product packaging; chemical – contamination through environmental pollution of the air, water and soil eg with toxic metals, Polychlorinated biphenyls (PCBs) and dioxins pesticides, animal drugs and other agrochemicals, cleaning chemicals; allergenic – an allergic reaction occurs when the immune system reacts to a particular allergen eg eggs, milk, peanuts, usually affecting the skin and the respiratory, gastrointestinal and cardiovascular systems

Methods and procedures for controlling food safety: methods and procedures eg ensuring appropriate application and monitoring of control measures, monitoring of control measures (such as cleaning and disinfection, supplier and stock control, control of pests, safe working and food handling practices, temperature controls), identification of critical control points and critical limits, effectiveness of control measures for different hazards, effect of different conditions on the effectiveness of control measures, corrective actions, measures for improvement

Requirements for monitoring and recording food safety procedures: requirements eg following recording procedures, monitoring the levels of pest activity, monitoring staff hygiene and working practices, monitoring temperature and cooking/processing time, use of feedback, importance of calibrating thermometers and other measuring devices, sampling procedures, maintaining accurate records, responsibilities of staff, supervisors and managers for monitoring and recording activities

Methods for, and importance of, evaluating food safety controls and procedures: methods eg need for adjustment to food safety management procedures when a review indicates that control methods are ineffective, or if enforcement officers recommend or require changes, factors or events that may require an immediate review and evaluation of the food safety procedures; importance eg of communicating any changes to the procedures to relevant staff, of monitoring and verifying new procedures

4 **Understand the role of the supervisor in staff training**

Role of the supervisor in staff training: role eg providing leadership and collaborative direction to staff, being a team leader, ensuring staff have the human and physical resources to undertake their work in an efficient manner, supervisors' responsibilities

Requirements for induction and ongoing training of staff: requirements eg legal, regulatory, introduction to terms and conditions, providing new-starters with the information they need and make them familiar with how the business works, ensuring new staff are trained and ready to start work as quickly as possible, providing ongoing training for new staff or staff who have moved between different areas of the business, new ways of working, knowledge transfer, introductions to key members of staff, induction related to food safety with further and refresher training as required

Importance of effective communication of food safety procedures: communication methods eg training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices; importance eg reducing mistakes, gaining clarification, ensuring understanding, maintaining standards, value of a food safety culture to a business

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of food safety supervision for catering.

Supervision of food safety is essential to catering businesses for complying with food hygiene regulations. Learners need to understand how food business operators can ensure compliance with food safety legislation, the application and monitoring of good hygiene practice, how to implement food safety management procedures and the role of supervision in food safety management procedures.

Guest speakers would help to provide the industrial overview that learners need. Organised visits to different hospitality businesses are essential in enabling learners to identify key safety and business issues. Visits should be varied to ensure that learners can compare specific requirements for various types of businesses. Learners can use work-based experiences to evidence particular business systems and food safety practices. Case studies would complement work experience and help learners in understanding the importance of high standards of personal hygiene and of cleaning and disinfection of workplace and equipment.

Learners must be supported in their research and investigations and should be given the opportunity to discuss their findings with peers and tutors. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to observe a range of workflow situations, through industrial visits, to ensure that they understand influences that can affect good practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the importance of food safety management procedures.
Guest speaker to talk about the responsibilities of employers and employees in respect of food safety legislation and measures to ensure compliance with legislation and maintaining health, safety and security.
Group discussion about key legislation and regulations.
Visit to a hospitality business to find out about its management and day-to-day running, to see the range and scale of equipment in a real situation and to view the volume of food stuff being used, and the resources required.
Group discussion about good practice in food hygiene.

Topic and suggested activities
Group discussion about requirements relating to the design of food premises and equipment.
Group discussion about risk assessment and how to carry out a risk assessment.
Group discussion about managing food safety hazards in a kitchen.
Group discussion about record keeping and documentation.
Group discussion about the role of the supervisor in staff training, communication methods employed within a food production situation to manage the safety of food.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by learners having access to a hospitality business's health and safety policies and procedures to help understand the principles and legislation behind food safety regulations in the workplace. A visit to a workplace where learners could produce risk assessments and be given scenarios would enhance the understanding of the legislation and procedures and how to implement them. A report explaining the importance of food safety management procedures, the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance, and how the legislation is enforced, would demonstrate a full understanding of this learning outcome.

Learning outcome 2: could take the form of a training exercise or simulated activity to show that learners fully understand the importance of personal hygiene practices and procedures. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate that they understand how contamination happens and how to report and deal with it when it does.

Learning outcome 3: could be covered by producing briefing notes that enable learners to understand how to implement food safety management procedures. Learners should carry out tasks that provide evidence describing methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions. The description must be accompanied by a personal statement detailing the importance to food safety of microbial, chemical, physical and allergenic hazards, and the requirements for monitoring and recording food safety procedures, as appropriate, improving the business's procedures. A report covering methods for, and the importance of, evaluating food safety controls and procedures should be included.

Learning outcome 4: could take the form of a report explaining the requirements for induction and ongoing training of staff and the importance of effective communication of food safety procedures. Learners could give examples of different methods for communicating food safety and its importance.

Essential resources

Although this is a knowledge-based unit, learners should have access to food service environments.

Organised visits to different catering businesses are essential in enabling learners to identify key safety and business issues.

A talk from the local Environmental Health Officer would benefit learners.

Indicative resource materials

Textbooks

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Sprenger R — *Supervising Food Safety (Level 3), 12th Edition* (Highfield, 2008) ISBN 9781906404628

Stevenson S and Nash C — *Food Safety for Supervisors* (Chadwick House, 2007) ISBN 9781904306641

Journals

Caterer and Hotelkeeper — Reed Business Information

Croner's Catering Magazine — Croner Publications

Safe Food Better Business — The Food Standards Agency

Voice of the BHA — British Hospitality Association

Other publications

Food hygiene: A guide for businesses (The Food Standards Agency, 2006)

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

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

CD ROM

Practical Food Hygiene — Croner Publications

Websites

www.catersource.com	Catersource — education, products and news for caterers
www.food.gov.uk	The Food Standards Agency
www.hospitalityassured.co.uk	Hospitality Assured — standard for service and business excellence
www.hpa.org.uk	HPA — Health Protection Agency
www.hse.gov.uk/catering	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality — professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 2: Principles of Supervising Food and Beverage Services

Unit code: R/503/1725

QCF Level 3: BTEC Specialist

Credit value: 5

Guided learning hours: 35

Unit aim

This unit aims to provide learners with the knowledge and understanding needed to supervise the food and beverage service, including how to manage the environmental impact of work and how to contribute to the management of finance.

Unit introduction

This unit introduces learners to food and beverage service supervision. Appropriate supervision ensures effective workflow within teams, while considering the importance of managing the environmental impact and financial aspects of food and beverage operations.

In this unit learners will look at the role of the food and beverage service supervisor. This will include communication methods used within teams, how to give feedback to team members and the importance of conducting briefings. Learners will look at how to motivate individual employees and teams to achieve quality standards required. Understanding monitoring activities will enable learners to judge performance against standards and targets and decide on the action necessary if these are not met.

Learners will consider how to manage the environmental impact of food and beverage operations. The environmental policies that impact food and beverage operations and the risks posed by the food and beverage operation to the environment are a significant part of the unit. Learners will explore how to minimise the negative and maximise the positive impact that resources can have on the environment.

Learners will explore the management of finance in food and beverage operations. They will learn the meaning of gross and net profit and look at what makes an organisation profitable, including the factors which must be monitored to control costs and maximise profit.

There is no requirement to prepare and serve the alcoholic drinks as part of the assessment. Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of the food and beverage service supervisor	1.1 Describe communication methods used within teams in food and beverage service
	1.2 Explain when it is appropriate to communicate with team members using the following methods:
	• verbal instructions/demonstrations
	• written instructions/demonstrations
	• pictures/diagrams
	1.3 Explain appropriate times to give feedback to team members
	1.4 Explain how to give constructive feedback to team members on performance
	1.5 Explain the importance of conducting briefings:
	• pre service
	• post service
	1.6 Explain how briefings should be conducted
	1.7 Explain how to motivate teams to achieve the required standards of quality
	1.8 Explain how to motivate individuals to achieve the required standards of quality
	1.9 Explain how to monitor activities and performance against standards and targets
	1.10 Explain the action to be taken if activities and performance do not meet organisational standards and targets

Learning outcomes	Assessment criteria
2 Understand how to manage the environmental impact of food and beverage operations	2.1 Explain the environmental policies that impact food and beverage operations
	2.2 State the risks posed by the food and beverage operation to the environment
	2.3 Explain how to minimise the negative impact resources may have on the environment
	2.4 Explain how to maximise the positive impact resources may have on the environment
	2.5 Describe ways in which energy use may be minimised
	2.6 Explain sustainability considerations when ordering stock
	2.7 Explain how to engage the team in sustainability activities
3 Understand how to contribute to the management of finance in the food and beverage operation	3.1 Define the term gross profit
	3.2 Define the term net profit
	3.3 Explain what makes an organisation profitable
	3.4 Explain the importance of using approved suppliers
	3.5 Explain how effective stock control can contribute to the financial stability of the organisation
	3.6 Explain the factors which must be monitored to control costs and profit

Unit content

1 Understand the role of the food and beverage service supervisor

Communication methods used within teams: verbal eg tone of voice, appropriate language; non-verbal eg posture, facial expressions; written conventions eg correct layout, accurate spelling, grammar and punctuation; appropriate to audience eg colleague, manager, customer

Appropriate communication with team members using specific methods: verbal instructions/demonstrations – communicating using spoken words eg face-to-face, by telephone – effectiveness depends on the clarity of speech, pitch, volume, speed, body language; written instructions/demonstrations – communicating using eg traditional letters, emails, handbooks, brochures, formal business proposals – effectiveness depends on the writing style, grammar, vocabulary, clarity, language and the recipients; pictures/diagrams – communicating through visual aids eg signs, symbols, drawing, graphic design

Appropriate times to give feedback to team members: appropriate times eg providing positive feedback immediately, providing negative feedback privately, providing positive feedback publicly, meetings, staff appraisal, staff newsletter, email, being specific, being honest, maintaining team focus, times for feedback (considering tiredness, time of day, during and post service)

Giving feedback to team members on performance: giving feedback eg planning what to say and how it will be said, praising by focusing on the positives first and offering feedback on what can be improved, giving constructive feedback clearly and concisely, adopting an appropriate approach to each recipient, focusing towards solutions by giving them the confidence to solve problems and resolve situations that have arisen and supporting them to do this, following up by agreeing actions required and scheduling a follow-up meeting to discuss progress as a result of the feedback

Importance of conducting pre-service briefings: importance eg providing information before the start of service, going over service standards and encouraging team members to ask questions regarding service and food and drink knowledge, confirming duties, motivating team members

Importance of conducting post-service briefings: importance eg assessing if objectives and service targets have been achieved, giving individuals or team the opportunity to talk about their experience, discussing how they managed to carry out their duties, identifying individuals in need of support, giving support and monitoring their future performance

Conducting briefings: briefings eg setting objectives and service standards (informing team members of internal and external factors, motivating, delegating, professional appearance, food and drink testing), encouraging team members to ask questions regarding service and food and drink knowledge, starting on time, ensuring that everybody is on time and present, informing team members about 'specials' and any VIP customers, informing team members of items not in stock, body language

Motivating teams to achieve quality standards: motivating eg ensuring quality standards are communicated and understood, identifying any problems (such as understanding why team members are not motivated, talking to individuals in private specifying unmotivated behaviour and the effect it has on team objectives), involving team members (such as increasing responsibility, allowing team members to find creative solutions to problems), following formal routes (such as informing unmotivated team members of the consequences of undesirable behaviour), setting an example (such as dedication and energy, increasing team members' commitment to the business goal and turning unmotivated team members into an enthusiastic team)

Motivating individuals to achieve quality standards: motivating eg giving team members significant goals and using performance measures to focus their thinking and work and providing regular sense of accomplishment, encouraging creativity in developing better ways to achieve the goal, quick response required to provide fast feedback so team members can improve and adapt, giving rewards, development and promotion opportunities

Monitoring activities and performance against standards and targets: monitoring eg observing and assessing the performance of individuals and teams against set standards and targets, customer feedback, financial data, competitor activity

Action to be taken if activities and performance do not meet standards and targets: actions eg investigating to establish cause, supporting and developing under-performing team members, reviewing team responsibilities, re-evaluating team working arrangements

2 **Understand how to manage the environmental impact of food and beverage operations**

Food: types eg canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit

Beverages: types eg bottled, draught, drinks in cans, drinks in cartons, free pouring/optics, alcoholic and cold non-alcoholic drinks, coffee, hot chocolate, tea, steamed milk drinks, iced drinks (eg frappé/iced tea)

Environmental policies that impact food and beverage operations: as current at time of delivery; policies eg Environmental Protection Act 1990 (including any amendments made to the Act), Waste (England and Wales) Regulations 2011, The Hazardous Waste (England and Wales) Regulations 2005, Environmental Protection (Duty of Care) Regulations 1991, The Control of Pollution (Amendment) Act 1989

Risks posed by food and beverage operations to the environment: risks eg rapid growth of algae and bacteria due to release of untreated wastes to surface waters resulting in reduction of oxygen supply and destroying fish populations, greenhouse gas emissions, litter and waste production, water and energy use

Minimising the negative impact resources may have on the environment: minimising impact eg reducing emissions, complying with environmental regulations, improving resource efficiency, minimising negative environmental, social and economic impacts, recycling

Maximising the positive impact resources may have on the environment: maximising positive impact eg environmental awareness, effective planning, maximising positive environmental, social and economic impacts, encouraging use of renewable resources, generating economic benefits for local people, involving local people in decisions that affect their lives

Minimising energy use: energy use eg promoting energy efficiency and reducing carbon emissions, monitoring and recording emissions from energy use, minimising non-sustainable energy use, low energy consumption equipment, timed and proximity lighting

Sustainability considerations when ordering stock: considerations eg costs and benefits, locally-sourced seasonal products, ability to repeat without reducing resources, recycling, saving energy and reducing waste, screening supplies to ensure they are ethically sound, minimal food miles, using refillable dispensers, eco-friendly equipment and products, reduction of carbon footprint, carbon offsetting

Engaging the team in sustainability activities: activities eg identifying opportunities, agreeing targets and implementing specific solutions to help the business operate in a more environmentally sustainable way, educating/raising awareness, cost savings by integrating energy efficiency into the workplace and products and services, engaging the team to capture ideas, communicating and sharing best practices, giving feedback on progress and achievements

3 **Understand how to contribute to the management of finance in the food and beverage operation**

Gross profit: definition eg profit after selling a product or service and deducting the cost associated with its production and sale

Net profit: definition eg the gross profit minus overheads minus interest payable for a give time period

What makes an organisation profitable: profitability eg innovation management and stimulation (of products (new, improved products/services, business levels), processes (improvement, efficiency), position (customers' perception), change (ways things are done)), brand/image, secret, special or proprietary ingredients, excellent customer service

Importance of using approved suppliers: importance eg ensuring quality of supplies, ensuring quality and delivery performance, consistency, building long-term supplier relationships, minimising the risk of disputes

Effective stock control contribution to organisations' financial stability: stock control eg maintaining the balance of expenses and profits by keeping stock on hand for demands that may arise in any situation, knowing the quantity of items to be stored and implementing a good control of inventory to help maximise profits, understanding the related costs in having stock in hand, running out of stock and when to place orders to obtain the right formula and create the best inventory management scheme for the business

Factors which must be monitored to control costs and profit: fixed costs eg insurance, utility bills; variable costs eg food and beverages, wages

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of supervising food and beverage services.

Supervision of food and beverage services is essential to the smooth running of many aspects of hospitality. Learners need to be aware of the importance of the role of the service supervisor, managing the environmental impact of food and beverage operations and the management of finance in the food and beverage operation.

Guest speakers would help provide the industrial overview that learners need. Companies that conduct 'green audits' for business are often willing to give presentations. Organised visits to different hospitality businesses are essential in enabling learners to identify the methods of communication used by the service supervisor and how to give feedback on performance. The visits should be sufficiently varied to ensure learners can compare specific requirements for various types of business. Learners can use work-based experience to evidence particular ways to minimise the negative impact of resources on the environment and sustainable practices. Case studies would complement the work experience and assist learners in understanding the importance of using approved suppliers and effective stock control.

Learners must be supported in their research and investigations, and should be given the opportunity to discuss their findings with peers and tutors. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to observe a range of workflow situations through industrial visits, to ensure they understand the implications and influences on good practice in food and beverage operations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the importance of food and beverages services supervision.
Guest speaker to give a talk about the role of the food and beverage service supervisor, the communication methods they use with team members, giving feedback to team members and how to conduct briefings.
Group discussion about staff motivation and how to monitor activities and performance against standards and targets.

Topic and suggested activities
Visit to a large-scale food and beverage operation (with good environmental credentials) to find out the environmental policies it adopts and how to minimise the negative and maximise the positive impact that resources may have on the environment. To see the ways in which energy use may be minimised and how to engage the team in sustainability activities.
Learner groups undertake an environmental audit of a local food and beverage service business.
Group discussion about gross and net profit.
Group discussion about what makes an organisation profitable.
Group discussion about the importance of using approved suppliers.
Group discussion about how effective stock control can contribute to the financial stability of the organisation.
Group discussion about the factors which must be monitored to control costs and profit.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could take the form of a training exercise or simulated activity to show that learners fully understand the role of the food and beverage service supervisor. Briefing notes to back this up would allow learners to familiarise themselves with communication methods, how to give feedback to team members, conduct briefings, motivate staff, and monitor activities and performance before taking part in training or simulation. Learners must use examples to demonstrate they understand the action to be taken if activities and performance do not meet organisational standards and targets.

Learning outcome 2: could be covered by learners having access to a hospitality business's environmental policies and procedures to understand how to manage the environmental impact of food and beverage operations. A visit to a workplace where learners could be given scenarios of the risks posed by the food and beverage operation to the environment would enhance the understanding of how to minimise the negative impact resources may have on the environment and maximise the positive impact resources may have on the environment. A report explaining ways in which energy use may be minimised, sustainability considerations when ordering stock and how to engage the team in sustainability activities would demonstrate a full understanding of this learning outcome.

Learning outcome 3: could be covered by producing briefing notes that enable learners to understand how to contribute to the management of finance in the food and beverage operation. Learners should carry out tasks that provide evidence explaining the factors which must be monitored to control costs and profit. A personal statement explaining what makes an organisation profitable, the importance of using approved suppliers and how effective stock control can contribute to the financial stability of the organisation must accompany the explanation. A report defining the terms gross profit and net profit should be included.

Essential resources

Learners should have access to food and beverage operation environments.

Indicative resource materials

Textbooks

Belbin M R — *Team Roles at Work, 2nd Edition* (Butterworth-Heinemann, 2010) ISBN 9781856178006

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Leigh A and Maynard M — *Leading Your Team: How to Involve and Inspire Teams, 2nd Edition* (Nicholas Brealey, 2002) ISBN 9781857883046

Journals

Caterer and Hotelkeeper — Reed Business Information

Croner's Catering Magazine — Croner Publications

Voice of the BHA — British Hospitality Association

Websites

www.bighospitality.co.uk/Special-Features/Sustainability	BigHospitality — Sustainability
www.catersource.com	Catersource — education, products and news for caterers
www.food.gov.uk	The Food Standards Agency
www.hospitalityassured.co.uk	Hospitality Assured — standard for service and business excellence
www.hse.gov.uk/catering	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality — professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 3: Principles of Promoting Food and Beverage Services and Products

Unit code: Y/503/1726

QCF Level 3: BTEC Specialist

Credit value: 6

Guided learning hours: 45

Unit aim

This unit aims to provide learners with an understanding of how services and products are promoted within food and beverage. In promoting food and beverage services and products learners need to understand the different factors that impact on the service as well as the importance of and how to provide a positive meal experience for different types of service.

Unit introduction

Promoting services and products to attract interest and profits requires strategies and tactics to get noticed. The services and products should be promoted in a way that also serves wider strategic goals that build brand and customer relationships.

Learners will look at the importance of product knowledge in food and beverage service. They will also look at how media and modern technology and changes in lifestyle and in trends influence food and beverage service.

Learners will examine the concept of a meal experience, how customer perceptions impact on the meal experience, and the importance of food and beverage service staff contributing to the meal experience.

Learners will look at the use of sales and marketing in food and beverage service and the legal requirements that should be taken into account when developing and implementing promotional activities. They will explore key opportunities to implement promotional activities.

Learners will identify the target markets, sales targets and main competitors that are relevant to food and beverage service and look at how competitors influence the food and beverage service. They will also compare different selling techniques in food and beverage service. Learners will investigate how guidebooks, ratings and restaurant critics impact on food and beverage businesses.

There is no requirement to prepare and serve the alcoholic drinks as part of the assessment. Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the importance of product knowledge in food and beverage service	1.1	Explain the impact different dietary requirements have within a food and beverage service outlet
		1.2	Explain the impact different cooking terms used in a menu have on service
		1.3	Explain the importance of food and beverage product knowledge
		1.4	Explain factors that need to be considered when choosing a supplier
2	Understand the factors that influence the food and beverage service	2.1	Explain how different cultures and religions influence food and beverage service
		2.2	Describe the historic influences on food and beverage service
		2.3	Explain how media and modern technology influence food and beverage service
		2.4	Explain how changes in lifestyle influence food and beverage service
		2.5	Explain how changes in trends influence food and beverage service
3	Understand how to supervise different styles of service	3.1	Compare different styles of food and beverage service
		3.2	Explain how to identify trends in levels of demand for different styles of service
		3.3	Explain how different styles of service influence staff requirements
		3.4	Compare the preparation needed for different styles of service
		3.5	Compare the resources needed for different styles of service

Learning outcomes		Assessment criteria	
4	Understand the concepts of a meal experience	4.1	Explain the term 'meal experience'
		4.2	Evaluate different meal experiences
		4.3	Explain how customer perceptions impact on the meal experience
		4.4	Explain the importance of food and beverage service staff contributing to the meal experience
		4.5	Explain the importance of gaining customer feedback on food and beverage service
		4.6	Explain the methods for gaining customer feedback on food and beverage service
5	Describe different menu styles and types	5.1	Describe different menu styles and types
		5.2	Explain the importance of language use in creating menus
		5.3	Explain the legislative requirements relevant to creating menus
		5.4	Identify key information that needs to be displayed on the beverage menu
		5.5	Explain how to deal with unexpected problems that may occur with menus

Learning outcomes	Assessment criteria
6 Understand the use of sales and marketing in food and beverage service	6.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities
	6.2 Explain how promotional activities can be generated from a sales report
	6.3 Identify key opportunities to implement promotional activities
	6.4 Identify the target markets, sales targets and main competitors that are relevant to food and beverage service
	6.5 Explain how competitors influence the food and beverage service
	6.6 Identify a range of promotional activities relevant to food and beverage service
	6.7 Compare different selling techniques in food and beverage service
	6.8 Explain how the following impact on food and beverage outlets: • guide books • ratings • restaurant critics

Unit content

1 **Understand the importance of product knowledge in food and beverage service**

Impact of dietary requirements on food and beverage service outlets: impact eg the need to provide choice and balance, labelling food clearly, training staff and making them aware of possible customer needs (such as diabetes, food allergies, intolerances, special diets)

Impact of different cooking terms used in a menu on service: impact eg customer satisfaction, motivating the employees to provide a responsible and successful service, need to inform customers about the time the preparation and cooking of the dishes might take, knowing which dishes are ready for quick service to customers in a hurry, operational factors (such as layout, equipment, technical skills of employees)

Food: types eg canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit

Beverages: types eg bottled, draught, drinks in cans, drinks in cartons, free-pouring/optics, alcoholic and cold non-alcoholic drinks, coffee, hot chocolate, tea, steamed milk drinks, iced drinks (such as frappé/iced tea)

Importance of food and beverage product knowledge: importance eg improving customer satisfaction, increasing customer spending, increasing profitability, products and services, providing information and advice, promotions, dealing with complaints, reputation

Factors that need to be considered when choosing a supplier: factors eg price, product, technical support, delivery time, consistency, service, quality and reliability, market information, ethical and environmental practices; other factors eg contract terms and conditions

2 **Understand the factors that influence the food and beverage service**

Influence of different cultures and religions on food and beverage service: influence eg customers' perception of service staff behaviour and quality of service and of food and beverages on offer, customer satisfaction (recognising and understanding the differences that exist based on culture and religion, allocating resources according to training and service provision to effectively respond to customers with different cultures and religions such as Chinese, Indian, Islam, Judaism), availability of a range of prices, food presentation

Historic influences on food and beverage service: influences eg styles of food (countries, types of dishes, religion, culture, lifestyle, economic conditions), availability of commodities (imports from other regions, local availability), neighbouring countries and immigration, table etiquette, service styles and techniques

Influence of media and modern technology on food and beverage service: media eg marketing opportunities, establishing the business's presence, promotional tools, importance of blogs and key words to drive traffic to businesses' websites and premises, word of mouth, social media; modern technology eg accounting software, booking systems, positive influence on productivity when supported by effective supervision and training, providing support to employees, enhancing the quality of service, improving efficiencies, gaining competitive advantage, maintaining relationships with customers, increasing profitability, improving accuracy and record keeping

Influence of changes in lifestyle on food and beverage service: influence eg levels of disposable income and income distribution, increase in eating out, number of holidays and weekend breaks taken, binge drinking, healthy eating, rise in vegetarianism, consumer buying patterns, impact of media, other current social trends

Influence of changes in trends on food and beverage service: influence of trends eg eating at home/home baking and making, health and wellbeing, fixed price eating, speed and convenience, cheaper cuts, urban farming, zero-waste eating, tap water, seasonality, sustainability, personalisation, globalisation, eastern influence, microbreweries, binge drinking, new products, service styles, government initiatives

3 **Understand how to supervise different styles of service**

Different styles of food and beverage service: styles eg cart service or guéridon service (French service), plate service (American service), platter service (Russian service), family-style service (Chinese service), butler service (English service); service concepts eg buffets, counter, cafeteria, self-service

Identifying trends in levels of demand for different styles of service: trends eg guéridon service (high menu price, elegant, sought only by a small number of diners), plate service (can be modified to suit different situations and needs), platter service (suited to seated service of large groups eating the same meal, can be quite elegant), family-style service (suited for special occasions, for elaborate meals), butler service (suited to private parties)

Influence of different styles of service on staff requirements: influence of styles of service eg quantity of staff, skill levels, staff hours, range of staff positions

Preparation needed for different styles of service: preparation needed eg layout of room, equipment needed, briefing staff, time, training, health and safety considerations

Resources needed for different styles of service: resources eg guéridon service (large number of tools and equipment, space requirement, experienced and skilled servers required), plate service (few dishes are used, little space required), platter service (little space required), family-style service (extensive use of ware), butler service (small tables/stands may be set at the right and left of the host so dishes on which food was served can be removed), cost

4 **Understand the concepts of a meal experience**

Meal experience: elements of a meal experience eg location of restaurant, atmosphere, service, food, price; achieving customer satisfaction eg needs – physiological, economic, social, psychological, convenience

Different meal experiences: experiences eg motivation, expectation, interaction, involvement, satisfaction, needs (social, physiological), eating for pleasure or necessity (such as business lunch, special occasion, meal with friends, wedding celebration, conference, function, during a shopping trip, when travelling)

Impact of customer perceptions on the meal experience: impact eg importance of cleanliness, quality of the food and service quality to the dining experience and their connection to each other, influence of emotional and experiential reaction from the encounter with the service provider, refinement of the service system in response to customer feedback, customers link the appearance of businesses with potential concerns about food safety

Importance of food and beverage service staff contributing to the meal experience: importance eg organised staff improves the meal experience and ensures customer satisfaction, product knowledge, interpersonal and technical skills, and the ability to work as part of a team to meet customer expectations, repeat business, maintaining business reputation

Importance of gaining customer feedback on food and beverage service: importance eg enabling continuous improvement of customer service, finding out how customers like to be treated, what the business is doing right, what could be done better, marketing tool, responding to customer input by making changes, maintaining standards, improving staff morale, identifying staff training and development needs

Methods for gaining customer feedback on food and beverage service: methods eg asking customers directly, informal comments, arranging focus groups, questionnaires and surveys, usage statistics, suggestion cards, complaints, staff suggestions, mystery shoppers, qualitative/quantitative feedback

5 **Describe different menu styles and types**

Menu styles: styles eg handwritten on a single sheet of paper, word processed on a single sheet of paper, laminated book-style folding, blackboard, menu board, outside, digital displays, online, wine list

Menu types: À la carte – a multiple choice menu, with each dish priced separately; table d'hôte or fixed price – a fixed menu where multi-course meals with limited choices are charged at a fixed price; other types eg cyclical, buffet, banquet, children's

Importance of language use in creating menus: importance eg correct spelling highlights professionalism, managing customers' expectations, selling point of a business, advertising and marketing tool, providing useful information to customers, correctly categorising items, promoting profitability

Legislative requirements relevant to creating menus: as current at time of delivery; requirements eg following labelling legislation (such as The Food Labelling Regulations 1996 (as amended), Sale and Supply of Goods to Consumers Regulations 2002, Price Marking Order 2004, Weights And Measures Act 1985, Consumer Protection from Unfair Trading Regulations 2008), ensuring that foods that can cause severe allergic reactions are mentioned in the name of the dish or the description on the menu (such as strawberry mousse with almond shortbread), updating menus when recipes change, providing a full translation if menus are in a language other than English, indicating the use of unrefined nut or seed oils in cooking or in dressings on the menus, not claiming a dish is free from a particular food unless this has been checked and is correct

Key information that needs to be displayed on beverage menus: information eg prices, measures (compliance with Weights and Measures legislation), other information (such as country of origin, alcohol by volume (ABV) content, ingredients, description of beverage)

Unexpected problems that may occur with menus: problems eg hand-written changes on printed menus, misspelling items, listing items customers cannot get all of the time or are not always available, print that is too small to read easily, menus that are too big to handle easily, lack of English translations for non-English words or phrases, antiquated look in presentation, items that do not look like their photos, generic clip art

Dealing with unexpected problems that may occur with menus: dealing with problems eg ensuring there are no hand-written changes on printed menus, ensuring there are no spelling mistakes, ensuring that all items listed on the menu are available, increasing the font size of the menu, making the size of the menu smaller, ensuring non-English words or phrases are translated, ensuring a modern presentation, ensuring items look identical to their photos

6 **Understand the use of sales and marketing in food and beverage service**

Legal requirements to be taken into account when developing and implementing promotional activities: as current at time of delivery; relevant laws eg The Consumer Protection from Unfair Trading Regulations 2008, Health and Safety at Work Act 1974, Discrimination Acts, Copyright Law, Food Hygiene Regulations 2006 (as amended)

Generating promotional activities from a sales report: using sales reports and sales forecasts data to offer incentives (such as discounts, free items, a contest) with the purchase of a product to increase the sales of a given product

Key opportunities to implement promotional activities: opportunities eg analysing data on previous promotional activities, identifying possible activities to promote food and beverage service, identifying potential sales improvements promotional activities could generate, considering resources that will be available for promotional activities, consulting with relevant colleagues about ideas for promotional activities, gathering relevant information to support ideas for promotional activities, special occasions, supplier offers, off-peak offers

Target markets, sales targets and main competitors relevant to food and beverage service: target markets eg the group of customers that the business has decided to aim its marketing at; sales targets eg specified amount of sales that management sets for achieving or exceeding within a specific timeframe; main competitors eg existing market area businesses

Influence of competitors on food and beverage service: influence eg leading businesses to develop new products, services and technologies, giving customers greater selection and better products, price, promotions, clusters of the same style of businesses

Promotional activities relevant to food and beverage service: direct contact eg in-house selling, personal selling, direct mail, sales promotion, point of sale activity, merchandising; indirect contact eg advertising, brochures, publicity, sponsorship, branding, signs and displays, online marketing; joint promotional activities between different businesses

Selling techniques in food and beverage service: techniques eg proactive and reactive, add-ons, descriptive, up-selling, cross-selling, substitute selling, through menu and displays

Impact of guidebooks, ratings and restaurant critics on food and beverage outlets: guidebooks direct customers to types of businesses, giving the location and reviews of the businesses for customers to decide whether or not to go there; ratings (such as Michelin, Gault Millau guide) identify businesses according to their quality using stars or other symbols, or numbers, increasing the strength of the brand and indicating quality assurance that customers can rely on; restaurant critics shape people's perceptions about food, influencing customers' decisions to visit businesses

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of promoting food and beverage services and products. A number of guest speakers from different roles and hospitality providers who are experienced in sales techniques could offer learners the opportunity to discuss real sales situations. This would enable learners to investigate how additional services or products are offered to customers within different hospitality settings. Role plays will enable learners to explore and experience the different techniques used to offer additional services or products in different scenarios and the skills needed to successfully match services or products to customer needs.

Internet research can be very useful for learners to discover the range of services and products on offer at different types of hospitality businesses. Through simple group research projects, learners can gather a great deal of information on services and products and their cost. Learners can then use this research to explore the reasons for offering the additional service and product. If class members work together and feed back to each other they will increase the range of research and be able to discuss the results.

Customer service DVDs and downloads from websites such as www.bized.co.uk can provide some interesting material but needs to be adapted to the hospitality industry, as it is based in business studies, travel and tourism or sports, leisure and recreation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the principles of promoting food and beverage services and products to customers and the importance of product knowledge in food and beverage service.
Group discussion about the impact of different dietary requirements within a food and beverage service business and of cooking terms used in a menu. Learners can also discuss the importance of food and beverage product knowledge and factors that need to be considered when choosing a supplier.
Group discussion about how different cultures and religions influence food and beverage service, the historic influences on food and beverage service, how media and modern technology influence food and beverage service, how changes in lifestyle influence food and beverage service, and how changes in trends influence food and beverage service.

Topic and suggested activities
Group discussion about different styles of food and beverage service, how to identify trends in levels of demand for different styles of service, how different styles of service influence staff requirements, the preparation needed for different styles of service, and the resources needed for different styles of service.
Group discussion about the concepts of a meal experience, the importance of food and beverage service staff contributing to the meal experience and of gaining customer feedback on food and beverage service, and the methods for gaining customer feedback on food and beverage service.
Group discussion about different menu styles and types, the importance of language use in creating menus, the legislative requirements relevant to creating menus, key information that needs to be displayed on the beverage menu, and how to deal with unexpected problems that may occur with menus.
Group discussion about the legal requirements that should be taken into account when developing and implementing promotional activities, how promotional activities can be generated from a sales report, key opportunities to implement promotional activities, the target markets, sales targets and main competitors that are relevant to food and beverage service. Learners should also discuss how competitors influence the food and beverage service, a range of promotional activities relevant to food and beverage service, different selling techniques in food and beverage service, and the impact of guidebooks, ratings and restaurant critics on food and beverage outlets.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered in written format explaining the impact of different dietary requirements, and different cooking terms used in a menu on service, the importance of food and beverage product knowledge and factors that need to be considered when choosing a supplier. Learners could give examples of factors to consider when choosing a supplier.

Learning outcome 2: could be covered by producing briefing notes that enable learners to understand the factors that influence the food and beverage service. Learners should carry out tasks that provide evidence explaining how different cultures and religions influence food and beverage service, and describing the historic influences on food and beverage service. A personal statement detailing how media and modern technology influence food and beverage service, and how changes in lifestyle influence food and beverage service, and must accompany the explanation. A report covering how changes in trends influence food and beverage service should be included.

Learning outcome 3: could take the form of a training exercise or simulated activity that shows learners fully understand how to supervise different styles of food and beverage service. Briefing notes to back this up would allow learners to familiarise themselves with the preparation and the resources needed for different styles of service before taking part in training or simulation. Learners must use real-life examples to demonstrate they understand how to identify trends in levels of demand for different styles of service and how different styles of service influence staff requirements.

Learning outcome 4: could take the form of a report evaluating different meal experiences, explaining the term 'meal experience', how customer perceptions impact on the meal experience, the importance of food and beverage service staff contributing to the meal experience, and of gaining customer feedback on food and beverage service. Learners could give examples of methods for gaining customer feedback on food and beverage service.

Learning outcome 5: could be covered by learners having access to hospitality menus. A full understanding of this learning outcome could be demonstrated in written format describing different menu styles and types, explaining the importance of the language used, the legislative requirements relevant to creating menus, identifying key information that needs to be displayed on the beverage menu, and how to deal with unexpected problems that may occur with menus.

Learning outcome 6: could be covered by learners having access to a hospitality business's sales and marketing data to understand its use. A visit to a workplace where learners could be given sales reports would enhance the understanding of how promotional activities can be generated from the reports. A report outlining the legal requirements that should be taken into account when developing and implementing promotional activities, identifying key opportunities to implement promotional activities, the target markets, sales targets and main competitors that are relevant to food and beverage service, and a range of promotional activities relevant to food and beverage service, explaining how competitors influence the food and beverage service, how guidebooks, ratings and restaurant critics impact on food and beverage outlets, and comparing different selling techniques in food and beverage service would demonstrate understanding of this learning outcome.

Essential resources

Although this is a knowledge-based unit, learners should have access to customer service provision environments. Learners should be able to observe customer service staff in a hospitality business promoting services or products to customers.

Indicative resource materials

Textbooks

Carlaw P and Deming V — *The Big Book of Customer Service Training Games* (McGraw-Hill, 2006) ISBN 9780077114763

Heppell M — *5 Star Service: How To Deliver Exceptional Customer Service, 2nd Edition* (Prentice Hall, 2010) ISBN 9780273734383

Kotschevar L and Luciani V — *Presenting Service: The Ultimate Guide for the Foodservice Professional, 2nd Edition* (John Wiley and Sons, 2006) ISBN 9780471475781

McVety P, Ware B and Levesque C — *Fundamentals of Menu Planning, 2nd Edition* (John Wiley and Sons, 2001) ISBN 9780471369479

Taylor D — *Hospitality Sales and Promotion: Strategies for Success* (Butterworth-Heinemann, 2001) ISBN 9780750649865

Journals

Caterer and Hotelkeeper — Reed Business Information

Waitrose Kitchen — available in Waitrose supermarkets

Websites

www.bha.org.uk	British Hospitality Association
www.bized.co.uk/educators/16-19/tourism/industry/activity/products1.htm	Biz/ed — Products and Services for Consumers and Industry
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.customerfirst.org	Customer First — The National Standard for Customer Service
www.fdf.org.uk	Food and Drink Federation — the voice of the UK food and drink industry
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

BN035265 – Specification – Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage
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Unit 4: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Unit code: L/600/1066

QCF Level 3:   BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for supervisors and managers whose responsibilities include managing staff.

Unit introduction

Effective customer service is of vital importance to all businesses within hospitality, leisure, travel and tourism. A reputation for providing excellent customer service will help businesses to attract and retain customers by differentiating them from their competitors. Supervisors play an important role in ensuring the continuity of an effective and positive customer service culture within a business.

This unit looks at how supervisors can help to develop customer service in their businesses, the relationship between customer service and selling, and the impact that excellent customer service can have on business performance.

Learners will explore the role of the supervisor in providing customer service and in building teams that can deliver effective customer service. The importance of staff development, training, coaching, and different methods of giving feedback in relation to customer service are also explored. Finally, learners will investigate the effectiveness of customer service in a business by measuring it against customer service standards and suggesting improvements.

On completion of this unit, learners will appreciate the vital role they play, as supervisors or potential supervisors in the hospitality, leisure, travel and tourism sector, in contributing to high-quality customer service.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to develop a customer service culture within their business	1.1	Describe the role of the supervisor in leading by example when delivering excellent customer service
	1.2	Explain the impact of customer service on the performance of the business
	1.3	Explain the relationship between delivering customer service and selling services
	1.4	Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards
2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching	2.1	Analyse how effective teams can be developed to deliver excellent customer service
	2.2	Explain the importance of staff development in ensuring that excellent customer service is delivered
	2.3	Describe the role of the supervisor in developing teams
	2.4	Describe how training and coaching sessions can be implemented to improve the delivery of customer service
	2.5	Describe the importance of providing feedback to staff
	2.6	Apply appropriate methods to deliver feedback to staff

Learning outcomes	Assessment criteria	
3 Understand how to effectively monitor and communicate levels of customer service performance	3.1	Analyse the importance of developing and implementing clear customer service standards
	3.2	Describe appropriate ways in which supervisors can monitor and measure the performance of team members
	3.3	Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service
	3.4	Explain how performance against customer service standards can be recorded and communicated
	3.5	Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance

Unit content

1 **Understand how to develop a customer service culture within their business**

Role of the supervisor: role eg leading a team, demonstrating good customer service skills (personal presentation, knowledge of products and services, communication and listening skills), team goals, positive attitude

Customer service and business performance: business objectives eg customer loyalty, repeat business, increased sales and usage, enhanced public image, new customers

Customer service and selling: customer service eg product knowledge, providing information or advice, identifying, meeting and exceeding customer needs

Monitoring delivery of customer service: monitoring eg business standards, monitor customer loyalty (repeat business, new customers), enhanced public image, customer satisfaction, techniques (such as mystery shoppers, comment cards, observation)

2 **Understand how to build teams and motivate colleagues through techniques such as on-site coaching**

Developing effective teams: developing eg recruitment, induction, motivation, training, team goals, team knowledge, retention of team members, threats to team development (such as high team member turnover, weak or authoritarian leadership, poorly defined goals)

Importance of staff development: importance eg planning, team knowledge (such as awareness of team member strengths, weaknesses and sensitivities), conducting appraisals

Role of the supervisor: role eg ability to motivate and lead a team, ability to take initiative, ability to defuse and resolve conflict, fairness in decision-making

Implementation of training and coaching: implementation eg to improve customer service, group or individual training (on-site or off-site), individual on-site coaching

Importance of providing feedback: importance eg to motivate team members, maintain team focus

Methods of providing feedback: methods eg meetings, staff appraisal, staff newsletter, email

3 **Understand how to effectively monitor and communicate levels of customer service performance**

Importance of customer service standards: importance eg important for customers, potential customers, employees and supervisors, defining what customers can expect, reminding supervisors and employees of their duties

Monitoring and measuring team performance: monitoring eg customer feedback (surveys, informal comments, complaints), financial data (turnover, repeat business), team objectives

Corrective action: actions eg support and development of underperforming team members, revising team responsibilities, reviewing and evaluating teamworking arrangements

Recording and communicating performance: performance eg performance set at staff appraisal, self-evaluation, standards checklist, customer feedback, communicating about performance (appraisal interview), team meetings

Improving future performance: improving eg of the operation (such as efficiency, staff training, staff levels, employee of the month scheme), of the products and services offered (such as quality, range, price, loyalty scheme assessment criteria)

Essential guidance for tutors

Delivery

Delivery of this unit needs to focus on learners sharing their experience in classroom discussions and groupwork.

Investigating how businesses develop the quality of their customer service provision will put the unit into context for learners who may have different experiences of customer service. Company websites are a good way of looking at how companies portray themselves to customers.

A visit to the training department of a large business could give learners relevant and up-to-date information on training and staff development issues. Having copies of customer service standards used by companies available for learners would be useful when discussing business standards and how the delivery of customer service could be monitored.

Although the unit is largely theoretical, learners could be given the opportunity to develop their presentation skills, or see themselves on video when giving feedback to colleagues/team members in a role-play situation for example at a team meeting or on an individual basis.

Learners could look at examples of how different businesses monitor and communicate customer service performance. While learner experience is relevant, a guest speaker from the industry could provide a managerial perspective on the subject.

In this unit learners have the opportunity to consider their own experience as a customer or supervisor who deals with customers, such as their own role within the business and how their behaviour, communication and leadership can impact on customer service performance, either negatively or positively.

As a result, learners can reflect on how they could improve their behaviour, communication and leadership skills in order to improve overall customer service within the business.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion to determine the role of the supervisor in leading on delivering excellent customer service.
Visit to a hospitality business to monitor the delivery of customer service against business standards — follow-up with group discussion or presentation.
Group discussion about how effective teams can be developed to deliver excellent customer service including the importance of staff development.
Group discussion about how training and coaching sessions can be implemented to improve the delivery of customer service.
Group discussion about the importance of providing feedback to staff and the appropriate methods to use.
Visits to hospitality businesses with an excellent reputation for customer service to find out how the business achieves this and how it is monitored — follow-up discussion.
In pairs learners interview dissatisfied customers and identify what when wrong.
Learners investigate methods of monitoring and evaluating customer service used in different businesses.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered in written format describing the role of the supervisor in leading by example when delivering excellent customer service, explaining the impact of customer service on the performance of the business, and the relationship between delivering customer service and selling services, and identifying and applying good practice techniques to monitor the delivery of customer service against organisational standards. Learners could give examples of monitoring techniques.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners fully understand how to build teams and motivate colleagues through techniques such as on-site coaching. Briefing notes to back this up would allow learners to familiarise themselves with how effective teams can be developed to deliver excellent customer service before taking part in training or simulation. Learners must use real-life examples to demonstrate they understand the importance of staff development in ensuring that excellent customer service is delivered, the role of the supervisor in developing teams, how training and coaching sessions can be implemented to improve the delivery of customer service, the importance of providing feedback to staff and appropriate methods to deliver it.

Learning outcome 3: could be covered by producing briefing notes that enable learners to understand how to effectively monitor and communicate levels of customer service performance. Learners should carry out tasks that provide evidence, analysing the importance of developing and implementing clear customer service standards. A personal statement detailing appropriate ways in which supervisors can monitor and measure the performance of team members, appropriate corrective actions that can be taken to resolve failures in the delivery of customer service and how performance against customer service standards can be recorded and communicated, must accompany the analysis. A report covering ways in which measurement of the effectiveness of customer service to improve future performance should be included.

Essential resources

It is essential that learners have the opportunity to gain an understanding of the hospitality, leisure, travel and tourism sector. This may be through work placements, employment, visits or interviews with industry spokespeople.

Video/digital cameras could be used to record any evidence.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V — *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

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

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journals

Caterer and Hotelkeeper — Reed Business Information

Waitrose Kitchen — available in Waitrose supermarkets

Websites

www.bbc.co.uk/learningzone	BBC Learning Zone
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 5: Legislation in Food and Beverage Service

Unit code: A/503/1735

QCF Level 3:   BTEC Specialist

Credit value: 2

Guided learning hours: 18

Unit aim

The aim of this unit is to provide learners with an understanding of legislation relevant to food and beverage service including the impact it has on the service and the responsible promotion and sale of alcohol.

Unit introduction

Food and beverage service is governed by laws, regulations, codes of practice and guidance. Health, hygiene and safety laws are constantly coming into force and being updated and how they affect hospitality businesses depends on the type and size of the business.

Learners will look at the legislation relating to the food and beverage service. They will learn about the main areas of health, hygiene and safety laws and regulations which impact on the food and beverage service. Learners will consider employee and employer responsibilities in relation to licensing legislation, and the legislation requirements relating to the sale of items to customers. They will investigate the requirements of legislation relating to disability, equality and diversity, business contracts, data protection, smoking and misuse of drugs.

Learners will gain understanding of how legislation impacts on the food and beverage service. They will learn about the purpose and requirements of legislation in the food and beverage service. Learners will also look at the consequences to the employee/employer of non-compliance and identify which, and when, authorities have a right of entry to premises.

Learners will explore how to sell alcohol responsibly. They will identify different strengths of alcoholic drinks by 'alcohol by volume' (abv), sensible drinking limits and the effects alcohol can have on human body. Learners will consider good practice in avoiding conflict situations and the industry guidelines on irresponsible drinks promotions.

There is no requirement to prepare and serve the alcoholic drinks as part of the assessment. Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the legislation relating to the food and beverage service	1.1	Describe the main areas of health, hygiene and safety laws and regulations which impact the food and beverage service
	1.2	Explain employee and employer responsibilities in relation to licensing legislation
	1.3	Identify the legislation requirements relating to the sale of items to customers
	1.4	Identify the requirements of legislation relating to: • disability • equality and diversity • business contracts • data protection • smoking • misuse of drugs
2 Understand how legislation impacts on the food and beverage service	2.1	Explain the purpose and requirements of legislation in the food and beverage service
	2.2	Explain the consequences to the employee/employer of non-compliance
	2.3	Identify which authorities have a right of entry to premises
	2.4	Identify when authorities have a right of entry to premises
3 Understand how to sell alcohol responsibly	3.1	Identify different strengths of alcoholic drinks by 'alcohol by volume' (abv)
	3.2	Identify sensible drinking limits
	3.3	Explain the effects alcohol can have on human body
	3.4	Explain good practice in avoiding conflict situations
	3.5	Describe the industry guidelines on irresponsible drinks promotions

Unit content

1 Understand the legislation relating to the food and beverage service

Food: types eg canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit

Beverages: types eg bottled, draught, drinks in cans, drinks in cartons, free-pouring/optics, alcoholic and cold non-alcoholic drinks, coffee, hot chocolate, tea, steamed milk drinks, iced drinks (such as frappé/iced tea)

Main areas of health, hygiene and safety laws and regulations impacting on food and beverage service: as current at time of delivery; laws and regulations eg Food Safety Act 1990 (as amended), Food Safety Regulations 2006 (as amended), Food Hygiene Regulations 2006 (as amended), Control Of Substances Hazardous to Health (COSHH) Regulations 2002, Hazard Analysis Critical Control Point (HACCP) procedures, Weights and Measures Act 1985, Licensing Act 2003, Consumer Protection Act 1987, Unfair Trading Regulations 2008, Health and Safety at Work Act 1974

Employee and employer responsibilities relating to licensing legislation: legislation as current at time of delivery; legislation eg Weights and Measures Act 1985, Licensing Act 2003, Consumer Protection Act 1987, Unfair Trading Regulations 2008, Health and Safety at Work Act 1974; circumstances when customers must not be served with alcohol eg refusal to serve under-age customers, customers under the influence of drink or drugs

Legislation requirements relating to the sale of items: as current at time of delivery; legislation eg Sale of Goods Act 1979, Weights and Measures Act 1985, Price Marking Order 2004, Trade Descriptions Act 1968, Food and Drugs Act 1955

Requirements of legislation: disability eg access, support, safety; equality and diversity eg institutional discrimination, facilities; business contracts eg verbal, written, responsibilities, rights; data protection eg secure storage, confidentiality; smoking eg responsibilities of staff, responsibilities of management; misuse of drugs eg responsibilities of staff, responsibilities of management

2 **Understand how legislation impacts on the food and beverage service**

Purpose and requirements of legislation in food and beverage service: purpose eg customer and employee health and safety, fair trading, social responsibility, regulating the retail and food service industries

Consequences to the employee/employer of non-compliance: consequences eg prosecution, enforcement notices, fines, loss of licence, loss of employment, imprisonment, accidents, closure of business

Authorities that have a right of entry to premises: authorities eg trading standards officer, environmental health officer, police, fire officer, revenue and customs

Occasions when authorities have a right of entry to premises: occasions eg on request, by appointment, warrant, court order

3 **Understand how to sell alcohol responsibly**

Different strengths of alcoholic drinks by 'alcohol by volume' (abv): drinks typical abv eg low-alcohol beer 0.0-1.2%, cider 2-8.5%, beer 2-12%, wine 9-16%, dessert wine 14-25%, bitters 28-45%, vodka 35-50%, brandy 35-60%, absinthe 45-89.9%

Sensible drinking limits: no more than three or four units a day for men; no more than two or three units a day for women; one unit is equal to 10ml by volume or 8g by weight of pure alcohol eg one 25ml single measure of spirit (40% ABV), half a standard (175ml) glass of red wine (12% ABV), a third of a pint of strong beer (5% ABV)

Effects alcohol can have on human body: heavy drinking increases the risk of developing health conditions eg breast cancer, oral cancers, cirrhosis of the liver, damage mental health, impair memory skills, reduce fertility, high blood pressure, alcoholic cardiomyopathy, congestive heart failure, stroke, putting more fat into the circulation of the body

Good practice in avoiding conflict situations: limit of authority eg requesting assistance, contacting line manager; outside agencies eg calling emergency services; remaining calm eg body language, tone of voice

Industry guidelines on irresponsible drinks promotions: guidelines eg inappropriate marketing, marketing to minors, drinking competitions, happy hours, loyalty cards

Essential guidance for tutors

Delivery

This unit underlines the importance of legislation and the high standards of hygiene and safety required by the staff and in the food and beverage service area. It is important to encourage learners to draw on their own experience of the hospitality industry, especially any experience they have of working in restaurants, bars etc, possibly as part of their working experience. Starting the learning with discussions of what learners would expect from the law themselves will help to develop knowledge of what is expected in a successful business.

Guest speakers could take part in classes or making visits to appropriate organisations, for example the environmental health officer or fire brigade. Learners would be able to use role play to deal with customer service situations, especially dealing with intoxicated customers.

Learners could be encouraged to check the business that they visit to ensure that legally required signage is in place. They could be provided with alcoholic beverage bottles in order to establish the differences in alcoholic content.

Centres could deliver the hygiene and safety aspects of the unit in an integrated way to take advantage of the professional appearance and hygiene requirements as well as the safety requirements that run across the whole qualification.

It is important that learners are given the most up to date information regarding legislation, which is a constantly changing factor in businesses of all types.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about health, safety and hygiene, the reasons for the legislation and the detail of employer and employee roles.
Group discussion about the various requirements when dealing with disability, equality and diversity, business contracts, data protection, smoking and misuse of drugs, and the purposes of legislation in food and beverage service.
Guest speaker or visit – to emphasise the role of the authorities who have right of entry onto the premises.
Group discussion about the consequences of non-compliance with legislation.
Group discussion regarding the effects of alcohol on the human body – DVDs are available to supplement this input.

Topic and suggested activities
Role play of customer situations, involving intoxicated customers. Teams of learners to plan unexpected situations for the other team members.
Learners to research different strengths of various alcoholic beverages and feed back to the group.
Group discussion on sensible drinking limits.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by learners having access to a hospitality business's health, hygiene and safety policies and procedures to understand the principles and legislation relating to the food and beverage service. A visit to a workplace where learners could produce risk assessments and be given scenarios would enhance the understanding of the legislation and procedures and how to implement them. A report detailing the main areas of health, hygiene and safety laws and regulations which impact the food and beverage service, employee and employer responsibilities in relation to licensing legislation, the legislation requirements relating to the sale of items to customers, the requirements of legislation relating to disability, equality and diversity, business contracts, data protection, smoking and misuse of drugs would demonstrate a full understanding of this learning outcome.

Learning outcome 2: could be covered by producing briefing notes that enable learners to understand how legislation impacts on the food and beverage service. Learners should carry out tasks that provide evidence explaining the purpose and requirements of legislation in the food and beverage service and the consequences to the employee/employer of non-compliance. A personal statement identifying which authorities have a right of entry to premises and when authorities have a right of entry to premises must accompany the explanation.

Learning outcome 3: could be covered in written format detailing different strengths of alcoholic drinks by 'alcohol by volume' (abv), sensible drinking limits, the effects alcohol can have on human body, good practice in avoiding conflict situations and the industry guidelines on irresponsible drinks promotions. Learners could give examples of different conflict situations.

Essential resources

For this unit learners should have access to a suitable hospitality teaching environment.

Indicative resource materials

Textbooks

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Davis B, Lockwood A, Pentelidis I and Alcott P — *Food and Beverage Management, 4th Edition* (Butterworth-Heinemann, 2008) ISBN 9780750667302

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journals

Caterer and Hotelkeeper — Reed Business Information

Other publication

Health and safety for waiting staff — Catering Information Sheet No 20 (Health and Safety Executive, 2001)

Websites

www.alcoholconcern.org.uk	Alcohol Concern — national agency on alcohol misuse
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.food.gov.uk	The Food Standards Agency
www.hpa.org.uk	HPA — Health Protection Agency
www.hse.gov.uk/catering	Health and Safety Executive
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

BN035265 – Specification – Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage
Service Supervision (QCF) – Issue 2 – June 2013 © Pearson Education Limited 2013

Unit 6: Supervise Food and Beverage Service

Unit code: H/503/1728

QCF Level 3:   BTEC Specialist

Credit value: 5

Guided learning hours: 44

Unit aim

This unit is about supervising the food and beverage service ensuring that service areas and equipment are suitably clean and ready for use for service. This also includes liaising with other departments to ensure that the food and beverage service runs smoothly and dealing with problems to ensure that service meets the required standard. The unit also covers how to supervise the reception area as this is also an important element in the overall dining experience.

Unit introduction

Food and beverage serving and related workers are the front line of customer service in restaurants. These workers greet customers, show them to seats and hand them menus, take food and drink orders, and serve food and beverages. They also answer questions and keep dining, bar and reception areas clean and set for new customers.

In this unit learners will develop their understanding of how to supervise the food and beverage service. This will include the importance of setting up service and service areas in accordance with business needs and how to regulate the time available and prioritise tasks. Learners will look at how staff should communicate with customers and conduct themselves in the food and beverage service area, and how to communicate operational procedures to staff. They will also consider how to ensure staff receive the correct training to support their responsibilities and how to allocate staff duties according to service requirements. Learners will examine how to minimise the disruption to the service when problems occur and the importance of keeping customers informed of potential problems in service.

Learners will need to ensure that staff maintain the appearance of the reception area. They will liaise with food and beverage service supervisors to provide information and allocate and brief staff about reception duties; oversee the arrival, seating arrangements and departure of customers and recommend ways of improving the reception service.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to supervise the food and beverage service	1.1	Explain the importance of setting up service areas in accordance with business needs
	1.2	Explain how to regulate the time available and prioritise tasks
	1.3	Describe how staff should communicate with customers and conduct themselves in the food and beverage service area
	1.4	Explain how to communicate operational procedures to staff
	1.5	Explain how to ensure staff receive the correct training to support their responsibilities
	1.6	Explain how to allocate staff duties according to service requirements
	1.7	Explain how to minimise the disruption to the service when problems occur
	1.8	Explain the importance of keeping customers informed of potential problems in service
	1.9	Explain how to inform customers of problems with service
2 Be able to supervise food service	2.1	Ensure food service area is set up in accordance with business needs
	2.2	Agree allocation of food service duties with team according to service requirements
	2.3	Monitor table service
	2.4	Interact with customers throughout the service
	2.5	Ensure that procedures for clearing, cleaning and stocking food service areas are followed correctly
	2.6	Provide feedback to appropriate person on the effectiveness of procedures in the food service area

Learning outcomes	Assessment criteria	
3 Be able to supervise beverage service	3.1	Ensure bar area is set up in accordance with business needs
	3.2	Ensure coffee area is set up in accordance with business needs
	3.3	Agree allocation of beverage service duties with team according to service requirements
	3.4	Ensure specified standards and procedures for the service of products are maintained
	3.5	Ensure the beverage service complies with social responsibility practices and relevant legislation
	3.6	Maintain the comfort and well-being of customers in the bar area
	3.7	Ensure that procedures for clearing, cleaning and stocking beverage service areas are followed correctly
	3.8	Provide feedback to appropriate person on the effectiveness of procedures in the beverage service area
4 Be able to supervise reception area	4.1	Ensure staff maintain the appearance of the reception area
	4.2	Liaise with food and beverage service supervisors to provide information on: • bookings • changes to service
	4.3	Allocate and brief staff to reception duties including: • personal presentation • standard of behaviour • relevant procedures • work routines

Learning outcomes	Assessment criteria
	4.4 Oversee the arrival, seating arrangements and departure of customers
	4.5 Ensure team follow procedures for:
	• maintaining payment points
	• answering telephone calls
	• customer queries/complaints
	4.6 Recommend ways of improving the reception service
	4.7 Provide feedback to appropriate person on the effectiveness of procedures in the reception area

Unit content

1 Understand how to supervise the food and beverage service

Food: types eg canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit

Beverages: types eg bottled, draught, drinks in cans, drinks in cartons, free-pouring/optics, alcoholic and cold non-alcoholic drinks, coffee, hot chocolate, tea, steamed milk drinks, iced drinks (such as frappé/iced tea)

Importance of setting up service areas in accordance with business needs: importance eg ease of service, meeting the needs of the service, work flow, menu requirements

Regulating the time available and prioritising tasks: prioritising tasks eg allocating tasks according to skills and staff experience, awareness of timings for tasks, demand on staff time, ability to complete tasks within time frame, monitoring tasks' progress, advising on issues that may arise and re-allocating tasks accordingly

How staff should communicate with customers in the food and beverage service area: verbal eg tone of voice, appropriate language; non-verbal, body language eg facial expression, posture, maintaining personal space, eye contact, smiling; written conventions eg correct layout, accurate spelling, grammar and punctuation; behaviour eg welcoming, offering help and assistance, active listening, selecting and providing accurate information, recording and relaying messages, keeping records and information

How staff should conduct themselves in the food and beverage service area: behaviour eg responding to customers' feelings, using questioning to identify customer needs, knowing that they cannot say what they like to customers, handling customers, importance of speaking clearly so that the customer can clearly understand what you are saying, avoiding customer misunderstandings through clear communication of products and services available and any changes that may be made, remembering and using the customer's name, likes and dislikes, personal appearance, quality procedures, use of customer service codes of practice

Communicating operational procedures to staff: communicating eg effectively communicating operational procedures to staff and ensuring they understand them, situations when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams, keeping confidential information secure, identifying people's information needs, presenting information clearly, concisely, accurately and in ways that promote understanding, giving people opportunities to provide feedback and responding appropriately

Ensuring staff receive the correct training to support their responsibilities: staff training eg recruitment, induction, motivation, training, business goals, staff knowledge, retention of staff members, threats to team development (such as high staff member turnover, weak or authoritarian leadership, poorly defined goals), induction related to food and beverage service with further and refresher training as required

Allocating staff duties according to service requirements: allocating duties eg work allocation, briefing staff (such as work allocation, rotas, required behaviour, food, beverages, service, facilities, pricing), motivating staff, training, monitoring, checking/assessing team and individuals against objectives and targets, ensuring staff are following the service standards and health and safety regulations

Problems with service: problems eg limits of authority (such as to offer replacement meals, to provide extra portions), problems with food items and availability, food safety issues (cooking times, holding times), timescales

Minimising the disruption to the service when problems occur: minimising disruption eg ensuring customers' expectations are being met (such as special requirements, dietary requirements), ensuring service procedures are being followed (such as quality, timeliness), working with others to identify and confirm the options to resolve a customer service problem, keeping customers fully informed about what is happening to resolve the problem (such as giving reasons for inability to meet needs, negotiating alternative, offering substitute, keeping customers informed, apologising), checking with customers to ensure the problem has been resolved to their satisfaction

Importance of keeping customers informed of potential problems in service: importance eg increasing consumers' confidence, ensuring customers have access to a minimum amount of information, responding to queries in the shortest possible time, making best efforts to find a satisfactory solution, keeping business, gaining repeat business, satisfying customers, ensuring word of mouth referrals, maintaining reputation

Informing customers of problems with service: informing eg at each stage of service, constantly informing customers and saying 'no' when necessary in a professional and friendly manner, providing accurate and comprehensive information to customers in a language they understand, keeping customers informed of progress or development, providing information in line with business standards, giving accurate and current information

2 **Be able to supervise food service**

Ensuring food service area is set up in accordance with business needs: setting up eg personal hygiene, use of equipment, transporting of equipment (such as trays, trolleys, dumb waiter), manual handing (such as safe movement of people, lifting, carrying, pushing and pulling, using correct techniques), identifying hazards (observation, risk assessment), sources of bacteria (such as people, equipment), cross-contamination (such as chemical, physical), current legislation

Agreeing allocation of food service duties with team according to service requirements: allocating duties eg work allocation, briefing team members (such as work allocation, rotas, required behaviour, food, beverages, service, facilities, pricing), motivating staff, training, monitoring, checking/assessing team and individuals against objectives and targets, size of business (number of staff and customers)

Monitoring table service: monitoring eg consistently monitoring the progress against targets and standards, providing supervision and support to team to resolve difficulties and ensure targets are met, reporting difficulties outside of own area of responsibility to relevant personnel promptly and accurately, taking prompt corrective action where technical or material faults threaten the effectiveness and achievement of targets and standards, following legal and standard operational requirements, managing risk effectively and ensuring the workplace is hazard-free

Interacting with customers throughout the service: interacting eg dealing with customers in a polite and friendly manner at all times, positive body language

Ensuring that procedures are followed correctly: clearing eg manual handling, correct disposal of waste, hygienic procedures; cleaning eg using correct manufacturer's and business cleaning procedures, using correct cleaning chemicals and materials, washing, wiping, sanitising, sterilising, checking for cleanliness and good hygiene, checking for safety, cleaning schedule; stocking eg applying stock rotation, using within 'use-by date', preventing cross-contamination, preventing pest infestation, maintaining adequate stock levels, reducing costs due to wastage, maintaining quality of product, meeting customer requirements, ensuring customer satisfaction, enabling quick and efficient work

Providing feedback to appropriate person on the effectiveness of procedures in the food service area: types of feedback eg formal appraisals, written, spoken, constructive, at end of shift, during a shift; purpose eg evaluating performance, setting future targets, identifying training and development needs, corrective, motivation

3 **Be able to supervise beverage service**

Ensuring bar areas are set up in accordance with business needs: setting up eg washing hands before service and at regular and frequent intervals, personal hygiene (cleanliness, appearance), staff uniform (correct and clean), safe use of physical resources (such as equipment, crockery, cutlery, glassware, manual handling of furniture), identifying hazards (such as sources of bacteria, chemical, physical), having required tools, equipment and products ready before service starts, enabling quick and efficient work, meeting customer requirements, ensuring customer satisfaction

Ensuring coffee areas are set up in accordance with business needs: setting up eg washing hands before service and at regular and frequent intervals, personal hygiene (cleanliness, appearance), staff uniform (correct and clean), safe use of physical resources (such as equipment, crockery, cutlery, glassware, manual handling furniture), identifying hazards (such as sources of bacteria, chemical, physical), cleaning schedule, preparation equipment (such as small vending machines, espresso machines, grinders, percolators, urns, kettles, drip filter systems, coffee pots, tea pots, cafetières), service equipment (such as cutlery, glassware, crockery, trays), other equipment (such as dishwashers, fridge/freezers, thermometers), having required tools, equipment and products ready before service starts, enabling quick and efficient work, meeting customer requirements, ensuring customer satisfaction

Agreeing allocation of beverage service duties with team: allocating duties eg briefing team members (such as allocation of tasks, rotas, required behaviour, food, beverages, service, facilities, pricing), motivating staff, training, monitoring, checking/assessing team and individuals against objectives and targets, size of business (number of staff and customers)

Ensuring specified standards and procedures for the service of products: standards and procedures eg performing pre-service checks to ensure sufficient supply, cleanliness and readiness for use of equipment, checking to ensure sufficient supply of products stock is available and is stored appropriately, identifying and prioritising tasks to be performed/following a work plan, knowing how each task is done and its timing, completing all work tasks according to schedule and required standards

Ensuring the beverage service complies with social responsibility practices and relevant legislation: circumstances when customers must not be served with alcohol eg refusal to serve under-age customers, customers under the influence of drink or drugs; legislation as current at time of delivery; legislation eg Weights and Measures Act 1985, Licensing Act 2003, Consumer Protection Act 1987, Unfair Trading Regulations 2008, Health and Safety at Work Act 1974

Maintaining the comfort and wellbeing of customers in bar areas: comfort and wellbeing eg ensuring safe and hygienic working practices, taking drink orders directly from customers or waiters, ensuring customers are of legal drinking age before serving them alcohol, asking for identification if necessary, serving a variety of beverages, memorising drink recipes and being able to make them quickly and accurately without wastage, maintaining stock and glasses behind the bar as well as garnishes and a supply of ice, collecting payment from customers and using the cash register, serving food to customers eating at the bar if appropriate, ensuring customer satisfaction, maintaining business standards

Ensuring procedures are followed correctly: clearing eg manual handling, correct disposal of waste, hygienic procedures; cleaning eg using correct manufacturer's and business cleaning procedures, using correct cleaning chemicals and materials, washing, wiping, sanitising, sterilising, checking for cleanliness and good hygiene, checking for safety, cleaning schedule; stocking eg applying stock rotation, using within 'use-by date', preventing cross-contamination, preventing pest infestation, maintaining adequate stock levels, reducing costs due to wastage, maintaining quality of product, meeting customer requirements, ensuring customer satisfaction, enabling quick and efficient work

Providing feedback to appropriate person on the effectiveness of procedures in the beverage service area: types of feedback eg formal appraisals, written, spoken, constructive, at end of shift, during a shift; purpose eg evaluating performance, setting future targets, identifying training and development needs, corrective, motivation

4 **Be able to supervise reception area**

Ensuring staff maintain the appearance of the restaurant reception area:
appearance eg ensuring cleanliness and tidiness of reception area, personal
appearance, providing a welcoming and user-friendly experience for customers,
answering customers' queries about the business' products or services,
directing customers to appropriate areas, sorting and handing mail, answering
incoming calls, taking bookings, record-keeping, emailing, cashier duties if
appropriate

Liaising with service supervisors to provide information: bookings eg table
allocation, number of covers, times of bookings, special requirements; service
changes eg menu items not available, additional bookings, arrival delays

Allocating and briefing staff to reception duties: allocating duties eg work
allocation, personal presentation, briefing staff (such as work routine allocation,
rotas, standard of behaviour, products, service, facilities, pricing), motivating
staff, training, monitoring, checking/assessing team and individuals against
objectives, targets and relevant procedures, ensuring staff are following the
service standards and health and safety regulations

Overseeing the arrival, seating arrangements and departure of customers:
customers eg unexpected, expected, internal, external, with special needs;
overseeing eg greeting procedures, confirmation of reservation, seating
procedure, preparing final account, presenting account to customer for
confirmation, checking account details and requesting payment, authorise
payment, up-selling, recording customer comments

Ensuring team follows procedures: maintaining payment points eg business
policies, never leaving payment point unattended, counting float, recording
cash, checking till roles, checking balance against till readings, completing
record sheets, reporting procedure for discrepancies, authorised collection by
manager/supervisor, efficient service, customer satisfaction, reducing errors
and theft; answering telephone calls eg business policies, internal/external
customers, taking bookings, dealing with enquires, taking messages, keeping
records, passing on information to staff; customer queries/complaints eg giving
accurate information about products to customers, responding to queries in the
shortest possible time, positive manner when dealing with a complaint,
complaint-handling procedures, reducing complaints

Recommending ways of improving reception service: improving service eg
improving efficiency, ensuring reception is always staffed, ensuring business
standards and procedures are being followed, ensuring staff appearance is in-
line with business requirements, ensuring staff are providing a welcoming and
user-friendly experience for customers, ensuring customers' queries and
telephone are being answered, ensuring the reception area is clean and tidy,
ensuring staff make a good final impression when customers depart

*Providing feedback to appropriate person on the effectiveness of procedures in
reception areas*: types of feedback eg formal appraisals, written, spoken,
constructive, at end of shift, during a shift; purpose eg evaluating performance,
setting future targets, identifying training and development needs, corrective,
motivation

Essential guidance for tutors

Delivery

This unit introduces learners to supervising food and beverage service.

This unit can be partly delivered and assessed in the workplace, in a realistic work environment (for example in a training restaurant or cafe) or under simulated conditions. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the theoretical understanding. Where simulated conditions are used, care must be taken to create an appropriate hospitality business environment and the tutor needs to ensure that learners understand the hospitality environment being simulated.

Learners may benefit from an initial session on what is included in food and beverage service, the importance of an organised approach to food service delivery and why communication between staff and customers and between front and back of house is an important aspect of food and service delivery.

The majority of the assessment for this unit is practically based so tutors need to ensure that learners are ready to demonstrate excellent customer service skills as well as supervise the food and beverage service and monitor staff performance during service. Observation in the workplace, guest speakers talking of their experiences and role-play activities can help learners prepare their assessment. As the unit has three distinctive areas for assessment – reception, food service and bar service – this could involve two different workplace environments each requiring different service skills and different customer service skills.

Learners are expected to take a leading role in the delivery of food and beverages, whether in the bar, restaurant or lounge area. Learners need to be aware of the personal presentation of their team in order to create a good first impression. They will need to know how to brief staff and ensure they are prepared for service.

Learners should provide feedback on the effectiveness of procedures for service in each of the three areas of assessment. This could be to the food and beverage manager of their workplace or training restaurant, or their tutor if being assessed via simulations. The feedback must be realistic, based on conclusions drawn from the assessment situations, well thought out and constructive.

Working closely with and involving the food and beverage manager at a local hospitality business could provide valuable assessment opportunities or guidance for successful simulated scenarios for learners who are not in the workplace.

Tutors should prepare learners in terms of health and safety aspects of service, to ensure that current legal requirements and business procedures are being followed.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the importance of setting up service areas in accordance with business needs, how to regulate the time available and prioritise tasks, how staff should communicate with customers and conduct themselves in the food and beverage service area, and how to communicate operational procedures to staff.
Group discussion about ensuring staff receive the correct training to support their responsibilities and how to allocate staff duties according to service requirements.
Conduction an interview with a food and beverage manager on how to minimise the disruption to the service when problems occur.
Guest speaker to give a talk on the importance of keeping customers informed of potential problems in service and how to inform customers of problems with service.
Visits to a hospitality business to see how the food service area is set up in accordance with business needs, staff agreeing allocation of food service duties with team according to service requirements, monitoring of table service, interacting with customers throughout the service, and ensuring that procedures for clearing, cleaning and stocking food service areas are followed correctly.
Role play providing feedback to appropriate person on the effectiveness of procedures in the food service area.
Role play ensuring bar area and coffee areas are set up in accordance with business needs, agreeing allocation of beverage service duties with team according to service requirements, ensuring maintenance of specified standards and procedures for the service of products, ensuring that the beverage service complies with social responsibility practices and relevant legislation, maintaining the comfort and wellbeing of customers in the bar area, ensuring that procedures for clearing, cleaning and stocking beverage service areas are followed correctly, and providing feedback to the appropriate person on the effectiveness of procedures in the beverage service area.
Group activity – ensuring staff maintain the appearance of the reception area, liaising with food and beverage service supervisors to provide information on bookings and changes to service, and allocating and briefing staff to reception duties including overseeing the arrival, seating arrangements and departure of customers, and ensuring that the team follows procedures.
Group discussion about ways of improving the reception service.
Role play providing feedback to appropriate person on the effectiveness of procedures in the reception area.
Tutorial support and feedback.

Topic and suggested activities
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered in written format explaining the importance of setting up service areas in accordance with business needs, how to regulate the time available and prioritise tasks, how staff should communicate with customers and conduct themselves in the food and beverage service area, communicate operational procedures to staff, ensure staff receive the correct training to support their responsibilities, allocate staff duties according to service requirements, minimise the disruption to the service when problems occur, inform customers of problems with service and the importance of keeping customers informed of potential problems in service. Learners could give examples of different methods for communicating.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners are able to supervise food service. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to ensure the food service area is set up in accordance with business needs, agree allocation of food service duties with team according to service requirements, monitor table service, interact with customers throughout the service, ensure that procedures for clearing, cleaning and stocking food service areas are followed correctly, and provide feedback to the appropriate person on the effectiveness of procedures in the food service area.

Learning outcome 3: could take the form of a training exercise or simulated activity that shows learners are able to supervise beverage service. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate that they are able to ensure a bar area and a coffee area are set up in accordance with business needs, agree allocation of beverage service duties with team according to service requirements, ensure maintenance of specified standards and procedures for the service of products, ensure the beverage service complies with social responsibility practices and relevant legislation, maintain the comfort and wellbeing of customers in the bar area, ensure that procedures for clearing, cleaning and stocking beverage service areas are followed correctly, and provide feedback to the appropriate person on the effectiveness of procedures in the beverage service area.

Learning outcome 4: could take the form of a training exercise or simulated activity that shows learners are able to supervise a reception area. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to ensure staff maintain the appearance of the reception area, liaise with food and beverage service supervisors to provide information on bookings and changes to service, allocate and brief staff to reception duties, oversee the arrival, seating arrangements and departure of customers, ensure team follows procedures, recommend ways of improving the reception service and provide feedback to the appropriate person on the effectiveness of procedures in the reception area.

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated food and beverage service environment. Appropriate food and beverage service equipment must also be provided, such as glasses and china.

Indicative resource materials

Textbooks

Cousins J, Foskett D and Gillespie C — *Food and Beverage Management, 2nd Edition* (Longman, 2002) ISBN 9780582452718

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

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

Journals

Caterer and Hotelkeeper — Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper — the resource for hospitality businesses
www.bighospitality.co.uk	Big Hospitality — hospitality news
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.foodanddrinknetwork-uk.co.uk	Food and Drink Network UK Magazine
www.hse.gov.uk	Health and Safety Executive
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 7: Barista Skills

Unit code: J/600/8243

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable learners to gain beverage products knowledge and gain skills in drink building techniques, cleaning and checking equipment, and serving customers.

Unit introduction

The beverage industry is one of the major growth areas within the hospitality industry.

This unit introduces learners to specialist knowledge and skills required in hospitality businesses where coffee is served, such as coffee bars, coffee houses, cafes, hotels and restaurants.

Learners will gain knowledge of the different products used in making beverages. They will learn the origins of products, and the stages products go through, from growing to the final drink. Learners will handle and store products and ingredients correctly and safely to ensure the provision of quality.

Learners will develop their knowledge of the range of equipment available for each product. They will clean and check each piece of equipment, taking into account health and safety and food hygiene responsibilities.

Learners will look at the characteristics of beverage products and ingredients, their origin and flavour and correct and safe storage. They will apply their knowledge to produce drinks that meet quality standards while presenting a positive personal image when serving customers.

Learners will consider how to correct common presentation problems for the range of drinks they produce and how to handle customer complaints.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to display drink building techniques	1.1 Calibrate pieces of equipment as necessary
	1.2 Operate pieces of equipment to produce the drink required
	1.3 Check drink meets quality standards and correct as necessary
	1.4 Outline the calibration and operation of equipment
	1.5 List the drinking vessels and ancillaries required for drinks
	1.6 Describe the quality characteristics for the range of drinks
	1.7 Outline the reasons for professional, methodical, organised and clean working practices
	1.8 Explain how to correct common presentation problems for the range of drinks
2 Be able to clean and check equipment	2.1 Check and clean equipment before use
	2.2 Check and clean equipment after use
	2.3 Dispose of waste safely and hygienically
	2.4 Identify the range of equipment available for each product
	2.5 Explain the brewing/production process relevant to equipment
	2.6 Describe the checks required for each piece of equipment, including the frequency
	2.7 Explain the cleaning process for each piece of equipment
	2.8 Explain how common faults might occur with each piece of equipment

Learning outcomes	Assessment criteria
	2.9 Describe the actions to take for each common fault
	2.10 State the importance of leaving areas clean, tidy and safe
	2.11 Outline methods of dealing with waste and rubbish
	2.12 State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act
3 Be able to demonstrate product knowledge	3.1 Outline characteristics of the product to customers
	3.2 Deal with customer queries effectively
	3.3 Handle and store products and ingredients correctly and safely
	3.4 Describe the origin and flavour of products and ingredients
	3.5 Describe the processes involved in bringing the products to the market
	3.6 Explain how processes may affect the quality of products and ingredients
	3.7 Compare characteristics of products
	3.8 Describe how to store and handle products and ingredients

Learning outcomes	Assessment criteria	
4 Be able to serve customers	4.1	Present a positive personal image
	4.2	Use appropriate communication techniques with customers
	4.3	Serve customers in an efficient manner
	4.4	Ensure service is completed appropriately and satisfactorily
	4.5	Outline the benefits to organisations of providing excellent customer service
	4.6	Explain the consequences of poor customer service
	4.7	Describe the personal appearance and presentation required for service
	4.8	Describe positive body language techniques
	4.9	Explain how to make a customer feel welcome
	4.10	Outline organisational procedures for handling customer complaints
	4.11	Explain the importance of listening skills when handling customer complaints
	4.12	Outline organisational procedures for processing transactions
	4.13	State different payment methods

Unit content

1 **Be able to display drink building techniques**

Equipment: types eg grinders, espresso machines, filter brewers, bean to cup machines, boilers, blenders, juicers, chocolate machines, filters, filter holders, juice machines, barista kits (digital scales, latte jugs, bell jugs, shot glasses, tampers, shot timers, tamping mats, grinder brushes/paintbrushes, grouphead brushes, backflush tablets/powder, blanking disks/blind filters, milk jug thermometers), gas-charged whipped cream dispensers

Calibrating pieces of equipment: calibration eg calibration of grinder to produce optimum espresso shot, calibration of espresso machine (water quantity and temperature), foaming and texturing milk, producing filter and cafetière coffee

Drinks: types eg coffee, tea, chocolate, milk

Operating pieces of equipment to produce the drink required: operating equipment eg bar blenders and juicers, following manufacturers' instructions, complying with health and safety regulations, using measured quantities

Checking drink meets quality standards and correcting as necessary: quality standards for drinks eg flavour, temperature, appearance (such as crema on espresso, foam on cappuccino or latte); correcting drinks if coffee tastes bad or is bitter, tea is too weak/strong eg getting fresh coffee beans, following coffee maker cleaning instructions, using clean water, using the correct ratio of coffee grounds to water, adjusting brewing time

Operation of equipment: operation eg operating a bar blender and juicer, following manufacturer's instructions, complying with health and safety regulations, using measured quantities

Drinking vessels and ancillaries required for drinks: vessels and ancillaries eg cups and saucers, mugs, appropriate glasses for each drink, take-away containers, spoons, jugs, thermometers, stirrers, tampers, knock-out boxes; brushes; cream whippers

Quality characteristics for drinks: characteristics eg body, aroma, acidity, sweetness/bitterness, finish/aftertaste, temperature, appearance (such as crema on espresso, foam on cappuccino or latte), origins, processes, storage

Reasons for professional, methodical, organised and clean working practices: reasons eg appearance, hygiene, professionalism, customer satisfaction, legislation compliance

Common presentation problems: problems eg poor crema on espresso, poor milk texture on cappuccino and cafe latte, inappropriate vessel and accompaniments, too weak, over-boiled, layers, incorrect production time

Correcting common presentation problems for drinks: correcting problems eg stopping the brew if a white ring forms on top of the crema (usually caused by under-extraction, stale coffee, low brewing temperature), changing the tip or positioning the steamwand correctly, using appropriate vessels and accompaniments for each type of drink, using the correct ratio of coffee grounds to water, ensuring correct water temperatures to avoid burning the coffee and impairing the flavour, pouring the ingredients into the vessel following the correct procedure and in the correct order, ensuring the bean grind is neither too fine nor too coarse to achieve the correct production time

2 **Be able to clean and check equipment**

Checking and cleaning equipment before use: checking and cleaning eg careful handling of equipment, checking all equipment is in working order and clean, following manufacturers' instructions, backflushing, cleaning group seals, general cleaning

Checking and cleaning equipment after use: checking and cleaning eg arranging areas and equipment for cleaning, turning off equipment, following manufacturers' instructions, backflushing, cleaning group seals, general cleaning

Disposing of waste safely and hygienically: disposing of waste eg minimising accidents, maintaining personal hygiene to prevent cross-contamination, using correct bins to avoid pest infestation and smells, wrapping broken glass in paper

Products: types eg coffee, tea, chocolate, milk

Equipment available for each product: equipment eg grinders, espresso machines, filter brewers, bean to cup machines, boilers, blenders, juicers, chocolate machines, filters, filter holders, juice machines, barista kits (digital scales, latte jugs, bell jugs, shot glasses, tampers, shot timers, tamping mats, grinder brushes/paintbrushes, grouphead brushes, backflush tablets/powder, blanking disks/blind filters, milk jug thermometers), gas charged whipped cream dispensers

Brewing/production process relevant to equipment: brewing/production eg filter coffee – making with filter papers and brew basket, cafetière coffee – type of grind, amount of coffee, brewing time, espresso coffee – temperature, grind, tamping and volume, tea – water temperature, brewing time, chocolate – product mixture requirements, whipping, juice – product temperature, dilution ratio, fresh versus ambient product, smoothies – product temperature, mixing

Checks required for each piece of equipment, including the frequency: checks eg safety, cleanliness, calibration, daily, before service, after service, after each use

Cleaning process for each piece of equipment: cleaning processes eg backflushing, rinsing, wiping down, washing and drying

Common faults which might occur with each piece of equipment: faults eg blocked showers or steam wands, pressure problems, temperature/steam problems, leaks, filter, steamer arm, contamination/blockage

Actions to take for each common fault: actions to take eg cleaning, recalibration, informing supervisor, informing maintenance

Importance of leaving areas clean, tidy and safe: importance eg health and safety requirements, public image, product quality, professionalism, work efficiency, customer satisfaction

Methods of dealing with waste and rubbish: methods eg following business and manufacturers' procedures, using knock-out drawer, using correct bins to avoid pest infestation and smells, wrapping broken glass in paper

Main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act: employer responsibilities eg carrying out risk assessments, duty of care, making the workplace safe and healthy; employee responsibilities eg taking care of the health and safety of themselves and other persons who may be affected by their acts or omissions at work, cooperating with employers to enable duties or requirements to be performed or complied with, reporting duties

3 **Be able to demonstrate product knowledge**

Products and ingredients: types eg coffee, tea, infusions, chocolate, milk, cream, syrups, soya milk and other non-dairy milk, cinnamon

Characteristics of products: characteristics eg flavour and visual characteristics in coffee, tea and chocolate of different varieties, origin and processing methods, flavour and performance characteristics of different milk varieties, shelf life, packaged and after first opening, potential food allergies

Dealing with customer queries effectively: dealing with customers eg answering customers' queries about the business' products or services, responding to queries in the shortest possible time, positive manner, satisfying customers

Handling and storing products and ingredients correctly and safely: handling and storage eg cool dry place, stock rotation, sell by/use by dates

Origin and flavour of products and ingredients: origin and flavour eg countries of origin (such as Tanzania, Kenya, Jamaica), growing, picking, releasing, preparing for export, wet and dry process (coffee bean extraction)

Processes involved in bringing the products to the market: processes eg decaffeination, roasting, packaging

Processes which may affect the quality of products and ingredients: processes eg wet processing, dry processing, blending, roasting, brewing

Storing and handling products and ingredients: storage and handling eg cool dry place, stock rotation, sell by/use by dates, storage procedures, displaying

4 **Be able to serve customers**

Presenting a positive personal image: personal image eg clean and smart uniform, personal hygiene, minimal jewellery, discreet perfume, clean hair (tied back if long), discreet makeup, body language (eg facial expression, posture, maintaining personal space, eye contact, smiling), behaviour (eg polite, helpful, courteous)

Communication techniques for use with customers: verbal eg tone of voice, appropriate language; non-verbal, body language eg facial expression, posture, maintaining personal space; written conventions eg correct layout, accurate spelling, grammar and punctuation; behaviour eg welcoming, offering help and assistance, active listening, selecting and providing accurate information, recording and relaying messages, keeping records and information

Serving customers in an efficient manner: serving customers eg responding to customers' feelings, using questioning to identify customer needs, knowing that they cannot say what they like to customers, handling customers, importance of speaking clearly so that the customer can clearly understand what you are saying, avoiding customer misunderstandings through clear communication of products and services available and any changes that may be made, remembering and using the customer's name, likes and dislikes, personal appearance, quality procedures, use of customer service codes of practice

Ensuring service is completed appropriately and satisfactorily: promoting business's reputation and ensuring good service eg codes of practice, customer service policy, service level agreements, service standards, complaints procedure, customer charter, staff attitude and behaviour, knowledge (products, services, standards, training), quality of services and products, timing, cost, meeting the customers' needs, locating information, working under pressure, dealing with problems

Benefits to organisations of providing excellent customer service: benefits eg positive influence on business, positive staff morale, customer satisfaction, increased spend, repeat business, word of mouth, customer loyalty

Consequences of poor customer service: consequences eg negative influence on business, poor staff morale, customer dissatisfaction, decreased spend, poor business reputation

Personal appearance and presentation required for service: personal appearance eg clean uniform and hair, long hair tied up and back, appropriate footwear, minimal or no jewellery, discrete use of cosmetics, deodorants and perfume; quality procedures; use of customer service codes of practice

Positive body language techniques: body language eg facial expression, posture, maintaining personal space, eye contact, smiling

Making customers feel welcome: welcoming customers eg ensuring safe and hygienic working practices, taking drink orders directly from customers or waiters, serving a variety of drinks, memorising drink recipes and being able to make them quickly and accurately without wastage, maintaining stock and equipment behind the counter as well as ingredients, collecting payment from customers and using the cash register, serving food to customers if appropriate, ensuring customer satisfaction, attracting business, maintaining business standards

Organisational procedures for handling customer complaints: handling complaints eg positive manner when dealing with complaints, complaint-handling procedures, reducing complaints, apologising, listening to customers, correcting issue if possible, ensuring customer satisfaction

Importance of listening skills when handling customer complaints: importance eg obtaining information, ensuring understanding of issue, improving productivity, improving ability to influence, persuade and negotiate, customer satisfaction, reducing complaints

Organisational procedures for processing transactions: procedures eg taking payments, entering information (price, payment, tendered price), contingency plans (reverting to manual system, calling manager), preparing and issuing accurate receipts

Payment methods: methods eg cash, cheques, credit, debit and store/loyalty cards, vouchers, cash equivalents

Essential guidance for tutors

Delivery

This unit underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of staff and of the beverage service area. It is important to encourage learners to draw on their experiences of the hospitality industry, especially any experience they have working, for example in a coffee bar. Starting the learning with discussions of what learners would expect from a coffee bar will help to develop knowledge of what is expected in a successful business. Most learners will have experience of visiting such businesses.

Much of the unit could be delivered in practical situations with learners taking part in role play, for example preparing the coffee equipment for service and cleaning down after service. This would give learners the opportunities to develop their knowledge and understanding of the preparation for service, and they would also have the opportunity to maintain the various items of equipment needed. Learners should be able to use role play to deal with customer service situations, especially dealing with customer complaints.

The use of drinks cards in practical activities would support learners and ensure that they understand which beverages they are preparing and how the finished product should look.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the calibration and operation of equipment, drinking vessels and ancillaries required for drinks, quality characteristics for the range of drinks, reasons for professional, methodical, organised and clean working practices, and how to correct common presentation problems for drinks.
Role play – learners calibrate pieces of equipment as necessary, operate pieces of equipment to produce the drink required and check drink meets quality standards and correct as necessary.
Group discussion about the range of equipment available for each product, brewing/production process relevant to equipment, checks required for each piece of equipment, including the frequency, cleaning process for each piece of equipment, how common faults might occur with each piece of equipment, actions to take for each common fault, importance of leaving areas clean, tidy and safe, methods of dealing with waste and rubbish, and main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act.
Role play – learners check and clean equipment before and after use, and dispose of waste safely and hygienically.

Topic and suggested activities
Group discussion about the origin and flavour of products and ingredients, processes involved in bringing the products to the market, how processes may affect the quality of products and ingredients, comparing characteristics of products and how to store and handle products and ingredients.
Role play – learners outline characteristics of the product to customers, deal with customer queries effectively and handle and store products and ingredients correctly and safely.
Group discussion about the benefits to organisations of providing excellent customer service, consequences of poor customer service, personal appearance and presentation required for service, positive body language techniques, how to make a customer feel welcome, organisational procedures for handling customer complaints, importance of listening skills when handling customer complaints, organisational procedures for processing transactions and different payment methods.
Role play – learners present a positive personal image, use appropriate communication techniques with customers, serve customers in an efficient manner and ensure service is completed appropriately and satisfactorily.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could take the form of a training exercise or simulated activity that shows learners are able to display drink building techniques. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to calibrate and operate pieces of equipment to produce drinks, and check that drinks meet quality standards and correct as necessary. A report outlining the calibration and operation of equipment, listing the drinking vessels and ancillaries required for drinks, describing the quality characteristics for drinks, outlining the reasons for professional, methodical, organised and clean working practices, and explaining how to correct common presentation problems for drinks should be included.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners are able to clean and check equipment. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to check and clean equipment before and after use, and dispose of waste safely and hygienically. A report identifying the range of equipment available for each product, explaining the brewing/production process relevant to equipment, describing the checks required for each piece of equipment, including the frequency, explaining the cleaning process for each piece of equipment, explaining how common faults might occur with each piece of equipment, describing the actions to take for each common fault, stating the importance of leaving areas clean, tidy and safe, outlining methods of dealing with waste and rubbish, and stating the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Regulations 2006 (as amended) should be included.

Learning outcome 3: could take the form of a training exercise or simulated activity that shows learners are able to demonstrate product knowledge. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to outline characteristics of the product to customers, deal with customer queries effectively, and handle and store products and ingredients correctly and safely. A report describing the origin and flavour of products and ingredients and the processes involved in bringing the products to the market, explaining how processes may affect the quality of products and ingredients, comparing characteristics of products and describing how to store and handle products and ingredients should be included.

Learning outcome 4: could take the form of a training exercise or simulated activity that shows learners are able to serve customers. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to present a positive personal image, use appropriate communication techniques with customers, serve customers in an efficient manner, and ensure service is completed appropriately and satisfactorily. A report should be included outlining the benefits to organisations of providing excellent customer service, explaining the consequences of poor customer service, describing the personal appearance and presentation required for service, describing positive body language techniques, explaining how to make a customer feel welcome, outlining organisational procedures for handling customer complaints, explaining the importance of listening skills when handling customer complaints, outlining organisational procedures for processing transactions, and stating different payment methods.

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated environment where coffee, tea and chocolate are served. Appropriate equipment to produce coffee, tea and chocolate must also be provided, such as grinders, espresso machines, filter brewers, mugs.

Indicative resource materials

Textbooks

Gee D and Gee M — *Bean There, Drunk That: The Definitive Guide to Coffee and the World of the Barista, 3rd Edition* (Blue Wave Coffee, 2010) ISBN 9781445754376

Richardson J and Gilmartin H — *The Coffee Boys' Step-by-step Guide to Setting Up and Managing Your Own Coffee Bar* (How to Books, 2009) ISBN 9781845283278

Sinnott K — *The Art and Craft of Coffee* (Quarry Books, 2010)
ISBN 9781592535637

Websites

www.bevindustry.com	Beverage Industry — magazine for analysing trends, formulation, technology and products shaping the beverage industry
www.foodanddrinknetwork-uk.co.uk	Food and Drink Network UK Magazine
www.hse.gov.uk	Health and Safety Executive

www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.teaandcoffee.net	Tea and Coffee Trade Journal — the international voice of the tea and coffee industries

Unit 8: Carve, Fillet, Joint and Serve Food in a Food Service Area

Unit code:	L/503/1724
QCF Level 3:	BTEC Specialist
Credit value:	5

Guided learning hours: 44

Unit aim

This unit will cover the skills and knowledge required for carving, jointing, filleting and serving food in a food service area.

Unit introduction

This unit introduces learners to carving, filleting, jointing and serving food in a food service area and the relevant legislative requirements that apply to it.

In this unit learners will develop their understanding of the legislative requirements relevant to carving, jointing and filleting food at the table. Learners will identify departments that may need to be liaised with during service involving carving, filleting and jointing food. They will explore how to carry out preparation techniques and how food quality can be maintained whilst carving, filleting and jointing food at the table. Learners will look at the importance of portion control and how it can be maintained, as well as how to deal with problems that may arise when carving, jointing and filleting food at the table.

Learners will need to ensure that service areas and equipment are ready for service, arrange the food and accompaniments prior to presentation to the customer and present the dish to the customer before serving if required. They will carve, fillet, joint and serve food in a food service area, interact with customers throughout the service and clear the area including any equipment used.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to carve, fillet, joint and serve food in a food service area	1.1 Explain the legislative requirements relevant to carving, jointing and filleting food at the table
	1.2 Identify food items suitable for carving, filleting and jointing
	1.3 Explain how to prepare the equipment required for service
	1.4 Identify departments that may need to be liaised with during service involving carving, filleting and jointing food
	1.5 Explain how to carry out preparation techniques including: • carving • jointing • skinning • boning • filleting • portioning • presenting and arranging
	1.6 Explain how food quality can be maintained whilst carving, filleting and jointing food at the table
	1.7 Explain the importance of portion control
	1.8 Explain how portion control can be maintained
	1.9 Explain how to deal with problems that may arise when carving, jointing and filleting food at the table

Learning outcomes	Assessment criteria	
2 Be able to carve, fillet, joint and serve food in a food service area	2.1	Ensure that service areas and equipment are ready for service
	2.2	Arrange the food and accompaniments prior to presentation to the customer
	2.3	Present the dish to the customer before serving if required
	2.4	Carve, fillet, joint and serve food in a food service area
	2.5	Interact with customers throughout the service
	2.6	Clear the area including any equipment used

Unit content

1 **Understand how to carve, fillet, joint and serve food in a food service area**

Legislative requirements for carving, jointing and filleting food at the table: as current at time of delivery; requirements eg complying with the Food Safety Act 1990 (as amended), the Food Labelling Regulations 1996 (as amended), the General Food Regulations 2004 (as amended), Health and Safety at Work Act 1974, Sale of Goods Act 1979

Food items suitable for carving, filleting and jointing: items eg poultry bone in, poultry bone out, poultry stuffed, meat bone in, meat bone out, fish, furred game bone in, furred game bone out, feathered game bone in, feathered game bone out

Equipment required for service: equipment eg carving and sharpening equipment, flambé lamp, hotplates, carvery trolley, serving dishes or flats, service cutlery, crockery and silverware, service clothes or linen, paper items, cutting boards

Preparing the equipment required for service: preparation eg safe practices (no running, careful handling of equipment), following manufacturers' instructions, checking all equipment is in working order and clean, stocking up service equipment (linen, crockery, cutlery, menus), checking crockery is not cracked or chipped

Departments to be liaised with during service when carving, filleting and jointing food: departments eg kitchen, bar, reception

Carrying out preparation techniques: using a good knife that is appropriate for the type of food being prepared and a carving fork; carving – cutting portions of meat to obtain a satisfactory number of portions, cutting across the grain; jointing – cutting or pulling meat away from the bones following the curve of the bones; skinning – making initial incisions then pulling the skin off; boning – removing bones from meat or fish, leaving the flesh nearly in its original shape; filleting – removing the fillets and bones from a piece of fish or meat; portioning eg using appropriate tools and equipment, weighing and measuring food, appropriate portion sizes, marking portions, consistency; presenting and arranging eg suitable serving dishes, maintaining food safety, putting together the components of the dish to create the final dish, accompaniments

Maintaining food quality whilst carving, filleting and jointing food: maintaining the optimum temperature of food during service to achieve service quality and customer satisfaction; being properly prepared and working quickly

Importance of portion control: importance eg profitability, customer satisfaction, business standards, consistent measures

Maintaining portion control: portioning eg buying pre-portioned cuts by weight, using a buying specification that stipulates the cuts or weight, appropriate portion sizes, marking portions, weighing correct amounts, using recipes, using correct tools and equipment, consistency, minimising waste

Problems that may arise when carving, jointing and filleting food: problems eg staff problems, customer problems/complaints, equipment failure, poor quality of food, insufficient ingredients, temperature of food

Dealing with problems that may arise when carving, jointing and filleting food: dealing with problems eg communicating effectively with all members of staff, preparing the dishes and complying with customers' expressed requirements, replacing any damaged or broken equipment, keeping equipment clean and in good repair and working order, consulting with the chef and reaching an agreement on how the problem should be handled to avoid affecting the guest negatively, correct disposal of unusable commodities, avoiding contamination

2 Be able to carve, fillet joint and serve food in a food service area

Ensuring service areas and equipment are ready for service: ensuring readiness for service eg ensuring that equipment is clean and in good repair and working order, ensuring the required equipment for service is available in sufficient stock, washing and sanitising equipment between tasks, consulting manufacturers' instructions for correct cleaning techniques of specific equipment, reporting faulty equipment to maintenance department, following up to ensure maintenance has been carried out, using good hygiene and maintenance practice

Arranging food and accompaniments prior to presentation to customers: arranging items eg assembling food on clean undamaged service equipment prior to service, ensuring that food and accompaniments meet standards and customers' requirements, maximising the quality of the dish through optimum presentation and service methods, preparing all equipment required before service begins, ensuring the food service area is clean and equipment is in good repair and working order

Presenting dishes to customers before serving: presenting each dish explaining what each is and the appropriate sauce and accompaniment for each one

Carving, filleting, jointing and serving food in a food service area: correct use of equipment; hygienic and safe practices; appropriate use of skills; maintaining temperature of food; effectiveness of service

Interacting with customers throughout service: dealing with customers in a polite and friendly manner; positive body language; showmanship

Clearing areas including any equipment used: clearing eg manual handling, correct disposal of waste, hygienic procedures, arranging areas and equipment for cleaning, storing food items, dispatching linen, leaving areas clean and tidy, turning off equipment, importance (reducing accidents, reducing risk of pests and vermin, reducing costs, improving efficiency)

Essential guidance for tutors

Delivery

This unit introduces learners to carving, filleting, jointing and serving food in a food service area. It underlines the legislative requirements relevant to carving, jointing and filleting food at the table and food items suitable for carving, filleting and jointing. It is important to encourage learners to draw on their own experience of the hospitality industry, especially any experience they have in food service, for example from their work experiences. Learners may have personal experience of a carvery and learning could start with a discussion of what they expect. This will help to develop knowledge of what is expected in a successful business.

Much of the unit could be delivered in practical situations with learners taking part in role play, for example setting up the carving area/trolley. Tutors might decide it is appropriate to start practical sessions with a demonstration of the dishes to be prepared, especially at the outset of learning. Because of the amount of activity that is to be observed by the customers, learners will require a large amount of learning time to be set aside for these practical elements. This would give learners the opportunities to develop their knowledge and understanding of the preparation of foods, and they would also have the opportunity to maintain the various items of equipment needed. Learners would be able to use role play, perhaps designed by tutors, to develop their social skills during the practicing of preparation of dishes.

Using checklists for practical activities of preparing the carving trolley/area would ensure that learners understand the fact that checklists are often formalised in the food service sector to ensure the maintenance of standards.

Learners should explore how portion control can be maintained. Where possible, audiovisual materials could be used for this purpose and to encourage a learner-centred approach.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the legislative requirements relevant to carving, jointing and filleting food at the table.
Group discussion about food items suitable for carving, filleting and jointing, how to prepare the equipment required for service and departments that may need to be liaised with during service involving carving, filleting and jointing food.

Topic and suggested activities
Guest speaker to talk about how to carry out preparation techniques including carving, jointing, skinning, boning, filleting, portioning, presenting and arranging.
Group discussion about how food quality can be maintained whilst carving, filleting and jointing food at the table, the importance of portion control and how to maintain it, and how to deal with problems that may arise when carving, jointing and filleting food at the table.
Ensuring that service areas and equipment are ready for service role play. Arranging the food and accompaniments prior to presentation to the customer. Presenting the dish to the customer before serving and carving, filleting, jointing and serving food in a food service area.
Role play interacting with customers throughout the service. Clearing the area including any equipment used.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand how to carve, fillet, joint and serve food in a food service area. Learners should carry out tasks that provide evidence explaining the legislative requirements relevant to carving, jointing and filleting food at the table. A personal statement detailing food items suitable for carving, filleting and jointing, how to prepare the equipment required for service, departments that may need to be liaised with during service involving carving, filleting and jointing food, how to carry out preparation techniques and how food quality can be maintained whilst carving, filleting and jointing food at the table, must accompany the explanation. A report covering the importance of portion control, how portion control can be maintained and how to deal with problems that may arise when carving, jointing and filleting food at the table should be included.

Learning outcome 2: could take the form of a training exercise or simulated activity at the centre restaurant that shows learners are able to carve, fillet, joint and serve food in a food service area. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to ensure that service areas and equipment are ready for service, arrange the food and accompaniments prior to presentation to the customer, present the dish to the customer before serving if required, carve, fillet, joint and serve food in a food service area, interact with customers throughout the service and clear the area including any equipment used.

Essential resources

It is essential for the delivery of this unit that learners have access to food service environments. Appropriate equipment to carve, fillet, joint and serve food must also be provided, such as carving and sharpening equipment, flambé lamp, flambé pan, hotplates, carvery trolley, serving dishes or flats, service cutlery, crockery and silverware, service clothes or linen, paper items, cutting boards, sauce boats.

Indicative resource materials

Textbooks

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Farrow J — *Chef School: Step-by-step Techniques for Culinary Expertise* (Octopus, 2009) ISBN 9780600618188

Lumb M — *Kitchen Knife Skills: Techniques for Carving, Boning, Slicing, Chopping, Dicing, Mincing, Filleting* (Apple Press, 2009) ISBN 9781845433345

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journals

Caterer and Hotelkeeper — Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search — the complete information source for hospitality
www.catersource.com	Catersource — education, products and news for caterers
www.cookeryclub.co.uk	Cookery Club — cookery information of the web
www.food.gov.uk	Food Standards Agency — safer food, better business
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive — health and safety for waiting staff
www.nhs.uk/Livewell/Goodfood	NHS Choices — good food and healthy diet
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 9: Legal and Social Responsibilities of a Personal Licence Holder

Unit code: H/601/7631

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to enable learners to gain understanding of the nature, purpose and period of validity of a Personal Licence, the application process and legal duties when applying for a Personal Licence, the legal duties of a Personal Licence Holder, the roles, responsibilities and functions of licensing authorities, and of the Designated Premises Supervisor (DPS). Learners will gain understanding of the Licensing Objectives and the importance of partnerships in promoting these objectives, the nature and strength of alcohol and the effect on the body, the law in relation to premises licences, Temporary Event Notices and the protection of children on licensed premises. They will also gain understanding of the rights and legal duties of the responsible persons in relation to operation of licensed premises, the powers of the police and other authorities in relation to licensed premises, prohibitions and exemptions in relation to licensable activities.

Unit introduction

This unit develops learners' understanding of the current legislation relating to the licensed trade. Learners will examine the objectives of the Licensing Act 2003, the implications of the legislation on licensed premises and the processes and procedures involved in complying with the law.

Learners will consider the responsibilities of the licensee and the law in relation to the protection of children on licensed premises will underline a very important aspect of these responsibilities.

Learners will investigate the powers of the police and other authorities in relation to licensed premises and the prohibitions and exemptions in place in relation to licensable activities. They will also investigate the consequences of non-compliance.

There is no requirement to prepare and serve the alcoholic drinks as part of the assessment. Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the nature, purpose and period of validity of a Personal Licence	1.1	State what a Personal Licence is
	1.2	State what a Personal Licence entitles the holder to do
	1.3	State the period of validity of a Personal Licence
2 Understand the application process and legal duties when applying for a Personal Licence	2.1	State the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence
	2.2	Outline the licensing authorities process for the grant or rejection of new Personal Licences and renewals
	2.3	Identify who may object to the grant or renewal of a Personal Licence
	2.4	Define what is meant by the terms 'relevant offences' and 'foreign offences'
	2.5	State the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process
	2.6	State the penalty for failing to declare conviction of relevant or foreign offences during the application process

Learning outcomes	Assessment criteria	
3 Understand the legal duties of a Personal Licence Holder	3.1	State the duties of a Personal Licence Holder if charged with a relevant or foreign offence
	3.2	State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted
	3.3	State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked
	3.4	State the duties of a Personal Licence Holder if a change of name and/or address occurs
	3.5	State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person
	3.6	State the penalties for breaching any legal duties of a Personal Licence
	3.7	State the consequences for a Personal Licence Holder if convicted of a drink driving offence
4 Understand the roles, responsibilities and functions of licensing authorities	4.1	State what licensing authorities are
	4.2	Outline the roles and responsibilities of licensing authorities
	4.3	Outline what a licensing policy is
	4.4	Outline the purpose of a licensing hearing including appeals
5 Understand the Licensing Objectives and the importance of partnerships in promoting these objectives	5.1	Identify the Licensing Objectives and their importance to the licensing system
	5.2	State what an operating schedule is
	5.3	State what an operating schedule should include in order to promote the Licensing Objectives
	5.4	Identify the importance of partnerships in supporting the Licensing Objectives
	5.5	Identify the role of Crime and Disorder Reduction Partnerships

Learning outcomes	Assessment criteria
6 Understand the nature and strength of alcohol and the effect on the body	6.1 State the legal definition of alcohol in the Licensing Act 2003
	6.2 State what 'supply of alcohol' means
	6.3 State how the strength of an alcoholic drink is measured
	6.4 Define the terms 'alcohol-free' and 'low alcohol'
	6.5 State the UK Government's sensible drinking advice
	6.6 State the intoxicating nature of alcohol
	6.7 Identify the effects of alcohol on the body
7 Understand the law in relation to premises licences	7.1 Explain what a premises licence is
	7.2 State the procedures for a premises licence application
	7.3 State the grounds for a hearing and an appeal in respect of a premises licence application
	7.4 Explain the purposes of a premises licence review
	7.5 State the mandatory conditions attached to all premises licences that authorises the sale of alcohol
	7.6 Identify the 4 licensable activities defined by the Licensing Act 2003
	7.7 State the law in relation variations to premises licences
	7.8 State the law in relation to what constitutes unauthorised licensable activities
	7.9 Identify what a due diligence defence is and when it may be used
	7.10 State penalties for breaching conditions on a premises licence

Learning outcomes	Assessment criteria
8 Understand the role and responsibilities of the Designated Premises Supervisor (DPS)	8.1 Outline the job role of the DPS 8.2 State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objectives
9 Understand the law in relation to Temporary Event Notices	9.1 State what is meant by the term 'permitted temporary activities' 9.2 State what a Temporary Event Notice (TEN) is 9.3 State the law in relation to the frequency of permitted temporary activities 9.4 State the circumstances under which the police and environmental health officers can object to a TEN
10 Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises	10.1 State the duty to refuse the sale of alcohol to a drunken person 10.2 State the law and industry guidelines on irresponsible drinks promotions 10.3 Identify anti-violence strategies that can be adopted on licensed premises 10.4 Identify the consequences of allowing illegal drug use and dealing on licensed premises 10.5 Identify who is legally responsible for preventing disorderly conduct on licensed premises 10.6 State penalties for allowing drunk and disorderly conduct on licensed premises

Learning outcomes	Assessment criteria
11 Understand the law in relation to the protection of children on licensed premises	11.1 State the law in relation to the sale of alcohol to children
	11.2 State the law in relation to the purchase or attempted purchase of alcohol by or for children
	11.3 State the law in relation to the unsupervised sale of alcohol by a child
	11.4 Identify the types and features of acceptable proof of age documents
	11.5 Outline the importance of other legislation related to the protection of children
	11.6 State the law in relation to the presence of children in licensed premises
	11.7 State the law in relation to the consumption of alcohol by children
	11.8 State penalties for breaching the law in relation to the protection of children on licensed premises
12 Understand the powers of the police and other authorities in relation to licensed premises	12.1 State the powers of the police to close identified licensed premises in respect of disorder or nuisance
	12.2 State the powers of police to apply for a closure order covering a particular geographical area
	12.3 State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance
	12.4 Identify which authorities have a right of entry to licensed premises and when they can exercise these rights
13 Understand prohibitions and exemptions in relation to licensable activities	13.1 Identify the difference between retail sale and wholesale of alcohol
	13.2 Identify which forms of entertainment are regulated and which are exempt
	13.3 Identify which types of premises are prohibited from selling alcohol
	13.4 State the law in relation to the sale of alcohol on moving vehicles

Unit content

1 **Understand the nature, purpose and period of validity of a Personal Licence**

Personal Licence: definition; Licensing Act 2003; fee for a personal licence application; information related to the personal license

What a Personal Licence entitles the holder to do: entitlements eg scope, limitations, supply of alcohol under a premises licence, the requirement for a designated premises supervisor, to supply, or to authorise the supply of alcohol, movement of personal license holders from one premises to another

The period of validity of a Personal Licence: ten year period; application for renewal; restrictions on renewal

2 **Understand the application process and legal duties when applying for a Personal Licence**

Procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence: procedures eg gaining an accredited qualification, disclosure of convictions, obtaining a criminal record check, the application process, the role of the licensing authority

Licensing authorities process for the grant or rejection of new Personal Licences and renewals: process eg requirements of Licensing Act 2003, criteria that must be met to qualify for a license, how licensing authorities check relevant and foreign offence records, procedure if there are convictions, the relationship between the police, the courts and the licensing authority, time frame

Who may object to the grant or renewal of a Personal Licence: objections eg the police, permitted reasons for objections

Meaning of 'relevant offences' and 'foreign offences': 'relevant offences' – those that could, on conviction, prevent the grant or renewal of a Personal Licence to the applicant concerned; 'foreign offences' – an offence other than a relevant offence under the law of any place outside England and Wales

Duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences: notifying the licensing authority

Penalty for failing to declare conviction of relevant or foreign offences: penalties eg fines, forfeiture or suspension of the license

3 **Understand the legal duties of a Personal Licence Holder**

Duties of a Personal Licence Holder if charged with a relevant or foreign offence: duties eg duty to the Court, failure to comply, sentence on conviction, section 128 of the Licensing Act 2003

Duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted: duties eg duty to the Court, failure to comply, sentence on conviction, section 128 of the Licensing Act 2003

Duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked: duties eg procedure for surrendering the license, procedure to follow if the license is revoked, application for renewal, renewal period

Duties of a Personal Licence Holder if a change of name and/or address occurs: duties eg notifying the Local Authority, fee for a Personal Licence application, consequence of failure to notify the Licensing Authority

Duties of a Personal Licence Holder if asked to produce the licence: duties eg producing the license for the Licensing Authority, the rights of the Police

Penalties for breaching any legal duties of a Personal Licence: offence of failure to produce the license; penalties eg fines, forfeiture or suspension of the license

Consequences for a Personal Licence Holder if convicted of a drink driving offence: consequences eg as stated in the Licensing Act 2003, Secretary of State guidance, forfeiture or suspension, period of suspension

4 **Understand the roles, responsibilities and functions of licensing authorities**

What licensing authorities are: licensing functions under the Licensing Act 2003; who the licensing authorities are

Roles and responsibilities of licensing authorities: roles and responsibilities eg licensing committees, issuing licences, club premises certificates, checking that temporary event notices have been given correctly, following representations about the licence or application, holding hearings and deciding whether or not to issue licences or add conditions

What a licensing policy is: licensing policy eg statement of licensing policy, lifespan of policy, purpose of the licensing statement, referring to licensing guidance, the need to consult (such as chief officer of police, fire authority)

Purpose of a licensing hearing including appeals: purpose eg reasons for hearings, the hearing process, roles and responsibilities, relevant representation, rights to appeal, time frame, appeals procedure

5 **Understand the Licensing Objectives and the importance of partnerships in promoting these objectives**

Licensing Objectives: objectives eg prevention of crime and disorder, public safety, prevention of public nuisance, protection of children from harm

Importance of Licensing Objectives to the licensing system: importance eg ensuring licensing activities are carried out with public interest in mind, development of the licensing objectives

What an operating schedule is: part of the relevant application form, in which the applicant sets out various details on how the premises are proposed to operate when carrying on licensable activities

What an operating schedule should include to promote the Licensing Objectives: information includes the licensable activities to be carried out, the proposed hours that the relevant licensable activities are to take place, the proposed hours that the premises are to be open to the public, the duration of the licence, details of who is to be the designated premises supervisor if the licensable activities include the supply of alcohol, whether the supplies are proposed to be for consumption on and/or off premises, a statement of the steps the applicant proposes to take to promote the licensing objectives

Importance of partnerships in supporting the Licensing Objectives: local authorities, police, local businesses and residents; purpose of partnerships; promotion of licensing objectives

Role of Crime and Disorder Reduction Partnerships: role eg purpose, aims, who is involved

6 **Understand the nature and strength of alcohol and the effect on the body**

Legal definition of alcohol in the Licensing Act 2003: spirits, wine, beer, cider or any other fermented, distilled or spirituous liquor which is of a strength above 0.5% alcohol by volume (abv) at the time of the sale or supply

Meaning of 'supply of alcohol': meaning eg the sale by retail of alcohol, the supply of alcohol by or on behalf of a club to, or to the order of, a member of the club

Measuring the strength of an alcoholic drink: strength of alcoholic drinks is measured by percentage of alcohol by volume (abv) generally shown on bottles as vol eg 40% vol on a bottle of spirits

Definition of 'alcohol-free' and 'low alcohol': 'alcohol-free' – not more than 0.05% ABV; 'low alcohol' – not more than 1.2%

UK Government's sensible drinking advice: no more than three or four units a day for men; no more than two or three units a day for women; one unit is equal to 10ml by volume or 8g by weight of pure alcohol eg one 25ml single measure of spirit (40% ABV), half a standard (175ml) glass of red wine (12% ABV), a third of a pint of strong beer (5% ABV)

Intoxicating nature of alcohol: consuming a quantity of alcohol that exceeds a person's tolerance for alcohol produces behavioural or physical abnormalities eg person's mental and physical abilities are impaired

Effects of alcohol on the body: heavy drinking increases the risk of developing health conditions eg breast cancer, oral cancers, cirrhosis of the liver, damage mental health, impair memory skills, reduce fertility, high blood pressure, alcoholic cardiomyopathy, congestive heart failure, stroke, putting more fat into the circulation of the body

7 **Understand the law in relation to premises licences**

Premises licence: a licence granted in respect of any premises, which authorises the premises to be used for one or more licensable activities

Procedures for a premises licence application: procedures eg gaining an accredited qualification, disclosure of convictions, obtaining a criminal record check, the application process, the role of the licensing authority

Grounds for a hearing and an appeal in respect of a premises licence application: grounds eg who can object, valid reasons for objecting

Purposes of a premises licence review: purposes eg definition of a review, statutory guidance in respect of a review, grounds and procedures for a review, who can make the application

Mandatory conditions attached to all premises licences that authorises the sale of alcohol: description of conditions eg every sale of alcohol by retail under the premises licence must be made or authorised by a person who holds a personal licence, the responsible person must take all reasonable steps to ensure that irresponsible promotions are not carried out, free tap water is provided to customers on request, age verification policy in place

Licensable activities defined by the Licensing Act 2003: activities eg sale by retail of alcohol, supply of alcohol in club premises, provision of regulated entertainment, provision of late night refreshment

Law in relation to variations to premises licences: description of variations (such as changing conditions, varying hours, changing the Designated Premises Supervisor), minor variations (such as limited alterations to actual premises)

Law in relation to what constitutes unauthorised licensable activities: carrying on or attempting to carry on a licensable activity other than that in accordance with an appropriate licence; knowingly allowing a licensable activity to be so carried on

What a due diligence defence is and when it may be used: when a due diligence defence can be used eg selling alcohol without a license, selling alcohol outside the hours granted; what a due diligence consists of eg that the act was due to a mistake

Penalties for breaching conditions on a premises licence: penalties for each condition breached eg carrying on or attempt to carry on a licensable activity without the appropriate authorisation to be carried on – up to 6 months imprisonment and/or £20,000 fine

8 **Understand the role and responsibilities of the Designated Premises Supervisor (DPS)**

Job role of the DPS: statutory definition of role (under section 182 of the Licensing Act 2003); role and responsibilities eg day to day control of the premises, to be a single point of accountability if there are any problems

Responsibility of the DPS to carry out a risk assessment to promote the licensing objectives: as part of the licensing application; steps to uphold the licensing objectives, responsibility of the DPS

9   **Understand the law in relation to Temporary Event Notices**

Meaning of 'permitted temporary activities': meaning eg a licensable activity is a permitted temporary activity if it is carried on in accordance with a notice given in accordance with section 100, and that the requirements of sections 102 (acknowledgement of notice) and 104(1) (notification of police) are met in relation to the notice, that the notice has not been withdrawn under, that no counter notice has been given under this Part in respect of the notice

Temporary Event Notice (TEN): can be used to authorise relatively small-scale ad hoc events held in or on any premises involving no more than 499 people at any one time

Law in relation to the frequency of permitted temporary activities: frequency of permitted temporary activities eg must not exceed 96 hours, only 12 notices for any individual premises, maximum of 15 days for any premises

Circumstances under which the police and environmental health officers can object to a TEN: if satisfied that a crime prevention objective would be undermined; identification of objectives

10 **Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises**

The duty to refuse the sale of alcohol to a drunken person: the circumstances under which an offence will occur eg knowingly selling alcohol to a person who is drunk or appears to be drunk, serving alcohol to a companion of a drunk person if the drink is for the drunk person's consumption

Law and industry guidelines on irresponsible drinks promotions: guidelines eg definition of irresponsible drinks promotions, codes of practice, industry guidelines (such as Portman Group initiatives, British Beer and Pub Association standard for the Management of Responsible Drinks Promotions), the Secretary of State's Guidance under schedule 182 of the Licensing Act 2003

Anti-violence strategies that can be adopted on licensed premises: strategies eg professional service, good customer relations, patrols around the premises, well-lit premises, understanding the other person's opinion, good communication skills, closed-circuit television (CCTV), Security Industry Authority (SIA) licensed door supervisors

Consequences of allowing illegal drug use and dealing on licensed premises: consequences eg the premises licence could be revoked by the licensing authority

Who is legally responsible for preventing disorderly conduct on licensed premises: responsible eg the premises licence holder, the designated premises supervisor, any personal licence holder working at the premises, whether they are in the premises or not, any person who works at the premises, in a paid or unpaid capacity, who had authority to prevent the 'conduct'

Penalties for allowing drunk and disorderly conduct on licensed premises: penalties eg fines, forfeiture, suspension of license

11 **Understand the law in relation to the protection of children on licensed premises**

Law in relation to the sale of alcohol to children: offences eg sale of alcohol to someone under 18, persistently sell to under 18 (twice in 3 months £10k, premises licence suspended for up to 3 months), allowing the sale of alcohol to someone under 18, sending an under 18 to obtain alcohol for consumption off the premises, sale of liqueur confectionery to a person under 16

Law in relation to the purchase or attempted purchase of alcohol by or for children: offences eg purchase alcohol by under 18s, purchase alcohol on behalf of an under 18

Law in relation to the unsupervised sale of alcohol by a child: offence to knowingly allow someone under 18 to sell or supply alcohol; exemptions

Types and features of acceptable proof of age documents: allowable documents eg passport, photo driving license, Proof of Age Standards Scheme (PASS card); features; Challenge 21; Challenge 25

Importance of other legislation related to the protection of children: importance eg safeguarding children and young people, saving young lives, ensuring good behaviour

Law in relation to the presence of children in licensed premises: children (anyone under the age of 18) are only allowed in licensed premises if they are with a parent or guardian, with restrictions

Law in relation to the consumption of alcohol by children: offences (consumption of alcohol by someone under 18, allowing consumption of alcohol by someone under 18), exemptions

Penalties for breaching the law in relation to the protection of children on licensed premises: for breach of all offences £5,000 fine (£10,000 for persistent breaching in regards to sale of alcohol to someone under the age of 18); if committed by under 18 - £1000.00; review of licence; Fixed Penalty Fines (18+ £80, 16-17 - £50, under 16 £30)

12 **Understand the powers of the police and other authorities in relation to licensed premises**

Powers of the police to close identified licensed premises in respect of disorder or nuisance: 'Immediate Closure Identified Premises'; type of disorder eg there is or is imminently likely to be disorder on, or in the vicinity of and related to, the premises and their closure is necessary in the interests of public safety, a public nuisance is being caused by noise coming from the premises and closure is necessary to prevent that nuisance, class A drugs and disorder

Powers of police to apply for a closure order covering a particular geographical area: order by magistrates to close all the premises within a specific area for periods of 24 hours to prevent disorder; scope of power

Powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance: Anti-Social Behaviour Act 2003; powers of the Environmental Health Office; role of the local authority

Authorities have a right of entry to licensed premises and when they can exercise these rights: to inspect premises (police officer or authorised person), to inspect for licensable activities (police officer or an authorised person), to investigate offences (police office), HM Revenue and Customs remove goods liable to forfeiture

13 **Understand prohibitions and exemptions in relation to licensable activities**

Difference between retail sale and wholesale of alcohol: retail sale of alcohol – supply of alcohol to or on behalf of a club or when ordered by a club member; wholesale of alcohol – wholesalers require a premises licence to sell alcohol in wholesale quantities to members of the public

Regulated and exempt forms of entertainment: regulated eg performances of plays, exhibition of films, indoor sporting events, boxing or wrestling entertainment, performance of live music, playing of recorded music, performance of dance where the entertainment takes place in the presence of an audience; exempt eg activities in certain locations not licensable

Premises prohibited from selling alcohol: premises primarily used as garages; moving vehicles

Law in relation to the sale of alcohol on moving vehicles: no alcohol can be sold from a vehicle which is not permanently or temporarily parked

Essential guidance for tutors

Delivery

Delivery of this unit should develop learners' knowledge of the principles of the Licensing Act 2003 and its four objectives. It should equip learners with the legal knowledge they need to gain an accredited qualification, and develop their understanding of the purpose of the legislation and of the social responsibilities of a Personal License Holder. It is essential that they are given the opportunity to look at why those working in the licensed trade should comply with the law and the consequences of not complying.

This is essentially a knowledge-based unit but for the content to be understood it must relate, at every opportunity, to practical situations. Learners need to be given a background as to why it is important to comply with the licensing law and the possible consequences when things go wrong. They should also know why it is so important for a licensee to act responsibly. Therefore the use of case study will enhance delivery of the unit. Learners can investigate how licensees are fulfilling the objectives of the Licensing Act 2003 and the challenges that make this difficult. A local licensee could give learners a good insight into the challenges they face in trying to run a responsible business. Tutors could also ask a local authority licensing officer to give a talk to learners. They can be informative and can give practical guidance on the responsibilities of individual licensees.

Well-produced, informative and easy-to-understand guides to legislation and its impact on people and businesses are produced by government agencies, and multiple copies are often supplied at no cost to teaching and training centres. These publications are an excellent starting point for tutors to introduce this subject and it is a good idea to supply every learner with a copy.

Learners could also explore government data which highlights issues such as underage drinking, binge drinking, alcohol-related health problems and alcohol-related crime. This will enable them to put their learning into context. They must be supported in their research and investigations and should be given the opportunity to discuss their findings with peers and tutors.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the roles, responsibilities and functions of licensing authorities within the framework of the licensing objectives.
Group discussion about the application process for a personal license and a premises license.
Group discussion about the legal and social responsibilities of the personal licence holder, and the penalties relating to failure to comply with the law.

Topic and suggested activities
Group discussion about the role and duties of the designated premises supervisor, the risk assessment and the operating schedule.
Group discussion about unauthorised licensable activities and the consequences of not acting in a responsible way.
Group discussion about the licensee's role in the protection of children from harm.
Group discussion about the suspension and closure of licensed premises and the specific prohibitions for the sale of alcohol.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered in written format stating what a Personal Licence is and its period of validity. Learners could give examples of what a Personal Licence entitles the holder to do.

Learning outcome 2: could be covered by producing briefing notes that enable learners to understand the application process and legal duties when applying for a Personal Licence. Learners should carry out tasks that provide evidence stating the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence. The statement must be accompanied by a personal account outlining the licensing authority's process for the grant or rejection of new Personal Licences and renewals, identifying who may object to the grant or renewal of a Personal Licence and defining what is meant by the terms 'relevant offences' and 'foreign offences', stating the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process. A report stating the penalty for failing to declare conviction of relevant or foreign offences during the application process should be included.

Learning outcome 3: could be covered in written format stating the duties of a Personal Licence Holder if charged with a relevant or foreign offence, if convicted with a relevant or foreign offence after the licence is granted, if a personal licence is renewed, surrendered or revoked, if a change of name and/or address occurs, and if asked to produce the licence by an authorised person. Learners could give examples the penalties for breaching any legal duties of a Personal Licence and the consequences for a Personal Licence Holder if convicted of a drink/driving offence.

Learning outcome 4: could be covered in written format stating what licensing authorities are, the roles and responsibilities of licensing authorities and what a licensing policy is. Learners could detail the purpose of a licensing hearing including appeals.

Learning outcome 5: could be covered in written format identifying the Licensing Objectives and their importance to the licensing system, stating what an operating schedule is, what an operating schedule should include in order to promote the Licensing Objectives and identifying the role of Crime and Disorder Reduction Partnerships. Learners could give examples of the importance of partnerships in supporting the Licensing Objectives.

Learning outcome 6: could be covered in written format stating the legal definition of alcohol in the Licensing Act 2003, what 'supply of alcohol' means, how the strength of an alcoholic drink is measured, defining the terms 'alcohol-free' and 'low alcohol', stating the UK Government's sensible drinking advice and the intoxicating nature of alcohol. Learners could give examples of the effects of alcohol on the body.

Learning outcome 7: could be covered by producing briefing notes that enable learners to understand the law in relation to premises licences. Learners should carry out tasks that provide evidence explaining what a premises licence is. A personal statement must accompany the explanation, detailing the procedures for a premises licence application, stating the grounds for a hearing and an appeal in respect of a premises licence application, explaining the purposes of a premises licence review, stating the mandatory conditions attached to all premises licences that authorise the sale of alcohol, identifying the four licensable activities defined by the Licensing Act 2003, stating the law in relation to variations to premises licences and to what constitutes unauthorised licensable activities, and identifying what a due diligence defence is and when it may be used. A report covering penalties for breaching conditions on a premises licence should be included.

Learning outcome 8: could be covered in written format outlining the job role of the DPS. Learners could state the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objectives.

Learning outcome 9: could be covered in written format stating what is meant by the term 'permitted temporary activities', what a Temporary Event Notice (TEN) is and the law in relation to the frequency of permitted temporary activities. Learners could give examples of the circumstances under which the police and environmental health officers can object to a TEN.

Learning outcome 10: could be covered in written format stating the duty to refuse the sale of alcohol to a drunken person, the law and industry guidelines on irresponsible drinks promotions, anti-violence strategies that can be adopted on licensed premises, the consequences of allowing illegal drug use and dealing on licensed premises, and who is legally responsible for preventing disorderly conduct on licensed premises. Learners could give examples of penalties for allowing drunk and disorderly conduct on licensed premises.

Learning outcome 11: could be covered in written format stating the law in relation to the sale of alcohol to children, the purchase or attempted purchase of alcohol by or for children, and to the unsupervised sale of alcohol by a child, identifying the types and features of acceptable proof-of-age documents, outlining the importance of other legislation related to the protection of children, stating the law in relation to the presence of children in licensed premises and in relation to the consumption of alcohol by children. Learners could give examples of penalties for breaching the law in relation to the protection of children on licensed premises.

Learning outcome 12: could be covered in written format stating the powers of the police to close identified licensed premises in respect of disorder or nuisance and to apply for a closure order covering a particular geographical area and the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance. Learners could give examples of authorities that have a right of entry to licensed premises and when they can exercise these rights.

Learning outcome 13: could be covered by producing briefing notes that enable learners to understand prohibitions and exemptions in relation to licensable activities. Learners should carry out tasks that provide evidence stating the difference between retail sale and wholesale of alcohol. A personal account identifying which forms of entertainment are regulated and which are exempt, and which types of premises are prohibited from selling alcohol, must accompany the statement. A statement covering the law in relation to the sale of alcohol on moving vehicles should be included.

Essential resources

Although this is a knowledge-based unit, learners should have access to licensed premises environments.

A talk from the local licensing authority officer would benefit learners.

Indicative resource materials

Textbooks

Manchester C, Poppleston S and Allen J — *Alcohol and Entertainment Licensing Law, 2nd Edition* (Routledge-Cavendish, 2008) ISBN 9780415422901

Webster I, Leib J and Button J — *The Concise Guide to Licensing* (Matador, 2007) ISBN 9781906221386

Journals

Caterer and Hotelkeeper — Reed Business Information

Morning Advertiser — Reed Business Information

Websites

bii.bii.org	The British Institute of Innkeeping — the professional body for the licensed retail sector
www.beerandpub.com	Beer and Pub — British Beer and Pub Association
www.bha.org.uk	British Hospitality Association
www.caterer.com	Caterer — hospitality recruitment
www.culture.gov.uk/what_we_do/alcohol_and_entertainment/4052.aspx	Department for Culture Media and Sport — licensing authorities
www.drinkaware.co.uk	Drinkaware — facts about alcohol
www.instituteofhospitality.org	Institute of Hospitality — professional body for hospitality, leisure and tourism industries
www.morningadvertiser.co.uk	The Publican's Morning Advertiser — Pub News and Pub Property Search for the UK pub trade
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.portman-group.org.uk	Portman Group — social responsibility issues surrounding alcohol

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Unit 10: Prepare and Serve Cocktails

Unit code: T/503/1734

QCF Level 3: BTEC Specialist

Credit value: 5

Guided learning hours: 41

Unit aim

The aim of this unit is to provide learners with the skills and knowledge required to prepare and serve a range of cocktails using a range of techniques.

Unit introduction

This unit introduces learners to how to prepare, free pour and serve cocktails.

In this unit learners will develop their understanding of the characteristics of ingredients used to prepare cocktails, the basic ratio of tart to sweet, properties of the strong and weak building blocks, and relationship between 'weak' and 'strong' building blocks. Learners will examine the effects of shaking and stirring ingredients with ice, of muddling and the benefit of using caster sugar in cocktails. They will compare different blending procedures used for cocktails and identify potential problems associated with blending ingredients used in cocktails. Learners will consider how liquids can be layered, the importance of adding a twist and of a balanced drink, and how different garnishes can compliment a range of cocktails.

Learners will consider the advantages and disadvantages of free pouring and different measuring systems used when free pouring cocktails. They will learn how a speed pourer works, how the stun cut off works, the importance of accurate pour testing and the current legal requirements relating to free pouring.

Learners will compare the different service styles for cocktails and issues that can occur in the service of cocktails. They will learn the importance of using appropriate glassware and service equipment for cocktails and the presentation standards for cocktails, as well as a range of techniques and equipment that can be used in the presentation of cocktails.

Learners will need to provide customers with accurate information on cocktails, assist customers to choose a cocktail and assemble cocktails using a range of methods. They will finish a range of cocktails using relevant accompaniments, serve a range of cocktails using the appropriate techniques, service equipment and glassware.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to prepare cocktails	1.1 Describe the characteristics of ingredients used to prepare cocktails
	1.2 State the basic ratio of tart to sweet
	1.3 Explain the properties of the: • strong building blocks • weak building blocks
	1.4 Explain the relationship between 'weak' and 'strong' building blocks
	1.5 Explain the effects of: • shaking ingredients with ice • stirring ingredients with ice
	1.6 Explain the effects of muddling
	1.7 Explain the benefit of using caster sugar in cocktails
	1.8 Compare different blending procedures used for cocktails
	1.9 Identify potential problems associated with blending ingredients used in cocktails
	1.10 Explain how liquids can be layered
	1.11 Explain the importance of adding a twist
	1.12 Explain the importance of a balanced drink
	1.13 Explain how different garnishes can compliment a range of cocktails including: • rum-based • tequila-based • gin/vodka-based • whisk(e)y/brandy-based

Learning outcomes	Assessment criteria	
2 Understand how to free pour cocktails	2.1	Identify the advantages and disadvantages of free pouring
	2.2	Identify different measuring systems used when free pouring cocktails
	2.3	Describe how a speed pourer works
	2.4	Describe how the stun cut off works
	2.5	Explain the importance of accurate pour testing
	2.6	Describe the current legal requirements relating to free pouring
3 Understand how to serve cocktails	3.1	Compare the different service styles for cocktails
	3.2	Explain issues that can occur in the service of cocktails
	3.3	Explain the importance of using appropriate glassware and service equipment for cocktails
	3.4	Describe the presentation standards for cocktails
	3.5	Identify a range of techniques and equipment that can be used in the presentation of cocktails

Learning outcomes	Assessment criteria
4 Be able to prepare and serve a range of cocktails	4.1 Provide customers with accurate information on cocktails
	4.2 Assist customers to choose a cocktail
	4.3 Assemble cocktails using a range of methods including:
	• shaking
	• straining
	• building
	• stirring
	• layering
	• muddling
	• free pouring
	4.4 Finish a range of cocktails using relevant accompaniments
	4.5 Serve a range of cocktails using the appropriate:
	• techniques
	• service equipment
	• glassware

Unit content

1 **Understand how to prepare cocktails**

Characteristics of ingredients used to prepare cocktails: alcoholic ingredients eg tequila, Angostura bitters, apricot brandy, liqueurs, bourbon whisky, champagne, coffee liqueur, cognac, dry vermouth, gin, maraschino cherry, whisky, vodka, white rum; non-alcoholic ingredients eg cola, double cream, fresh coffee, fresh eggs, fresh mint, ginger ale, ginger beer, grenadine syrup, honey, ice, lemons, lime cordial, limes, milk, raspberries, soda water, strawberries, sugar cubes, sugar syrup, tea, tonic water, vanilla pods, fruit juices (such as apple, orange, cranberry, grapefruit, pineapple)

Basic ratio of tart to sweet: ratio eg 2:1 – two parts of a 'strong' ingredient and one part of a 'weak' ingredient, 4:3:1 – four parts of a 'strong' ingredient, three parts of a 'weak' ingredient, and one part of a 'sour' ingredient

Strong building blocks properties: alcohol which adds flavour

Weak building blocks properties: release flavour from alcohol

Relationship between 'weak' and 'strong' building blocks: balance of flavour and alcohol; more weak than strong

Effects of shaking ingredients with ice: effects eg aeration, chilling, diluting, mixing ingredients, dissolving (such as sugar)

Effects of stirring ingredients with ice: effects eg mixing, chilling, diluting

Effects of muddling: releasing flavour from fruit

Benefit of using caster sugar in cocktails: benefits eg dissolving more easily, helping draw out flavours when muddling

Blending procedures used for cocktails: blending eg adding ingredients, adding ice, serving immediately

Potential problems associated with blending ingredients used in cocktails: problems eg wrong speed, wrong size ice, adding ingredients in the wrong order

How liquids can be layered: layering eg densities, alcohol content

Importance of adding a twist: importance eg obtaining flavour from the skin of citrus fruits

Importance of a balanced drink: importance eg ensuring that no one building block overpowers another, building blocks (strong-weak, tart-sweet)

Garnishes: types eg lemons, limes, mint, cherries, strawberries, inedible garnishes (such as drinking straws, cocktail umbrellas)

How different garnishes can compliment cocktails: garnishes eg lemon or lime indicate a tangy, citrussy taste, cherries can indicate a sweet taste, enhancing the taste and look of cocktails

2   **Understand how to free pour cocktails**

Advantages and disadvantages of free pouring: advantages eg showmanship, speed, customer satisfaction; disadvantages eg accidents, accuracy of measures (stock control, profitability)

Different measuring systems used when free pouring cocktails: jiggers; optics

How a speed pourer works: replaces bottle cap; always ready to pour

How the stun cut off works: ends pour with spillage

Importance of accurate pour testing: importance eg flavour, stock control and profitability, customer satisfaction

Current legal requirements relating to free pouring: Weights and Measures Act 1985; legally required equipment eg jiggers/optics

3   **Understand how to serve cocktails**

Service styles for cocktails: styles eg shaking, stirring, building, blending

Issues that can occur in the service of cocktails: issues eg shortages/breakdown of equipment, shortages/out-of-date stock, spillages, breakages, unexpected customers, damage to equipment, furniture, furnishings, incorrect lay-up, incorrect menu information, pests and vermin, limit of authority, customer special requirements, lack of knowledge of cocktail types

Importance of using appropriate glassware and service equipment for cocktails: importance eg enabling quick and efficient work, business standards, meeting customer requirements, ensuring customer satisfaction

Presentation standards for cocktails: standards eg garnishing, glassware, appropriate measure

Techniques and equipment that can be used in the presentation of cocktails: techniques and equipment eg shaking, mixing, blending, stirring, building/pouring, fine straining, muddling, layering, adding salt to the rim of glasses, flaming, garnishing, measuring, pourers, blenders, shakers/mixers, stirring equipment, squeezers and strainers, knives and chopping boards, glasses/jugs, ice scoops, cocktail list/menu

4   **Be able to prepare and serve a range of cocktails**

Providing customers with accurate information on cocktails: information eg price, ingredients, relative strength, measures, flavour, verbal, cocktail list

Assisting customers to choose a cocktail: assisting customers eg listening to customer needs, establishing preferred strength/flavour, special occasion

Assembling cocktails: assembling eg shaking, straining, building, stirring, layering, muddling, free pouring

Finishing cocktails using relevant accompaniments: accompaniments eg fruits, vegetables, decorations (such as drinking straws, cocktail umbrellas)

Serving cocktails: service eg techniques, service equipment, glassware

Essential guidance for tutors

Delivery

This unit introduces learners to preparing and serving cocktails.

This unit can be delivered in practical situations with learners taking part in role play, for example preparing cocktails, especially free pouring which is a technical skill that will require some development time for many learners. In view of the price of the ingredients involved, such role plays might involve using coloured liquids where possible to reduce training costs. This would give learners the opportunities to develop their understanding of the preparation of the area, and they would also have the opportunity to maintain the various items of equipment needed. Learners should be able to use role play designed by tutors to deal with serving customers.

The use of menu cards in practical activities would support learners and ensure that they are aware of the ingredients of the cocktails they are preparing. Learners should study the ingredients and methods involved in preparing and serving the most popular cocktails.

Tutors should ensure that learners understand the theoretical side of preparing cocktails, the balance of flavours required and the skills to be used before embarking on role play or practical work.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about characteristics of cocktails to include balance of tart, sweet, weak, strong.
Group discussion about cocktail equipment for preparation and for service.
Group discussion about cocktail preparation methods, shaking, stirring, blending, building, layering, muddling and free pouring.
Role play – learners prepare cocktails using free pouring, this could be repeated in many of the role play/practical sessions to allow learners to develop this particularly technical skill.
Group discussion about rum-based cocktails, including range of ingredients used, traditional decorations and garnishes.
Role play – learners prepare shaken cocktails.
Group discussion about tequila-based cocktails, including range of tequila available, ingredients to be added and garnishing/decoration.
Role play – learners prepare stirred cocktails.

Topic and suggested activities
Group discussion about gin-based cocktails, including the assembling, serving and garnishing/decorating. Ensuring appropriate flavour achieved.
Role play – learners prepare built cocktails.
Learners research and feed back to peers about vodka-based cocktails: ingredients to be added, types of cocktail, garnishing and decoration.
Role play – learners assemble blended cocktails.
Learners research and feed back to peers about whisk(e)y cocktails. Different types of whisk(e)y, appropriate ingredients and garnishes. Glassware and decoration.
Role play – learners use muddling to assemble a range of cocktails.
Learners research and feed back to peers about brandy cocktails. Range of brandies available to include the fruit brandies, garnishing and decorating, glassware and assembly methods.
Role play – learners prepare layered cocktails, ensuring correct viscosity of ingredients
Group discussion about legal matters with regard to weights and measures. Cocktail list preparation.
Role play of customer service situations, to include the issues that can occur when serving cocktails.
Role play – learners give customers cocktail information, this might also take the role of a quiz involving the whole group.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand how to prepare cocktails. Learners should carry out tasks that provide evidence describing the characteristics of ingredients used to prepare cocktails. A personal statement detailing the basic ratio of tart to sweet, explaining the properties of strong and weak building blocks, the relationship between 'weak' and 'strong' building blocks, the effects of shaking and stirring ingredients with ice, the effects of muddling, the benefit of using caster sugar in cocktails, comparing different blending procedures used for cocktails, identifying potential problems associated with blending ingredients used in cocktails, explaining how liquids can be layered and the importance of adding a twist and of a balanced drink, must accompany the description. A report covering how different garnishes can compliment a range of cocktails should be included.

Learning outcome 2: could be covered in written format identifying the advantages and disadvantages of free pouring, the different measuring systems used when free pouring cocktails, describing how a speed pourer works, how the stun cut off works and explaining the importance of accurate pour testing. Learners could give examples of the current legal requirements relating to free pouring.

Learning outcome 3: could be covered in written format comparing the different service styles for cocktails, explaining issues that can occur in the service of cocktails, the importance of using appropriate glassware and service equipment for cocktails, and describing the presentation standards for cocktails. Learners could give examples of a range of techniques and equipment that can be used in the presentation of cocktails.

Learning outcome 4: could take the form of a training exercise or simulated activity that shows learners are able to prepare and serve a range of cocktails. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate that they are able to provide customers with accurate information on cocktails, assist customers to choose a cocktail, assemble cocktails using a range of methods, finish a range of cocktails using relevant accompaniments, serve a range of cocktails using the appropriate techniques, service equipment and glassware.

Essential resources

It is essential for the delivery of this unit that learners have access to cocktail preparation and service environments. Appropriate equipment to produce cocktails must also be provided, such as pourers, blenders, shakers/mixers, stirring equipment, squeezers and strainers, knives and chopping board, glasses/jugs, ice scoops.

Indicative resource materials

Textbooks

Abou-Ganim T and Faulkner M — *Modern Mixologist: Contemporary Classic Cocktails* (Agate, 2010) ISBN 9781572841079

Ankrah D — *Cocktails: Shaken and Stirred* (Kyle Cathie, 2008) ISBN 9781904920793

DeGroff D — *The Essential Cocktail: The Art of Mixing Perfect Drinks* (Random House, 2009) ISBN 9780307405739

DeGroff T — *The Craft of the Cocktail: Everything You Need to Know to Be a Master Bartender* (Clarkson Potter, 2002) ISBN 9780609608753

Difford S — *Diffordsguide Cocktails 9* (Sauce Guides, 2010) ISBN 9780955627675

Jackson M — *Bar and Cocktail Companion* (Perseus Books, 2004) ISBN 9780762419661

MacElhone H — *Harry's ABC of Mixing Cocktails* (Souvenir Press, 2010) ISBN 9780285638914

Markel R and Waggoner S — *Vintage Cocktails* (Abrams, 2001) ISBN 9781584790587

United Kingdom Bartenders' Guild — *International Guide to Drinks* (Ebury Press, 2006) ISBN 9780091912024

Journals

Caterer and Hotelkeeper — Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu =190&page=836	Bar Keeper — the resource for hospitality businesses
www.beerandpub.com	British Beer and Pub Association
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search — complete information source for hospitality
www.catersource.com	Catersource — education, products and news for caterers
www.cocktailmixingmaster.com/index. html	Masterful cocktail mixing and bartending
www.cocktailtimes.com	Cocktailtimes — recipes
www.drinkboy.com	DrinkBoy — cocktail and drink related articles and information
www.greatcocktails.co.uk	Great Cocktails UK — making cocktails
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive — health and safety for waiting staff
www.iba-world.net/english/index.php	International Bartenders Association
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican — food and drinks news
www.ukbg.co.uk/cocktail-recipes/classic-cocktails.html	UKBG — United Kingdom Bartenders' Guilds: classic cocktail recipes
www.ukbg.co.uk/cocktail-recipes/non-alcoholic-cocktails.html	UKBG — United Kingdom Bartenders' Guilds: non-alcoholic cocktails
www.ukbg.co.uk/glassware.html	UKBG — United Kingdom Bartenders' Guilds: glassware

Unit 11:   Prepare and Serve Wines

Unit code: K/503/1729

QCF Level 3:   BTEC Specialist

Credit value: 4

Guided learning hours: 35

Unit aim

The aim of this unit is to develop learners' understanding of different types, styles and characteristics of wines so that they are able to evaluate a range of wines and make recommendations to customers during service.

Unit introduction

This unit develops learners' understanding of different types and styles of wine and the storage and service requirements of wine, and the skills to prepare and serve a range of wines.

In this unit learners will develop their understanding of the specific qualities of different types of wine and how different types and styles of wine are produced. Learners will examine the characteristics of different grape varieties, the classification of wines by region and country and quality control of wine from different regions and countries. They will consider taste characteristics of different wines and faults that may occur in wine.

Learners will consider how to maintain the condition of wine prior to service. They will learn the importance of using appropriate glassware and service equipment for wines. Learners will also investigate possible solutions for issues that may occur when preparing and serving wine, the standard procedures for presenting and serving wine, and how to store wine that has been opened.

Learners will need to ensure service areas and equipment are ready for service, that wine stock is available and in a condition suitable for use and that the wine list is accurate. They will match wines to a range of foods and evaluate wines using accepted sensory evaluation techniques. Learners will use information from wine evaluations to guide customers in their choice of wines, open bottles of wine using appropriate equipment, serve wine to customers in a manner that is appropriate and store wines that have been opened according to standard procedures.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand different types and styles of wine	1.1 Describe the specific qualities of different types of wine
	1.2 Explain how different types and styles of wine are produced including: • crushing • pressing • fermentation • clarification • maturation • bottling
	1.3 Explain the characteristics of different grape varieties
	1.4 Explain the classification of wines by region and country
	1.5 Compare quality control of wine from different regions and countries
	1.6 Explain taste characteristics of different wines
	1.7 Explain faults that may occur in wine
2 Understand the storage and service requirements of wine	2.1 Explain how to maintain the condition of wine prior to service
	2.2 Explain the importance of using appropriate glassware and service equipment for wines
	2.3 Explain possible solutions for issues that may occur when preparing and serving wine
	2.4 Explain the standard procedures for presenting and serving wine
	2.5 Explain how to store wine that has been opened

Learning outcomes	Assessment criteria	
3 Be able to prepare and serve a range of wines	3.1	Ensure service areas and equipment are ready for service
	3.2	Ensure wine stock is available and in a condition suitable for use
	3.3	Ensure that the wine list is accurate
	3.4	Match wines to a range of foods
	3.5	Evaluate wines using accepted sensory evaluation techniques
	3.6	Use information from wine evaluations to guide customers in their choice of wines
	3.7	Open bottles of wine using appropriate equipment
	3.8	Serve wine to customers in a manner that is appropriate
	3.9	Store wines that have been opened according to standard procedures

Unit content

1 **Understand different types and styles of wine**

Wines: types eg red, white/rosé, sparkling/semi-sparkling, dessert

Specific qualities of different types of wine: red – from red to purple colour, red fruits, dark bramble, taste and smell of liquorice, leather, plums; white – from clear as water to a straw yellow colour, lychees, peaches, tropical fruits, taste and smell of citrus, vanilla; rosé – from light pale pink up to light red colour, cherries, strawberries, raspberries, peaches, taste and smell of flowers, fruits; sparkling/semi-sparkling – from clear as water to a straw yellow colour, apples, pears, taste and smell of brioche, toast; dessert – from pale yellow to amber colour, apricots, peaches, taste and smell of almonds, candied fruits, honey

How different types and styles of wine are produced: key differences between the production of red and white wine including champagne type wines that includes the processes of crushing, pressing, fermentation, clarification, maturation and storage prior to bottling, the impact of geography on the finished product such as the important decisions related to soil and its composition, climate, weather, when to harvest and the ageing of wine eg in oak

Different grape varieties: grapes eg merlot, cabernet sauvignon, chardonnay, pinot noir, syrah/shiraz, sauvignon blanc, chenin blanc

Characteristics of different grape varieties: characteristics eg merlot (dark blue-coloured, with hints of berry, plum, currant), cabernet sauvignon (black colour, green bell pepper, mint, eucalyptus flavour), chardonnay (golden-green, golden-yellow colour, with hints of honey, tropical fruit), pinot noir (dark purple-coloured, with hints of strawberry, raspberry), syrah/shiraz (dark-coloured, with hints of liquorice, cloves, dark chocolate), sauvignon blanc (green colour, with hints of peach, grass, tropical fruit), chenin blanc (golden-green, golden-yellow colour, with hints of quince, apples, angelica)

Classification of wines by region and country: according to regulations for each country eg European by region (such as Bordeaux, Rioja, Barolo) and appellation (such as table wine, vin de pays, origine controlee), non-European by grape (such as pinot noir, merlot)

Quality control of wine: as current at time of delivery; quality control eg France (governed by the Institut National des Appellations d'Origine board, dividing wine into two categories falling under the European Union's Table Wine category and two falling under the EU's Quality Wine Produced in a Specific Region (QWPSR) designation), Spain (governed by the Denominación de Origen (DO) system Denominación de Origen Calificada (DOCa) status for DOs that have a consistent track record for quality, it enforces the DO regulations and standards involving viticultural and winemaking practices, these govern the grape types that are permitted to be planted, maximum yields that can be harvested, minimum length of time the wine must be aged and the type of information required to appear on wine labels), Italy (governed by the Denominazione di Origine Controllata (DOC) and the Denominazione di Origine Controllata e Garantita (DOCG) systems, controlling all aspects of production and distinguishing between great and good wines), Australia (maintains national standards for wine that are administered by state and territory governments)

Taste characteristics of different wines: red eg liquorice, leather, plums; white eg citrus, vanilla; rosé eg flowers, fruits; sparkling/semi-sparkling eg brioche, toast; dessert eg almonds, candied fruits, honey

Faults that may occur in wine: faults eg corked, oxidisation, high acidity, stale smell

2 **Understand the storage and service requirements of wine**

Maintaining the condition of wine prior to service: maintaining wine eg ideal storage temperature is approximately 13°C for red and white wines, temperature should be kept constant, storage area should be free of draughts, wines should not be stored close to heat sources, bottles should be laying down

Importance of using appropriate glassware and service equipment for wines: importance eg enabling quick and efficient work, business standards, meeting customer requirements, ensuring customer satisfaction

Issues that may occur when preparing and serving wine: issues eg shortages/breakdown of equipment, shortages/out of date stock, spillages, breakages, unexpected customers, furniture, furnishings, incorrect lay-up, incorrect wine list information, limit of authority, customer special requirements, corked wine, wine oxidation, foreign objects in wine, mixing wine with water or different wines

Possible solutions for issues that may occur when preparing and serving wine: solutions eg obtaining replacement equipment, agreeing alternatives for out of stock/corked/oxidised wines, clearing up spillages and breakages immediately, responding to incorrect wine list information, escalating issues to line manager, responding to customers' special requirements

Standard procedures for presenting and serving wine: procedures eg holding bottles by the neck with front label facing upward, presenting bottle to customers with the label uppermost from the right-hand side for customers to examine, naming the wine to customers, opening still wines according to the type of bottle opener being used, opening sparkling wines

Storing wine that has been opened: storing eg placing cork back in bottle and refrigerating, decanting into smaller bottle and sealing with cork, vacuuming, appropriate temperatures

3   **Be able to prepare and serve a range of wines**

Ensuring service areas and equipment are ready for service: readiness for service eg washing hands before service and at regular and frequent intervals, personal hygiene, safe use of physical resources (such as equipment, crockery, cutlery, glassware, manual handling of furniture), identifying hazards (such as sources of bacteria, chemical, physical)

Ensuring wine stock is available and in a condition suitable for use: checking wine stock eg performing pre-service checks to ensure sufficient supply, cleanliness and readiness for use of equipment, checking that wine is stored at the correct temperature, identifying and prioritising tasks to be performed, completing all work tasks according to schedule and required standards

Ensuring that the wine list is accurate: checking wine list eg ensuring the list is clear for customers to understand, checking availability of wines on list and alternatives if some wines are unavailable, checking prices, checking for consistency throughout the list, correct information for each wine type/style

Matching wines to foods: taste sensations eg sweet, sour, salty, bitter; tactile sensations eg density/body, texture, spiciness; aroma and flavour; appropriate combinations eg merlot with red meats, sauvignon blanc with seafood, champagne with food in general, dessert wines with sweet dishes and blue cheeses

Evaluating wines using accepted sensory evaluation techniques: sensory evaluation eg appearance, aroma, flavour, texture; using the effect a wine makes on the senses to review and describe a wine; interaction of wine and food

Using information from wine evaluations to guide customers in their choice of wines: guiding customers eg providing accurate information about different wine options, discussing wine types, styles, regions, viticulture and production methods, taking account of customer's level of wine knowledge, taste and price preference, compatibility of different wines with menu or food items, appropriate wines for special occasions and particular seasons

Opening bottles of wine using appropriate equipment: equipment eg glassware, service cloths or linen, openers (such as waiter's friend, corkscrews), sundry items, chillers and coolers, decanters

Serving wine to customer: service eg appropriate manner, holding bottles by the neck with front label facing upward, presenting bottle to customers with the label uppermost from the right-hand side for customers to examine, naming the wine to customers

Storing wines that have been opened according to standard procedures: storing eg placing cork back in bottle and refrigerating, decanting into smaller bottle and sealing with cork, vacuuming, appropriate temperatures

Essential guidance for tutors

Delivery

This unit introduces learners to the study of different types and styles of wine and to the principles of storage and preparation for the service of wine as well as enabling learners to correctly serve a range of wines.

This unit can be delivered through a combination of theory-based and practical activities. Learners will become aware of the procedures used for the storage of wine, the choice of appropriate glassware and service equipment. Throughout the delivery of this unit learners should be encouraged to draw on their experiences of wines and to continue to develop this knowledge and, where feasible, be allowed to taste a range of different wines and styles.

Group discussions and practical activities will help learners develop their understanding of the correct storage procedures and why the predetermined service procedures are fundamental to the efficient and effective service of wine. Practical activities should focus on how the different types of wine are stored and made ready for service. The purpose and use of equipment must be fully understood as is the importance of the correct choice and safe use of glassware. The standard procedures for presenting and serving wine should be highlighted and the need to ensure that customer requirements and satisfaction are always the foremost concern.

Television programmes and or videos which illustrate different types of food and drink operations where wine is offered could provide a useful source of information for learners. They will illustrate different approaches used in the sale and service of wine, including the appropriate temperatures they should be served at, and identify how to deal with unexpected situations that may arise.

Internet research can provide useful sources of information on wines generally and specifically and tutors can encourage learners to apply their knowledge to realistic customer wine and dining situations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the specific qualities of different types of wine, how different types and styles of wine are produced, characteristics of different grape varieties, the classification of wines by region and country, quality control of wine from different regions and countries, taste characteristics of different wines and faults that may occur in wine should be included.

Topic and suggested activities
Group discussion about how to maintain the condition of wine prior to service, the importance of using appropriate glassware and service equipment for wines, possible solutions for issues that may occur when preparing and serving wine, the standard procedures for presenting and serving wine and how to store wine that has been opened.
Role-play activities — learners ensure service areas and equipment are ready for service, wine stock is available and in a condition suitable for use, that the wine list is accurate, match wines to a range of foods, evaluate wines using accepted sensory evaluation techniques, use information from wine evaluations to guide customers in their choice of wines, open bottles of wine using appropriate equipment, serve wine to customers in a manner that is appropriate and store wines that have been opened according to standard procedures
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand different types and styles of wine. Learners should carry out tasks that provide evidence describing the specific qualities of different types of wine. A personal statement detailing how different types and styles of wine are produced, explaining the characteristics of different grape varieties and the classification of wines by region and country, comparing quality control of wine from different regions and countries and explaining taste characteristics of different wines, must accompany the description. A report covering faults that may occur in wine should be included.

Learning outcome 2: could be covered in written format explaining how to maintain the condition of wine prior to service, the importance of using appropriate glassware and service equipment for wines, possible solutions for issues that may occur when preparing and serving wine and the standard procedures for presenting and serving wine. Learners could give examples of how to store wine that has been opened.

Learning outcome 3: could take the form of a training exercise or simulated activity that shows learners are able to prepare and serve a range of wines. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to ensure service areas and equipment are ready for service, wine stock is available and in a condition suitable for use, that the wine list is accurate, match wines to a range of foods, evaluate wines using accepted sensory evaluation techniques, use information from wine evaluations to guide customers in their choice of wines, open bottles of wine using appropriate equipment, serve wine to customers in a manner that is appropriate and store wines that have been opened according to standard procedures.

Essential resources

Learners need access to practical dispense bar and wine storage facilities, appropriate range of glassware, relevant experienced staff and a dining room facility with appropriate furniture and equipment. They will also need access to current resource materials and, where necessary, access to instructional materials, such as DVDs, training texts, videos and online materials.

Indicative resource materials

Textbooks

Cousins J and Lillicrap D — *Essential Food and Beverage Service* (Levels 1 and 2) (Hodder Education, 2010) ISBN 9781444112528

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Halliday J and Johnson H — *The Art and Science of Wine* (Octopus, 2006) ISBN 9781845332365

Johnson H — *Hugh Johnson's Wine Journal* (Octopus, 2011) ISBN 9781845336035

Johnson H and Robinson J — *The Concise World Atlas of Wine, 5th Edition* (Octopus, 2009) ISBN 9781845335007

Robinson J — *The Oxford Companion to Wine, 3rd Edition* (Oxford University Press, 2006) ISBN 9780198609902

Journals

Decanter Magazine — PC Media

Websites

tellmeaboutwine.com	Wine lover's guide
www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper — the resource for hospitality businesses
www.caterersearch.com	Caterer Search —complete information source for hospitality
www.catersource.com	Catersource — education, products and news for caterers
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive — health and safety for waiting staff
www.jancisrobinson.com	Jancis Robinson — fine wine writing
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican — food and drinks news
www.ukbg.co.uk/glassware.html	UKBG — United Kingdom Bartenders' Guilds: glassware
www.wineintro.com	Lisa Shea's wine intro
www.wsetglobal.com/3_minute_wine_school/default.asp	Wine and Spirit Education Trust

Unit 12: Prepare, Cook and Serve Food in a Food Service Area

Unit code: K/503/1732

QCF Level 3: BTEC Specialist

Credit value: 5

Guided learning hours: 44

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare, cook and serve food in front of the customer. An important aspect of this type of food service is the person who is providing it as they will need to have excellent technical skills, communication skills, presentation skills but also excellent knowledge of the service and of the food items being sold. This could apply to a range of services including gueridon, buffet, service at the table.

Unit introduction

This unit develops learners' understanding of how to serve food in a food service area, and skills to prepare for service and serve food in a food service area.

In this unit learners will develop their understanding of the legislative requirements relevant to food service using trolleys. Learners will consider the importance of preparing all equipment required for service and how to determine whether food items are suitable for service. They will examine the correct storage conditions for food items and details of the food items available. Learners will look at the cooking, assembly, finishing and service methods used for dishes and garnishes used for different dishes. They will investigate the importance of portion control and how it can be maintained. Learners will consider how to deal with problems that may arise when serving food in a food service area.

Learners will need to ensure that service areas and equipment are ready for service, select items for service according to menu and service requirements display food and service items effectively in a manner that will attract customers.

Learners will also need to communicate the nature and features of the service to customers, present food items to assist customers in making their selection, prepare and finish dishes and prepare accompaniments and finishing ingredients. They will also need to interact with customers throughout the service and clear the area including any equipment used.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to serve food in a food service area	1.1	Explain the legislative requirements relevant to food service using trolleys
	1.2	Explain the importance of preparing all equipment required for service
	1.3	Explain how to determine whether food items are suitable for service
	1.4	Describe the correct storage conditions for food items
	1.5	Describe details of the food items available including:
		• the supplier
		• traceability
		• specific qualities
		• taste
		• texture
		• aroma
		• dietary requirements
	1.6	Describe the cooking, assembly and service methods used for dishes
	1.7	Describe the finishing methods used for dishes
	1.8	Describe garnishes used for different dishes
	1.9	Explain the importance of portion control
	1.10	Explain how portion control can be maintained
	1.11	Explain how to deal with problems that may arise when serving food in a food service area

Learning outcomes	Assessment criteria	
2 Be able to prepare for service	2.1	Ensure that service areas and equipment are ready for service
	2.2	Select items for service according to menu and service requirements
	2.3	Display food and service items effectively in a manner that will attract customers
3 Be able to serve food in a food service area	3.1	Communicate the nature and features of the service to customers
	3.2	Present food items to assist customers in making their selection
	3.3	Prepare dishes in line with: • standard procedures • hygiene and safety procedures • customer requirements
	3.4	Finish dishes using finishing techniques including: • caramelisation • sautéing/shallow frying • flaming with alcohol • addition of cream
	3.5	Prepare accompaniments and finishing ingredients
	3.6	Interact with customers throughout the service
	3.7	Clear the area including any equipment used

Unit content

1 **Understand how to serve food in a food service area**

Legislative requirements relevant to food service using trolleys: as current at time of delivery; requirements eg Health and Safety at Work Act 1974, Food Safety Act 1990 (as amended), Sale of Goods Act 1979

Equipment: types eg dishes or flats, pans, service cutlery, glassware, crockery and silverware, service cloths/linen, paper items, rechauds, hot stones, chafing dish, lamps, fuel

Importance of preparing all equipment required for service: importance eg enabling quick and efficient work, meeting customer requirements, ensuring customer satisfaction

Food items: types eg cuts of meat, cuts of poultry, furred game, feathered game, vegetables, pasta and rice dishes, fish and shellfish, fruit, sweets, fondue preparations, beverages

Determining whether food items are suitable for service: checking eg identifying food items have the correct appearance, colour, flavour, texture, aroma/smell

Correct storage conditions for food items: storage eg refrigerating, freezing, dry store, sell/use by dates

Details of the food items available: details eg the supplier (such as central purchasing, local suppliers, specialist suppliers), producers, traceability (such as local produce, specialist produce, food safety measures), specific qualities (such as for fresh fish, fresh meats, fresh fruits, fresh vegetables), taste (such as salty, sweet, sour), texture (such as slimy, crisp, pliable), aroma (such as fresh, clean, strong), dietary requirements (such as vegan, vegetarian, pescatarian)

Preparation techniques for dishes: techniques eg blending, tossing, portioning, stoning, floating cream, peeling, segmentation, mixing, seasoning, arranging and presenting

Cooking, assembling and service methods used for dishes: methods eg sautéing/shallow frying, blending and combining, reheating, caramelisation, deep frying

Finishing methods used for dishes: methods eg flaming with alcohol, addition of cream, portioning and presenting

Garnishes used for different dishes: fish eg parsley, other herbs, lemon; meat eg parsley, watercress, grilled mushrooms, grilled tomatoes, compound butters; poultry eg sprigs of parsley/rosemary/other herbs, vegetables

Importance of portion control: importance eg profitability, customer satisfaction, business standards, healthy eating, consistency, minimising waste

Maintaining portion control: portioning eg marking portions, weighing correct amounts, making to order appropriate portion sizes, awareness of limitations of ingredients with regard to lifespan, calories per portion

Dealing with problems that may arise when serving food in a food service area: dealing with problems eg ensuring customers' expectations are being met, ensuring service procedures are being followed, working with others to identify and confirm the options to resolve a customer service problem, keeping customers fully informed about what is happening to resolve the problem, checking with customers to ensure the problem has been resolved to their satisfaction

2 **Be able to prepare for service**

Ensuring that service areas and equipment are ready for service: personal hygiene eg washing hands, correct clean uniform, headwear; use of equipment; transportation of equipment eg trays, trolleys, dumb waiter; manual handing eg safe movement of people, lifting, carrying, pushing and pulling, using correct techniques; identifying hazards; sources of bacteria eg people, equipment; cross-contamination eg chemical, physical

Selecting items for service according to menu and service requirements: items eg food items, service equipment, crockery, trolleys, garnishes, beverages

Displaying food and service items to attract customers: displaying food and service items eg keeping all areas tidy, cleaning up any spillages, turning on and checking electrical equipment, ensuring that service equipment, glassware and crockery are clean and free from damage, personal hygiene

3 **Be able to serve food in a food service area**

Communicating the nature and features of the service to customers: verbal eg tone of voice, appropriate language; non-verbal, body language eg facial expression, posture, maintaining personal space, eye contact, smiling; written conventions eg correct layout, accurate spelling, grammar and punctuation; behaviour eg welcoming, offering help and assistance, active listening, providing accurate information, recording/relaying messages, keeping records

Presenting food items to assist customers in making their selection: displaying food and service items eg keeping all areas tidy, cleaning up any spillages, turning on and checking electrical equipment, ensuring that service equipment, glassware and crockery are clean and free from damage, personal hygiene; importance of giving accurate information to customers

Preparing dishes: preparation eg sautéing/shallow frying, blending and combining, reheating, caramelisation, deep frying; preparing dishes according to standard business procedures; hygiene and safety procedures; customer requirements

Finishing dishes using finishing techniques: caramelisation; sautéing/shallow frying; flaming with alcohol; addition of cream; portioning and presenting

Preparing accompaniments and finishing ingredients: preparing appropriate accompaniments before service according to business standards; finishing ingredients according to business standards and customer requirements

Interacting with customers throughout the service: interacting eg dealing with customers in a polite and friendly manner at all times, positive body language

Clearing the area including any equipment used: clearing eg manual handling, correct disposal of waste, hygienic procedures; cleaning eg using correct manufacturer's and business cleaning procedures, using correct cleaning chemicals and materials, washing, wiping, sanitising, sterilising, checking for cleanliness and good hygiene, checking for safety, cleaning schedule

Essential guidance for tutors

Delivery

This unit is intended to help learners to develop their knowledge and understanding of the preparation and service of food in front of customers. It underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of the staff and the service area. It is especially important that learners develop their technical and social skills for these advanced service techniques. It is important to encourage learners to draw on their own experience of the hospitality industry, especially any experience they have in fine dining restaurant service.

A great deal of the unit could be delivered in practical situations with learners taking part in role plays, for example setting up the service area, preparing and cooking dishes, developing the complexity of the dishes as they progress. Tutors could decide it is appropriate to start practical sessions with a demonstration of the dishes to be prepared, especially at the outset of learning. Because of the amount of activity that is to be observed by customers, learners will require a large portion of learning time to be set aside for these practical elements. This would give learners the opportunities to develop their knowledge and understanding of the preparation of foods, and they would also have the opportunity to maintain the various items of equipment needed. Learners would be able to use role play, perhaps designed by tutors, to develop their social skills during the practising of preparation of dishes.

The use of checklists in practical activities of this unit would support learners and ensure that they understand the fact that checklists are often formalised in food and drink service as a whole, to ensure the maintenance of standards.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the legislative requirements relevant to food service using trolleys, the importance of preparing all equipment required for service, how to determine whether food items are suitable for service, the correct storage conditions for food items, details of the food items available, the cooking, assembly and service methods used for dishes, the finishing methods used for dishes, garnishes used for different dishes, the importance of portion control, how portion control can be maintained, and how to deal with problems that may arise when serving food in a food service area.
Role play — learners ensure that service areas and equipment are ready for service, select items for service according to menu and service requirements and display food and service items effectively in a manner that will attract customers.

Topic and suggested activities
Role play — learners communicate the nature and features of the service to customers, present food items to assist customers in making their selection, prepare dishes, finish dishes using finishing techniques, prepare accompaniments and finishing ingredients, interact with customers throughout the service and clear the area including any equipment used.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand how to serve food in a food service area. Learners should carry out tasks that provide evidence explaining the legislative requirements relevant to food service using trolleys. A personal statement must accompany the explanation detailing the importance of preparing all equipment required for service, how to determine whether food items are suitable for service, the correct storage conditions for food items, details of the food items available, the cooking, assembly and service methods used for dishes, the finishing methods used for dishes, garnishes used for different dishes, the importance of portion control and how portion control can be maintained. A report covering ways to deal with problems that may arise when serving food in a food service area should be included.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners are able to prepare for service. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to ensure that service areas and equipment are ready for service, select items for service according to menu and service requirements and display food and service items effectively in a manner that will attract customers.

Learning outcome 3: could take the form of a training exercise or simulated activity that shows learners are able to serve food in a food service area. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate they are able to communicate the nature and features of the service to customers, present food items to assist customers in making their selection, prepare dishes, finish dishes using finishing techniques, prepare accompaniments and finishing ingredients, interact with customers throughout the service and clear the area including any equipment used.

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated food and beverage service environment. Appropriate food and beverage service equipment must also be provided, such as dishes or flats, pans, service cutlery, glassware, crockery and silverware, service cloths/linen, paper items, rechauds, hot stones, chafing dish, lamps, fuel, flambé pans, sauce boats.

Indicative resource materials

Textbooks

Cousins J, Foskett D and Gillespie C — *Food and Beverage Management, 2nd Edition* (Longman, 2002) ISBN 9780582452718

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

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

Journals

Caterer and Hotelkeeper — Reed Business Information

Websites

www.bighospitality.co.uk	Big Hospitality — hospitality news
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.foodanddrinknetwork-uk.co.uk	Food and Drink Network UK Magazine
www.hse.gov.uk	Health and Safety Executive
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

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Unit 13: Prepare and Serve Alcoholic and Cold Non-alcoholic Beverages

Unit code: D/503/1730

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 36

Unit aim

The aim of this unit is to provide learners with the knowledge and skills needed to prepare and serve a range of beverages. Learners will develop an understanding of different types, styles and characteristics of a range of beverages and different service styles for each.

Unit introduction

This unit develops learners' understanding of different types of beers, ciders, perrys, spirits, liqueurs and cold non-alcoholic beverages, and how these should be prepared and served, as well as how to maintain customer service when serving beverages.

In this unit learners will develop their understanding of the specific qualities and taste characteristics of different types of beers, ciders and perrys, and how these are produced.

Learners will explore the qualities of different types of spirits and liqueurs, the taste characteristics of spirits and liqueurs, how different types of spirits and liqueurs are produced and how to maintain the condition of spirits and liqueurs prior to service.

Learners will investigate the techniques that can be used to guide customers in their choice of beverage and how customer service can be maintained through the service of beverages.

Learners will need to provide customers with accurate information on beverages, assist customers to make a choice that meets their needs, serve alcoholic and cold non-alcoholic beverages at the correct temperature and using the appropriate glassware and service equipment, and store beverages that have been opened according to standard procedures.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand different types of beers ciders and perrys	1.1	Describe the specific qualities of different types of beers, ciders and perrys
	1.2	Explain the taste characteristics of beers ciders and perrys
	1.3	Explain how different types of beers, ciders and perrys are produced
	1.4	Explain faults that can occur in beers, ciders and perrys
	1.5	Explain how to maintain the condition of beers, ciders and perrys prior to service
2 Understand how beers, ciders and perrys should be prepared and served	2.1	Explain issues that can occur in the service of beers, ciders and perrys
	2.2	Explain the importance of using appropriate glassware and service equipment for beers, ciders and perrys
	2.3	Describe the presentation standards for serving beers, ciders and perrys
	2.4	Identify techniques and equipment that can be used in the presentation of beers ciders and perrys
	2.5	Explain the importance of cleaning drinks dispense lines
3 Understand different types of spirits and liqueurs	3.1	Describe the specific qualities of different types of spirits and liqueurs
	3.2	Explain the taste characteristics of spirits and liqueurs
	3.3	Explain how different types of spirits and liqueurs are produced
	3.4	Explain how to maintain the condition of spirits and liqueurs prior to service

Learning outcomes	Assessment criteria
4 Understand how spirits and liqueurs should be prepared and served	4.1 Compare the different service styles for spirits and liqueurs
	4.2 Explain different terminology used by customers when ordering spirits and liqueurs
	4.3 Explain issues that can occur in the service of spirits and liqueurs
	4.4 Explain the importance of using appropriate glassware and service equipment for spirits and liqueurs
	4.5 Describe presentation standards for serving spirits and liqueurs
	4.6 Identify techniques and equipment that can be used in the presentation of spirits and liqueurs
5 Understand how cold non-alcoholic beverages should be prepared and served	5.1 Describe a range of cold non-alcoholic beverages
	5.2 Compare the different service styles for cold non-alcoholic beverages
	5.3 Explain the importance of using appropriate glassware and service equipment for cold non-alcoholic beverages
	5.4 Explain the importance of stock rotation of cold non-alcoholic beverages
6 Understand how to maintain customer service when serving beverages	6.1 Describe the techniques that can be used to guide customers in their choice of beverage
	6.2 Explain how customer care can be maintained through the service of beverages

Learning outcomes	Assessment criteria	
7 Be able to serve a range of beverages	7.1	Provide customers with accurate information on beverages
	7.2	Assist customers to make a choice that meets their needs
	7.3	Serve alcoholic and cold non-alcoholic beverages at the correct temperature
	7.4	Serve alcoholic and cold non-alcoholic beverages using the appropriate glassware and service equipment
	7.5	Store beverages that have been opened according to standard procedures

Unit content

1 **Understand different types of beers ciders and perrys**

Beers, ciders and perrys: types eg beers (ales, lagers, stout), ciders (still, carbonated), perrys (still, carbonated)

Specific qualities of different types of beers, ciders and perrys: qualities eg brown ales – lightly hopped and fairly mildly flavoured, pale lagers – very pale to golden-coloured with a well-attenuated body and noble hop bitterness, dry or Irish stouts – very dark or rich in colour often with a toast-like or coffee-like taste, still ciders – range from cloudy with sediment to completely clear, due to the filtration process and apples used, still perrys – light and delicate with pear-like characteristics, balancing sweetness with a fair amount of contrasting tartness and slight tannic quality

Taste characteristics of beers ciders and perrys: taste characteristics eg ales – sweet, full-bodied and fruity taste, lagers – full or thin body, can be dry with a hop taste, fruity with presence of sugar, or rich with a malt and fruit taste, stouts – rich and full with hints of coffee, chocolate, liquorice, and molasses with no apparent hops, still ciders – strong body with strong taste of apple, still perrys – light and fruity character with a softly floral taste

How different types of beers, ciders and perrys are produced: production eg ales – brewed from malted barley using a warm fermentation with brewers' yeast, lagers – made from malted barley that is brewed and stored at low temperatures, stouts – made using roasted malt or barley, hops, water, and yeast, still ciders – made from cider apples, which are ground down into a pomace, the juice is then fermented and it may be blended, still perrys – made with perry pears crushed to make pomace, and pressed to extract the juice, which is then fermented using the wild yeasts found on the fruits' skin

Faults that can occur in beers, ciders and perrys: faults eg too cold/warm, no head, totally flat and out of condition, hazy and has yeast particles or protein floating in the liquid, short measure

Maintaining the condition of beers, ciders and perrys prior to service: maintaining beers, ciders and perrys eg keeping kegs cold, ideal storage temperature for different types of beers, ciders and perrys, temperature should be kept constant, beers, ciders and perrys should not be stored close to heat sources

2 **Understand how beers, ciders and perrys should be prepared and served**

Issues that can occur in the service of beers, ciders and perrys: issues eg incorrect temperature, cleanliness (such as keg beer lines), technical malfunctions (such as diffuser, remote cooler), cloudy beer/cider, slow dispense (such as nil gas and/or fobbing)

Importance of using appropriate glassware and service equipment for beers, ciders and perrys: importance eg enabling quick and efficient work, business standards, meeting customer requirements, ensuring customer satisfaction

Presentation standards for serving beers, ciders and perrys: presentation standards eg appropriate glassware, temperature, head, pouring method and the key requirements for a 'perfect pint', brand recognition, business standards, legal measure

Techniques and equipment used in the presentation of beers ciders and perrys: techniques and equipment eg mise en place of bar area, assorted glasses, coasters, pouring method (pump, bottled)

Importance of cleaning drinks dispense lines: importance eg preventing contamination, monitoring taste, product quality, ensuring all detergent is flushed away, avoiding harm to user

3 **Understand different types of spirits and liqueurs**

Spirits and liqueurs: spirits eg brandy, gin, rum, tequila, vodka, whisky; liqueurs eg berry, chocolate, coffee, cream, crème, flower, fruit, herbal, honey, nut, whisky

Specific qualities of different types of spirits and liqueurs: qualities eg alcohol by volume (abv), colour, flavour, taste

Taste characteristics of spirits and liqueurs: taste characteristics eg floral, honey, fruit, aroma, flavour

How different types of spirits and liqueurs are produced: production eg produced by distilling wine or from fermented fruits

Maintaining the condition of spirits and liqueurs prior to service: maintaining spirits and liqueurs eg ideal storage temperature for different types of spirits and liqueurs, temperature should be kept constant, spirits and liqueurs should not be stored close to heat sources

4 **Understand how spirits and liqueurs should be prepared and served**

Service styles for spirits and liqueurs: styles eg bar service, table service; service eg neat without ice at room temperature in snifter or small-stemmed glasses, in shot glasses and accompanied with lime and salt or another drink serve alongside, served ice cold and mixed with something to enhance or use its sweetness in tall or cocktail glasses

Terminology used by customers when ordering spirits and liqueurs: terminology eg on the rocks, straight up, a dash, neat, aperitif, digestif, back, dry

Issues that can occur in the service of spirits and liqueurs: issues eg shortages/breakdown of equipment, shortages/out-of-date stock, spillages, breakages, unexpected customers, damage to equipment, furniture, furnishings, incorrect lay-up, incorrect menu information, pests and vermin, limit of authority, customer special requirements

Importance of using appropriate glassware and service equipment for spirits and liqueurs: importance eg customer satisfaction, maintaining business standards, reducing customer complaints, improving work efficiency

Presentation standards for serving spirits and liqueurs: standards eg appropriate glassware, temperature, pouring method, accompaniments, brand recognition, business standards, legal measure

Techniques and equipment that can be used in the presentation of spirits and liqueurs: techniques eg shaking, mixing, blending, stirring, building/pouring, fine straining, muddling, layering, adding salt to the rim of glasses, flaming, garnishing, measuring; equipment eg glassware, service cloths or linen, chillers and coolers, strainers, shakers, trays and trolleys, knives, measures and optics, blenders

5 **Understand how cold non-alcoholic beverages should be prepared and served**

Cold non-alcoholic beverages: beverages eg mixers, fruit juices, cordials, water (eg still, sparkling)

Service styles for cold non-alcoholic beverages: styles eg bar service, table service

Importance of using appropriate glassware and service equipment for cold non-alcoholic beverages: importance eg customer satisfaction, maintaining business standards, reducing customer complaints, improving work efficiency

Importance of stock rotation of cold non-alcoholic beverages: importance eg efficient stock rotation, compliance with Food Safety Act 1990 (as amended), spoilage, wastage, cost to business, impact on customers of poor quality products, customer satisfaction, reputation

6 **Understand how to maintain customer service when serving beverages**

Techniques that can be used to guide customers in their choice of beverage: guiding customers eg providing accurate information about different beverage options, discussing beverage types, styles, regions and production methods, taking account of customer's level of beverage knowledge, taste and price preference, compatibility of different beverages with menu or food items if appropriate, appropriate beverages for special occasions and particular seasons

Maintaining customer service through the service of beverages: maintaining customer service eg ensuring safe and hygienic working practices, taking drink orders directly from customers or waiters, ensuring customers are of legal drinking age before serving them alcohol, asking for identification if necessary, serving a variety of beverages, memorising drink recipes and being able to make them quickly and accurately without wastage, maintaining stock and glasses behind the bar as well as garnishes and a supply of ice, collecting payment from customers and using the cash register, serving food to customers eating at the bar if appropriate, ensuring customer satisfaction, maintaining business standards

7 **Be able to serve a range of beverages**

Providing customers with accurate information on beverages: information eg age, price, taste characteristics, alcohol content, country and region of origin

Assisting customers to make a choice that meets their needs: assisting customers eg listening to customer needs, establishing preferred strength/flavour, special occasion

Serving alcoholic and cold non-alcoholic beverages at the correct temperature: temperature eg according to the beverage (such as room temperature, chilled, with ice), customer requirements

Serving alcoholic and cold non-alcoholic beverages using the appropriate glassware and service equipment: equipment eg glassware, service cloths or linen, chillers and coolers, strainers, shakers, trays and trolleys, knives, measures and optics, blenders

Storing beverages that have been opened according to standard procedures: storing eg placing cork/lid back in bottle and refrigerating or displaying according to business standards, decanting into smaller bottle and sealing with cork/lid, vacuuming, appropriate temperatures

Essential guidance for tutors

Delivery

This unit develops learner's understanding of the preparation and appropriate service methods for different beers, ciders, perrys, spirits and liqueurs as well as a range of cold non-alcoholic beverages.

Where possible, tutors could link learning to learners' own experiences, while making the learning experience as focussed and as practical as possible. Using demonstrations and allowing learners to handle, for example, the preparation of keg beer for service, including the cleaning of dispense lines.

Tutors will need to ensure that learners are exposed to the specific qualities of different types of each product and the accepted method of service for each. This may be achieved by the use of demonstrations by the tutor or by experienced practitioners or guest speakers.

Group discussions and practical sessions will help learners to develop their knowledge and ability to correctly prepare and serve these products and be able to provide customers with accurate information and advice.

Television programmes, DVDs or videos could provide a useful source of information for learners not only to illustrate the type of products available and their taste characteristics but also to identify the range of equipment used in the preparation and service of these. A visit to a brewery and or licensed premises to include cellar and point of sale areas would be beneficial for learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussion about the specific qualities of different types of beers, ciders and perrys, their taste characteristics, how they are produced, faults that can occur with them and how to maintain their condition prior to service.
Visits to licensed premises to find out about issues that can occur in the service of beers, ciders and perrys, the importance of using appropriate glassware and service equipment for beers, ciders and perrys, the presentation standards for them, techniques and equipment that can be used in their presentation and the importance of cleaning drinks dispense lines.
Guest speaker to talk to learners about the specific qualities of different types of spirits and liqueurs, their taste characteristics, how different types of spirits and liqueurs are produced and how to maintain their condition prior to service.

Topic and suggested activities
Group discussion about the different service styles for spirits and liqueurs, different terminology used by customers when ordering spirits and liqueurs, issues that can occur in the service of spirits and liqueurs, the importance of using appropriate glassware and service equipment for spirits and liqueurs, presentation standards for serving them and techniques and equipment that can be used in their presentation.
Group discussion about a range of cold non-alcoholic beverages, the different service styles for cold non-alcoholic beverages, the importance of using appropriate glassware and service equipment for cold non-alcoholic beverages and the importance of stock rotation of cold non-alcoholic beverages.
Guest speaker to talk to learners about the techniques that can be used to guide customers in their choice of beverage and how customer care can be maintained through the service of beverages.
Role play – learners provide customers with accurate information on beverages, assist customers to make a choice that meets their needs, serve alcoholic and cold non-alcoholic beverages at the correct temperature, serve alcoholic and cold non-alcoholic beverages using the appropriate glassware and service equipment and store beverages that have been opened according to standard procedures.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could take the form of a report or a drinks list describing the specific qualities of different types of beers, ciders and perrys, explaining their taste characteristics, how different types of beers, ciders and perrys are produced and faults that can occur in them. Learners could give examples of ways to maintain the condition of beers, ciders and perrys prior to service.

Learning outcome 2: could be covered in written format explaining issues that can occur in the service of beers, ciders and perrys, the importance of using appropriate glassware and service equipment for beers, ciders and perrys, describing the presentation standards for serving beers, ciders and perrys, and explaining the importance of cleaning drinks dispense lines. Learners could give examples of techniques and equipment that can be used in the presentation of beers ciders and perrys.

Learning outcome 3: could take the form of a report or a drinks list describing the specific qualities of different types of spirits and liqueurs, explaining the taste characteristics of spirits and liqueurs and how different types of spirits and liqueurs are produced. Learners could give examples of how to maintain the condition of spirits and liqueurs prior to service.

Learning outcome 4: could be covered in written format comparing the different service styles for spirits and liqueurs, explaining different terminology used by customers when ordering spirits and liqueurs, issues that can occur in the service of spirits and liqueurs, the importance of using appropriate glassware and service equipment for spirits and liqueurs and describing presentation standards for serving spirits and liqueurs. Learners could give examples of techniques and equipment that can be used in the presentation of spirits and liqueurs.

Learning outcome 5: could take the form of a report or a drinks list describing a range of cold non-alcoholic beverages, explaining the importance of using appropriate glassware and service equipment for cold non-alcoholic beverages and the importance of stock rotation of cold non-alcoholic beverages. Learners could give examples of different service styles for cold non-alcoholic beverages.

Learning outcome 6: could be covered in written format explaining how customer service can be maintained through the service of beverages. Learners could give examples of techniques used to guide customers in their choice of beverage.

Learning outcome 7: could take the form of a training exercise or simulated activity that shows learners are able to serve a range of beverages. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate that they are able to provide customers with accurate information on beverages, assist customers to make a choice that meets their needs, serve alcoholic and cold non-alcoholic beverages at the correct temperature and using the appropriate glassware and service equipment, and store beverages that have been opened according to standard procedures.

Essential resources

Learners should have access to well-equipped and well-stocked cellar and bar areas. They should be able to experience an appropriate range of modern dispense and service equipment which is in good repair and working order.

Indicative resource materials

Textbooks

Bolton M — *Cider* (CAMRA 2009) ISBN 9781852492595

Cousins J and Lillicrap D — *Essential Food and Beverage Service* (Levels 1 and 2) (Hodder Education, 2010) ISBN 9781444112528

Cousins J, Lillicrap D and Weekes S — *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Evans J — *CAMRA'S Book of Beer Knowledge: Essential Wisdom for the Discerning Drinker* (CAMRA, 2011) ISBN 9781852492922

Moran B — *Distilling Knowledge: Alchemy, Chemistry, and the Scientific Revolution* (Harvard University Press, 2006), ISBN 9780674022492

O'Neill P — *Cellarmanship, 5th Edition* (CAMRA, 2010) ISBN 9781852492786

Protz R — *CAMRA'S Good Beer Guide 2012* (CAMRA, 2011) ISBN 9781852492861

Protz R — *Roger Protz's World Beer Guide* (Carlton Books, 2009) ISBN 9781847321350

Walton S — *The Connoisseur's Guide to Spirits and Liqueurs* (Apple Press, 2007) ISBN 9781845432379

Journals

Caterer and Hotelkeeper — Reed Business Information

Morning Advertiser — Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper — the resource for hospitality businesses
www.beerandpub.com	British Beer and Pub Association
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search —complete information source for hospitality
www.catersource.com	Catersource — education, products and news for caterers
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive — health and safety for waiting staff
www.iba-world.net/english/index.php	International Bartenders Association
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican — food and drinks news
www.ukbg.co.uk	UKBG — United Kingdom Bartenders' Guilds

Unit 14: Provide Advice to Customers on Food and Beverage Matching

Unit code:	H/503/1731
QCF Level 3:	BTEC Specialist
Credit value:	4

Guided learning hours: 32

Unit aim

This unit covers the skills and knowledge required to provide advice on matching a range of beverages to different menu items. It focuses on knowledge relating to all beverages and recommendations for classic beverage and food combinations.

Unit introduction

This unit develops learners' understanding and skills to provide advice to customers on food and beverage matching.

In this unit learners will develop their understanding of how to engage with customers in discussion on beverages and how to support customer's beverage selection using a variety of techniques. They will consider why a range of foods and beverages may be considered to be classic combinations, how the senses work in relation to taste and how different foods can affect the palate and taste sensation. Learners will look at how to advise customers on a range of food and beverages that may be considered classic combinations, the type of language that should be used when describing attributes of beverages, and where to obtain information needed regarding beverages.

Learners will need to promote beverages that will enhance the combination of food and beverages, assist customers in beverage selection according to taste and price preference and offer specific advice on the compatibility of different beverages with menu or food items.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, 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 and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to provide advice to customers on food and beverage matching	1.1	Explain how to engage with customers in discussion on beverages
	1.2	Explain how to support customer's beverage selection using a variety of techniques
	1.3	Explain why a range of foods and beverages may be considered to be classic combinations
	1.4	Explain how the senses work in relation to taste
	1.5	Explain how different foods can affect the palate and taste sensation
	1.6	Explain how to advise customers on a range of food and beverages that may be considered classic combinations
	1.7	Describe the type of language that should be used when describing attributes of beverages including:
		• aroma
		• taste
	1.8	Explain where to obtain information needed regarding beverages
2 Be able to provide advice to customers on food and beverage matching	2.1	Promote beverages that will enhance the combination of food and beverages
	2.2	Assist customers in beverage selection according to taste and price preference
	2.3	Offer specific advice on the compatibility of different beverages with menu or food items

Unit content

1 **Understand how to provide advice to customers on food and beverage matching**

Food: types eg canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit

Beverages: types eg bottled, draught, drinks in cans, drinks in cartons, free pouring/optics, alcoholic and cold non-alcoholic drinks, coffee, hot chocolate, tea, steamed milk drinks, iced drinks (such as frappé/iced tea)

Engaging with customers in discussion on beverages: engaging eg recognising customers' needs, establishing preferences, demonstrating product knowledge

Supporting customer's beverage selection using a variety of techniques: techniques eg providing accurate information about different beverage options, discussing beverage types, styles, regions, viticulture and production methods, taking account of customer's level of beverage knowledge, taste and price preference, compatibility of different beverages with menu or food items, appropriate beverages for special occasions and particular seasons

Why a range of foods and beverages may be considered to be classic combinations: combinations eg historic combinations, matching texture and flavour, subjective nature of 'pairing', influence of media

How the senses work in relation to taste: taste sensations eg sweet, sour, salty, bitter; sensory evaluation eg appearance, aroma, flavour, texture

How different foods can affect the palate and taste sensation: sensation of taste eg sweet, sour, bitter, salty, umami; effect of food eg appetitive or aversive, depending on the effect of the tastes on the body

Advising customers on a range of food and beverages: advising customers eg providing accurate information about different menu options and beverages to match the food, taste and price preference, compatibility of different beverages with menu or food items, appropriate beverages for special occasions and particular seasons, appropriate combinations (eg merlot with red meats, sauvignons blanc with seafood, champagne with food in general, dessert wines with sweet dishes and blue cheeses)

Language that should be used when describing attributes of beverages: language for describing aroma and taste eg sweet, sour, tangy, fruity, crisp, sharp, citrussy, floral

Obtaining information needed regarding beverages: obtaining information eg labels, suppliers, exhibitions, tastings, trade journals, internet

2 **Be able to provide advice to customers on food and beverage matching**

Promoting beverages that will enhance the combination of food and beverages: promoting eg drawing on knowledge of classic combinations, establishing customer preferences, using appropriate language, allowing customers to taste products if appropriate

Assisting customers in beverage selection: assisting customers eg providing accurate information about different beverage options, discussing beverage types, styles, regions, viticulture and production methods, taking account of customer's level of beverage knowledge, taste and price preference, compatibility of different beverages with menu or food items, appropriate beverages for special occasions and particular seasons

Offering advice on the compatibility of beverages with menu or food items: offering advice eg describing classic combinations, acquiring knowledge about each product, product tasting if appropriate

Essential guidance for tutors

Delivery

This unit introduces learners to providing advice to customers on food and beverage matching.

Guest speakers with experience in this area could explain how they assist customers in choosing beverages and outline the training they provide to their staff. It is important that learners are made aware of different types of food and beverage and that the unit does not concentrate too heavily on the matching of wine and food.

Elements of the delivery should be through practical sessions. These should enable learners to develop their communication and customer service skills so that they are able to confidently assist customers in making beverage choices. Role play will enable learners to explore and experience the different techniques used to assist customers in beverage selection and the skills needed to successfully match beverages to customer needs.

Internet research can be very useful for learners to discover classic combinations and current industry practice in this area. Learners should read wine labels, menus, drinks lists and trade press to enhance their knowledge of beverages and to develop the type of language they will use to describe the attributes of the food and beverages they will be serving.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussions about how to engage with customers in discussion on beverages, how to support customer's beverage selection using a variety of techniques and why a range of foods and beverages may be considered to be classic combinations.
Guest speaker to talk to learners about how the senses work in relation to taste, how different foods can affect the palate and taste sensation, how to advise customers on a range of food and beverages that may be considered classic combinations, the type of language that should be used when describing attributes of beverages and where to obtain information needed regarding beverages.
Role play — learners promote beverages that will enhance the combination of food and beverages, assist customers in beverage selection according to taste and price preference and offer specific advice on the compatibility of different beverages with menu or food items.

Topic and suggested activities
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand how to provide advice to customers on food and beverage matching. Learners should carry out tasks that provide evidence explaining how to engage with customers in discussion on beverages. A personal statement must accompany the explanation detailing how to support customer's beverage selection using a variety of techniques, explaining why a range of foods and beverages may be considered to be classic combinations, how the senses work in relation to taste, how different foods can affect the palate and taste sensation, how to advise customers on a range of food and beverages that may be considered classic combinations and where to obtain information needed regarding beverages. A report covering the type of language that should be used when describing attributes of beverages including aroma and taste should be included.

Learning outcome 2: could take the form of a training exercise or simulated activity that shows learners are able to provide advice to customers on food and beverage matching. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real-life examples to demonstrate that they are able to promote beverages that will enhance the combination of food and beverages, assist customers in beverage selection according to taste and price preference and offer specific advice on the compatibility of different beverages with menu or food items.

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated food and beverage service environment. Appropriate food and beverage service equipment must also be provided, such as glasses and china.

Indicative resource materials

Textbooks

Dornenburh A and Page K — *What to Drink with What You Eat*
(Bullfinch Press, 2006) ISBN 9780821257180

Harrington R — *Food and Wine Pairing: A Sensory Experience*
(John Wiley and Sons, 27 Mar 2007) ISBN 9780471794073

Hoffman R — *Pairing Food with Wine* (McDonald and Woodward, 2000)
ISBN 9781893718012

LaVilla J — *The Wine, Beer and Spirits Handbook: A Guide to Styles and Service*
(John Wiley and Sons, 2009) ISBN 9780470138847

Journals

Caterer and Hotelkeeper — Reed Business Information

Croner's Catering Magazine — Croner Publications

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper — the resource for hospitality businesses
www.bighospitality.co.uk	Big Hospitality — hospitality news
www.caterersearch.com	Caterersearch — hospitality news
www.catersource.com	Catersource — education, products and news for caterers
www.foodanddrinknetwork-uk.co.uk	Food and Drink Network UK Magazine
www.hse.gov.uk	Health and Safety Executive
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 15: Supervise Hospitality Events

Unit code: M/503/1733

QCF Level 3:   BTEC Specialist

Credit value: 5

Guided learning hours: 44

Unit aim

This unit will cover supervising an event such as a banquet, corporate entertainment event, reception or conference, and ensuring everything goes smoothly. The unit covers the preparation, running and closing of the event and includes briefing, monitoring, clearing up and debriefing staff beyond the close of the event.

Unit introduction

People supervising hospitality events require expertise in the creative, technical and logistical elements that help an event succeed. This can include planning the event, logistics, budgeting, negotiating and customer service. The scope of the job is significant.

Learners will follow a client brief to ensure equipment and materials needed for the event are available to the staff that will need to use them, inspect the event venue to ensure that it has been prepared as agreed with the client, and communicate the legal requirements of the event to customers and staff. They will need to liaise with relevant people before, during and after the event, monitor the event to ensure that it is running to plan, and record relevant information about the event.

In this unit learners will develop their understanding of the health and safety and legislative requirements relevant to hospitality events and the importance of assessing the impact that the event is likely to have on others. Learners will look at the information required to plan different types of events and how to deal with additional requirements for different client groups. They will consider the importance of obtaining reliable sources of information and of briefing staff before and after the event. Learners will examine how to ensure the products and services available support a variety of events and appropriate management of contractors likely to be employed for events. They will also investigate how to carry out a risk assessment of the premises.

Learners will investigate how to monitor the event, how to carry out an inspection of equipment used during events and how information about the event should be communicated to customers and staff. They will consider the importance of communicating with the organiser of the event, the legislative requirements relevant to the clearing of the venue where the event is being held, and how to deal with problems that may arise during and after an event.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of planning hospitality events	1.1 Explain the health and safety and legislative requirements relevant to hospitality events
	1.2 Explain the importance of assessing the impact that the event is likely to have on others
	1.3 Identify the information required to plan different types of events including: • customers' specific requirements • staffing • equipment • budget • venue capacity • other specifications
	1.4 Explain how to deal with additional requirements for different client groups including: • children • older people • people with disabilities
	1.5 Explain the importance of obtaining reliable sources of information
	1.6 Explain the importance of briefing staff: • prior to the event • after the event
	1.7 Explain how to ensure the products and services available support a variety of events
	1.8 Explain how to ensure appropriate management of contractors likely to be employed for events
	1.9 Explain how to carry out a risk assessment of the premises

Learning outcomes	Assessment criteria	
2 Understand how to supervise events	2.1	Explain how to monitor the event
	2.2	Explain how to carry out an inspection of equipment used during events
	2.3	Explain how information about the event should be communicated to customers and staff
	2.4	Explain the importance of communicating with the organiser of the event
	2.5	Explain the legislative requirements relevant to the clearing of the venue where the event is being held
	2.6	Explain how to deal with problems that may arise: • during an event • after the event
3 Be able to supervise events	3.1	Ensure equipment and materials needed for the event are available to the staff that will need to use them
	3.2	Inspect the event venue to ensure that it has been prepared as agreed
	3.3	Communicate the legal requirements of the event to customers and staff
	3.4	Liaise with relevant people before, during and after the event
	3.5	Monitor the event to ensure that it is running to plan
	3.6	Record relevant information about the event

Unit content

1 **Understand the importance of planning hospitality events**

Events: types eg banquets, corporate entertainment events, receptions, conferences, parties, promotions, fundraising; themes eg historical, 1970s, Hollywood, casino, murder mystery

Health and safety and legislative requirements relevant to hospitality events: as current at time of delivery; legislation eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Workplace (Health, Safety and Welfare) Regulations 1992, Fire Precautions Act 1971, Regulatory Reform (Fire Safety) Order 2005, Management of Health and Safety Regulations 1999, Manual Handling Operations Regulations 1992, Personal Protective Equipment (PPE) Regulations 2002, Health and Safety (First Aid) Regulations 1981, The Licensing Act 2003

Carrying out a risk assessment of the premises: fire and health and safety risk assessment eg identifying hazards, looking around the premises, asking staff and suppliers, and checking records of any health and safety incidents, long-term health problems, noticeable hazards, considering who could be affected by the hazard, evaluating the scale of the risk and how effective any existing precautions are, complying with specific health and safety regulations and meeting industry standards

Importance of assessing the impact that the event is likely to have on others: importance eg use of resources (such as water, police, emergency services, increase in traffic), impact on local community (such as economic benefits, noise, possible conflicts), avoiding complaints from local community

Information required to plan different types of events: information eg customers' specific requirements (such as purpose of event, customer needs, date and time, location, budget, number of guests, catering requirements, records of communication with customer), staffing, equipment, venue capacity, other specifications (such as ticketing, entertainment, publicity, legislation, applications for licences)

Dealing with additional requirements for different client groups: additional requirements eg children, older people, people with disabilities

Importance of obtaining reliable sources of information: importance eg smooth running of the event, customer satisfaction, legislation compliance

Importance of briefing staff: prior to the event eg providing information, going over service standards and encouraging team members to ask questions regarding service and product knowledge, confirming duties, motivating team members; after the event eg assessing if objectives and service targets have been achieved, giving individuals or team the opportunity to talk about their experience, discussing how they managed to carry out their duties, identifying individuals in need of support, giving support and monitoring their future performance

Ensuring the products and services available support a variety of events: products and services eg according to customer requirements, objectives, time planning, venue, entertainment, catering requirements, staffing requirements, contingency arrangements, marketing and publicity, control of attendance, facilities

Ensuring appropriate management of contractors: management of contractors eg contract details (such as cost, staffing, event details, legal requirements ie their responsibilities under Management of Health and Safety at Work Regulations 1999), expectations (such as clear communication, commitment, legislation compliance, meeting agreed requirements)

2 **Understand how to supervise events**

Monitoring the event: monitoring eg observing and assessing the performance of individuals and teams against set standards and targets, customer feedback, support and development of team members performing below target, possible revision of team responsibilities, reviewing and evaluating teamworking arrangements, application of corrective measures to remedy team underachievement, maintaining team focus

Carrying out an inspection of equipment used during events: inspection of equipment eg deciding what to inspect, how often it needs to be inspected, who should carry out the inspection, what specific items or areas need inspecting, standard required (such as legal requirement, local needs), checking that the working environment and procedures are meeting the required standards, checking that equipment is available and is not faulty or broken, use of checklists, procedures for remedial action

Communicating information about the event to customers and staff: verbal eg tone of voice, appropriate language (such as evacuation procedures, emergency exits); non-verbal, body language eg facial expression, posture, maintaining personal space, eye contact, smiling; written conventions eg correct layout, accurate spelling, grammar and punctuation (such as signs and notices); behaviour eg welcoming, offering help and assistance, active listening, selecting and providing accurate information, recording and relaying messages, keeping records and information

Importance of communicating with the organiser of the event: importance eg reducing mistakes, gaining clarification, ensuring understanding, maintaining standards, ensuring customer satisfaction, dealing with problems, making changes/adjustments to services and products if necessary

Legislative requirements relevant to the clearing of the venue where the event is being held: as current at time of delivery; legislative requirements eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002, Personal Protective Equipment (PPE) at Work Regulations 1992, Manual Handling Regulations, Fire Safety Regulations, risk assessments

Dealing with problems that may arise: during an event eg identifying with the customer, listening to the customer and acknowledging the customer's point of view, asking the customer what resolution they would like to see, asking colleagues' opinions; after the event eg identification of the situations, complaint-handling procedures, seeking advice from appropriate person/s, consistency, timeliness/responsiveness, providing information to customers, using appropriate documentation relating to service, using corrective action in response to problems

3 **Be able to supervise events**

Ensuring availability of equipment and materials needed for the event: availability of equipment eg use of checklist of equipment and materials needed, checking the equipment and materials needed are available before the event and checking with appropriate staff on the day of the event that they have what they need, checking the equipment and materials are in working order and are appropriate for their purpose; staffing

Inspecting the event venue to ensure that it has been prepared as agreed: inspecting the venue eg layout, access, cleanliness, set-up of equipment/materials, meets with legal requirements

Communicating the legal requirements of the event: verbal eg tone of voice, appropriate language (such as evacuation procedures, emergency exits); non-verbal, body language eg facial expression, posture, maintaining personal space, eye contact, smiling; written conventions eg correct layout, accurate spelling, grammar and punctuation (such as signs and notices); behaviour eg welcoming, offering help and assistance, active listening, selecting and providing accurate information, recording and relaying messages, keeping records and information

Liaising with relevant people before, during and after the event: liaising with people eg police (such as routing and road closures, signage, transport requirements, parking, crowd control), venues (such as price, date), catering providers (such as quantity, cost, food, staffing), arranging equipment hire (such as seating, staging, lighting, sound, portable lavatories), booking entertainment, applications for licences (such as music, alcohol sales), fire brigade and first-aid organisations

Monitoring the event to ensure that it is running to plan: monitoring eg observing and assessing the performance of individuals and teams against set standards and targets, customer feedback, supporting and development of team members performing below target, possible revision of team responsibilities, reviewing and evaluating teamworking arrangements, application of corrective measures to remedy team underachievement, maintaining team focus, adapting as required

Recording relevant information about the event: recording information eg guests data, sales figures, keeping receipts, reportable injuries

Essential guidance for tutors

Delivery

This unit introduces learners to supervising hospitality events.

The delivery of this unit would be enhanced by a visit from a guest speaker such as an event manager, or a visit to an event management company. It would be desirable, but not essential, for learners to undertake work experience at a local event or have some involvement with planning and supervising an event in their own centre, such as a charity fundraiser, prizegiving event, parents' evening or sports day.

It would be helpful to use case studies to illustrate legal compliance and practise using flow charts to identify the processes of event planning and supervision. Sample budgets can be used to identify break-even data, and a sample budget could be set for a local fundraising event. Risk assessments can be undertaken and safety checklists compiled to provide learners with the opportunity to practise the use of safety systems. Tutors will need to provide an input on protocols for different types of event and also direct learners to examine supervisory roles, motivation and team responsibilities.

Planning is a key consideration and group exercises will enhance learners' ability to identify the logistics of an event and the need to bring all equipment and other resources together at the right time. The use of time plans, lists and performance standards are key to the development of the appropriate skills. Learners will need direction with regard to operational policies. It would be extremely useful to arrange for them to talk with representatives from the police, fire and ambulance services about fire, accident, crowd control and security issues.

The Event Safety Guide (published by HMSO) provides additional support and outlines specific health and safety requirements.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit and overview of assessment.
Group discussions about the health and safety and legislative requirements relevant to hospitality events, the importance of assessing the impact that the event is likely to have on others, the information required to plan different types of events, how to deal with additional requirements for different client groups and the importance of obtaining reliable sources of information.
Guest speakers to talk to learners about the importance of briefing staff before and after the event, how to ensure the products and services available support a variety of events, how to ensure appropriate management of contractors likely to be employed for events and how to carry out a risk assessment of the premises.

Topic and suggested activities
Group discussions about how to monitor the event, how information about the event should be communicated to customers and staff, the importance of communicating with the organiser of the event, the legislative requirements relevant to the clearing of the venue where the event is being held and how to deal with problems that may arise during and after an event.
Visits to event venues to find out how they carry out their event operation.
Role play — learners ensure that equipment and materials needed for the event are available to the staff who will need to use them, inspect the event venue to ensure that it has been prepared as agreed, communicate the legal requirements of the event to customers and staff, liaise with relevant people before, during and after the event, monitor the event to ensure that it is running to plan and record relevant information about it.
Tutorial support and feedback.
Learner-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1: could be covered by producing briefing notes that enable learners to understand the importance of planning hospitality events. Learners should carry out tasks that provide evidence explaining the health and safety and legislative requirements relevant to hospitality events. A personal statement must accompany the explanation detailing the importance of assessing the impact that the event is likely to have on others, the information required to plan different types of events, how to deal with additional requirements for different client groups, the importance of obtaining reliable sources of information, the importance of briefing staff before and after the event, how to ensure the products and services available support a variety of events and how to ensure appropriate management of contractors likely to be employed for events. A report covering how to carry out a risk assessment of the premises should be included.

Learning outcome 2: could take the form of a report explaining how to monitor the event, how to carry out an inspection of equipment used during events, how information about the event should be communicated to customers and staff, the importance of communicating with the organiser of the event, and the legislative requirements relevant to the clearing of the venue where the event is being held. Learners could give examples of how to deal with problems that may arise during and after an event.

Learning outcome 3: could take the form of a small event at the centre in a realistic working environment that shows learners are able to supervise events. A given client brief will be required. This could be a real brief or produced by the tutor acting as the client. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in the event. Learners must use real-life examples to demonstrate that they are able to ensure equipment and materials needed for the event are available to the staff who will need to use them, inspect the event venue to ensure that it has been prepared as agreed, communicate the legal requirements of the event to customers and staff, liaise with relevant people before, during and after the event, monitor the event to ensure that it is running to plan and record relevant information about the event.

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated events venue environment. If real customer-specific requirements are not available, then tutors will be required to develop a range of simple customer requirements. Learners must have access to the resources required to supervise their event, including equipments and materials.

Indicative resource materials

Textbooks

Bowdin G, Allen J, O'Toole W, Harris R and McDonnell I — *Events Management, 3rd Edition* (Butterworth-Heinemann, 2010) ISBN 9781856178181

Conway D — *The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event, 3rd Edition* (How To Books, 2009) ISBN 9781845283032

Razaq R, Paul Walters and Rashid T — *Events Management: An Integrated and Practical Approach* (Sage Publications, 2008) ISBN 9781412923354

Shone A and Parry B — *Successful Event Management, 3rd Edition* (Cengage Learning, 2010) ISBN 9781408020753

Torkildsen G and Taylor P — *Torkildsen's Sport and Leisure Management, 6th Edition* (Routledge, 2010) ISBN 9780415497930

Van Der Wagen L — *Event Management, 4th Edition* (Pearson, 2010) ISBN 9781442534889

Journals

Caterer and Hotelkeeper — Reed Business Information

Event Magazine — Haymarket Publications

Event Organiser — the magazine for the events industry

The Event Safety Guide — HMSO

Websites

www.bha.org.uk	British Hospitality Association
www.catersource.com	Catersource — Education, products and news for caterers
www.eventeducation.com/risk-management-events.php	EventEducation — Risk Management Plan for Events
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.tesa.org.uk	The Event Services Association

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and 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* (Pearson, distributed to centres annually)

- Functional Skills publications – specifications, tutor support materials and question papers

- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008

- the current Pearson publications catalogue and update catalogue.

Pearson 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 Pearson publications catalogue.

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

How to obtain National Occupational Standards

Please contact:

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

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building Functional Skills into your programme

- building-in effective and efficient quality assurance systems.

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

Our customer service numbers are:

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

Calls may be recorded for quality and training purposes.

The training we provide:

- is active – ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

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

BN035265 – Specification – Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage
Service Supervision (QCF) – Issue 2 – June 2013 © Pearson Education Limited 2013

Annexe A

The Pearson/BTEC qualification framework for the hospitality industry

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC Specialist qualification/professional	NVQ/competence
7				Pearson Level 7 BTEC Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Pearson BTEC Level 5 HND Diploma in Hospitality Management (QCF)		
4			Pearson BTEC Level 4 HNC Diploma in Hospitality Management (QCF)	Pearson BTEC Level 4 Award in Managing Food Safety in Catering (QCF)	

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC Specialist qualification/professional	NVQ/competence
3		Edexcel Level 3 Principal Learning in Hospitality	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality (QCF)	Pearson Level 3 BTEC Certificate in Food and Beverage Service Pearson Level 3 BTEC Certificate in Front Office Operations Pearson Level 3 BTEC Certificate in Hospitality Customer Relations Pearson Level 3 BTEC Certificate in Hospitality Small Business Operations Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF) Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF) Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Pearson BTEC Level 3 Award in Supervising Food Safety in Catering (QCF) Pearson BTEC Level 3 Award in Craft Cuisine Skills (QCF) **Pearson BTEC Level 3 Certificate/Diploma in Food and Beverage Service Supervision (QCF)**	Pearson Level 3 NVQ Diploma in Professional Cookery (QCF) Pearson Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) Pearson Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF) Pearson Level 3 NVQ Diploma in Hospitality Supervision and Leadership (QCF) Pearson Level 3 NVQ Diploma in Craft Cuisine (QCF)

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Edexcel Level 2 Principal Learning in Hospitality	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality (QCF)	Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)	Pearson Level 2 NVQ Diploma in Food and Beverage Service (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) (QCF)	Pearson Level 2 NVQ Diploma in Beverage Service (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service) (QCF)	Pearson Level 2 NVQ Diploma in Food Service (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) (QCF)	Pearson Level 2 NVQ Diploma in Food Production and Cooking (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) (QCF)	Pearson Level 2 NVQ Diploma in Front of House Reception (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) (QCF)	Pearson Level 2 NVQ Diploma in Housekeeping (QCF)
					Pearson Level 2 NVQ Diploma in Hospitality Services (QCF)
					Pearson Level 2 NVQ Diploma in Kitchen Services (QCF)

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *continued*				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine) (QCF)	Pearson Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine) (QCF)	Pearson Level 2 NVQ Diploma in Craft Cuisine (QCF)

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *continued*				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) (QCF) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) (QCF) Pearson BTEC Level 2 Certificate in Front of House Operations (QCF) Pearson BTEC Level 2 Award in Home Cooking Skills (QCF) Pearson BTEC Level 2 Award in Food Safety in Catering (QCF) Pearson BTEC Level 2 Award in Craft Cuisine Skills (QCF)	

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		Edexcel Level 1 Principal Learning in Hospitality	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF) Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF) Pearson BTEC Level 1 Award in General Front Office Operations (QCF) Pearson BTEC Level 1 Award in General Housekeeping Operations (QCF) Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF) Pearson BTEC Level 1 Certificate in General Food and Beverage Service (QCF) Pearson BTEC Level 1 Certificate in General Cookery (QCF)	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF) Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF) Pearson BTEC Level 1 Award in General Front Office Operations (QCF) Pearson BTEC Level 1 Award in General Housekeeping Operations (QCF) Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF) Pearson BTEC Level 1 Certificate in General Food and Beverage Service (QCF) Pearson BTEC Level 1 Certificate in General Cookery (QCF) Pearson BTEC Level 1 Award in Basic Cooking Skills (QCF) Pearson BTEC Level 1 Award in Home Cooking Skills (QCF)	Pearson Level 1 NVQ Certificate in Hospitality Services (QCF) Pearson Level 1 NVQ Certificate in Food Preparation and Cooking (QCF) Pearson Level 1 NVQ Certificate in Food and Beverage Service (QCF) Pearson Level 1 NVQ Certificate in Accommodation Services (QCF)

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
Entry				Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	

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Annexe B

Wider curriculum mapping

Pearson BTEC Level 3 Specialist qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

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

Citizenship

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

Environmental issues

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

European developments

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

Health and safety considerations

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

Equal opportunities issues

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

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Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate and Diploma in Food and Beverage Service Supervision (QCF) against the underpinning knowledge of the Pearson Edexcel Level 3 NVQ in Hospitality Supervision and Leadership (QCF).

KEY

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pearson Edexcel Level 3 NVQ in Hospitality Supervision and Leadership (QCF)															
HSL4	#														
HSL5				#										#	
HSL6			#												
HSL7								#				#			
HSL8															#
HSL10		#				#		#							
HSL11		#				#			#	#	#		#		
HSL19														#	
HSL23				#										#	
HSL28		#													
HSL30					#							#			

Annexe D

Pearson BTEC Specialist and Professional qualifications

Pearson BTEC qualifications on the NQF	Level	Pearson BTEC Specialist and Professional qualifications on the QCF	Pearson BTEC qualification suites on the QCF
Pearson BTEC Level 7 Advanced Professional qualifications Pearson BTEC Advanced Professional Award, Certificate and Diploma	**7**	**Pearson BTEC Level 7 Professional qualifications** Pearson BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
Pearson BTEC Level 6 Professional qualifications Pearson BTEC Professional Award, Certificate and Diploma	**6**	**Pearson BTEC Level 6 Professional qualifications** Pearson BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
Pearson BTEC Level 5 Professional qualifications Pearson BTEC Professional Award, Certificate and Diploma	**5**	**Pearson BTEC Level 5 Professional qualifications** Pearson BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Level 5 Higher Nationals** Pearson BTEC Level 5 HND Diploma
Pearson BTEC Level 4 Professional qualifications Pearson BTEC Professional Award, Certificate and Diploma	**4**	**Pearson BTEC Level 4 Professional qualifications** Pearson BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Level 4 Higher Nationals** Pearson BTEC Level 4 HNC Diploma
Pearson BTEC Level 3 qualifications Pearson BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**Pearson BTEC Level 3 Specialist qualifications** Pearson BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Level 3 Nationals** Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

Pearson BTEC qualifications on the NQF	Level	Pearson BTEC Specialist and Professional qualifications on the QCF	Pearson BTEC qualification suites on the QCF
Pearson BTEC Level 2 qualifications Pearson BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**Pearson BTEC Level 2 Specialist qualifications** Pearson BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Level 2 Firsts** Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma
Pearson BTEC Level 1 qualifications Pearson BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**Pearson BTEC Level 1 Specialist qualifications** Pearson BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Level 1 qualifications** Pearson BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**Pearson BTEC Entry Level Specialist qualifications** Pearson BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**Pearson BTEC Entry Level qualifications (E3)** Pearson BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the regulation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1–12 credits
Certificate	13–36 credits
Diploma	37+ credits