

Pearson BTEC Level 1 Diploma in Preparing for a Career in the Hospitality Industry (QCF)

Specification

BTEC Specialist qualification

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Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks ie Technical Certificates.

There are three sizes of BTEC Specialist 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 QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Diploma in Preparing for a Career in the Hospitality Industry (QCF)
QCF Qualification Number (QN)	600/5447/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/06/2012
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	339
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 1 Diploma in Preparing for a Career in the Hospitality Industry (QCF) is for learners who work in, or want to work in, the hospitality industry.

It gives learners the opportunity to:

- develop knowledge related to the hospitality industry
- develop skills in the hospitality industry
- learn about the hospitality industry
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement in learning.

Pre-apprenticeships

People 1st approve the Pearson BTEC Level 1 Diploma in Preparing for a Career in the Hospitality Industry (QCF) as the Pre-apprenticeship programme for Hospitality.

Progression opportunities through Pearson qualifications

Learners who have achieved the Diploma can progress on to a BTEC Intermediate Apprenticeship in Hospitality (a variety of pathways is available) or employment within the hospitality industry.

Industry support and recognition

This qualification is supported by People 1st the SSC for hospitality, passenger transport, travel and tourism.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structure

Pearson BTEC Level 1 Diploma in Preparing for a Career in the Hospitality Industry (QCF)

Learners will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 1 or above	33

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/502/4894	Introduction to the Hospitality Industry	1	2	20
2	D/500/9047	Introduction to Personal Workplace Skills	1	3	20
3	T/600/1059	Principles of Customer Service in Hospitality Leisure Travel and Tourism	2	1	10
4	Y/503/9583	Health and Safety and Food Safety Awareness in Catering	1	1	8
5	K/502/5042	Basic Food Preparation and Cooking	1	3	30
6	Y/500/9046	Introduction to Kitchen Equipment	1	5	30
7	K/502/5073	Front Office Operations	1	3	30
8	A/600/1094	Housekeeping and Guest Services	1	3	30
9	K/502/4957	Food Service	1	3	20
10	L/502/5051	Preparing and Serving Drinks	1	3	20
11	J/600/0711	Basic Food Preparation	E3	2	20
12	F/502/4835	Serving Food and Drink	3	2	10
13	J/500/8541	Applying for Jobs and Courses	1	2	20
14	J/503/2854	Preparing for Work Placement	1	1	10
15	L/501/6382	Investigating Rights and Responsibilities at Work	1	1	10
16	J/503/2855	Learning from Work Placement	1	2	10

Centres should be aware that within the Level 1 qualification in this specification, learners will be required to meet the demands of unit(s) at level 2. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

5 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

6 Recognising prior learning and achievement

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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre and Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Content

This section clarifies what a learner needs to know to achieve a learning outcome.

Delivery

This explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

Assessment

This gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Indicative resource materials

This lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Unit 1: Introduction to the Hospitality Industry

Unit code: M/502/4894

QCF Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

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

Unit introduction

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

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

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

Learning outcomes, assessment criteria and unit amplification

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

On completion of this unit a learner should:

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

1 Know the structure of the hospitality industry

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

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

2 Know the career opportunities in the hospitality industry

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

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

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

Sources of information: school and college careers staff; government departments, e.g. Connexions, Jobcentre Plus; industry lead bodies; professional associations; individual chains and companies; public libraries; the internet; national and local newspapers; trade journals

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

Essential resources

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

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

Indicative resource materials

Textbooks

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

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

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

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 maintain personal appearance	1.1 Identify the correct uniform for work 1.2 State the reasons for wearing uniform correctly 1.3 Describe the correct care and maintenance of uniform 1.4 State the importance of maintaining personal hygiene and professional personal appearance 1.5 Identify poor hygiene and practices in relation to personal appearance and behaviour 1.6 Demonstrate professional personal appearance 1.7 Wear correctly maintained full uniform 1.8 Comply with organisational policies
2 Be able to demonstrate time-management skills	2.1 Demonstrate punctuality and attendance 2.2 Demonstrate working practices within set timeframes 2.3 Demonstrate the ability to follow a plan 2.4 State the importance of punctuality and attendance 2.5 State the effect that punctuality and attendance have on work colleagues 2.6 State the procedures to follow if absent or late 2.7 State the reasons for planning of tasks 2.8 State the importance of working within set timeframes.

Learning outcomes	Assessment criteria
<p>3 Be able to work effectively in a team</p>	<p>3.1 Identify the communication skills used in teams</p> <p>3.2 State the importance of communicating within and between teams</p> <p>3.3 Describe the importance of knowing own limitations and asking for advice and assistance</p> <p>3.4 State who to ask for advice and assistance</p> <p>3.5 State what makes a good team</p> <p>3.6 Demonstrate correct working practices as part of a team</p> <p>3.7 Demonstrate communication skills with team members</p> <p>3.8 Demonstrate support for team members</p>
<p>4 Be able to deal effectively with customers</p>	<p>4.1 Demonstrate a range of communication skills effectively</p> <p>4.2 Demonstrate a positive and professional attitude towards customers</p> <p>4.3 Demonstrate a professional manner when receiving customer feedback</p> <p>4.4 State the importance of effective communication with customers</p> <p>4.5 Describe the correct methods of dealing with customer requests</p> <p>4.6 State the possible barriers to communication</p>

1 **Be able to maintain personal appearance**

Uniform: correct catering uniform - kitchen (e.g. chef's jacket and trousers, apron, hat), housekeeping, reception, restaurant, safety shoes work areas - kitchen (food preparation and cooking), front of house (restaurant, bar, reception)

Reasons: professional and corporate image, protection and safety of self and others, food hygiene and safety requirements, legislative and regulatory requirements

Care and maintenance: clean and smart (laundered, ironed, repaired), polished shoes, name badge

Professional personal appearance and personal hygiene: personal appearance (smart and clean uniform, minimal jewellery, no piercings); personal hygiene (clean teeth, clean and tidy hair, clean nails – no nail varnish, minimal make-up, use of deodorant, minimal perfume/aftershave)

Poor hygiene and behaviour practices: dirty nails, dirty hands – incorrect hand washing, chewing gum, eating and drinking, smoking, swearing, rudeness

Organisational policies: wearing correct and clean uniform including name badge, dress codes, personal hygiene rules and practices

2 **Be able to demonstrate time management skills**

Punctuality and attendance: on time for shift, excellent attendance record, phone in advance if late or sick; flexibility, importance – dependability, reliability, courtesy, expectations of employer and colleagues, improved working environment; effects on work colleagues – positive working relationships, improved working environment, improved teamwork

Procedures: absent or late – follow organisational procedures, notify appropriate person (employer, shift leader, line manager), notify in good time, apologise

Importance of planning tasks and setting timeframes: meeting/achieving organisational/team/individual targets and deadlines, action planning, delegating tasks; customer expectations, safety at work, improved teamwork, improved working environment, organisational skills, positive contributions

3 **Be able to work effectively in a team**

Communication skills used in teams: verbal - listening, respecting others, speaking (tone of voice, language, avoid jargon, acknowledging, confirming, responding, appropriate for situation and audience); non-verbal - body language (posture, facial expressions, gestures, eye contact); writing (clear instructions, confirmation of understanding, appropriate for situation and audience)

Importance of communication in teams: teams - kitchen, restaurant, bar, housekeeping, reception, administration, across and within teams; importance of meeting/achieving organisational/team/individual targets and deadlines, efficiency, improved teamwork, positive working relationships and working environment, democratic decisions, meeting customer expectations

Advice and assistance: knowing own limitations in relation to targets, deadlines, abilities, skills, job role, standards, safety of self and others; importance of asking for advice/assistance development of self, abilities and skills, preventing injury/complaints/damage; who – colleagues, line managers, trainers

Teamwork and working practices: listening to and respecting others and their contributions and opinions, following group decisions; appropriate communication skills, supporting and encouraging, tolerance and patience, consideration and support; good leadership and motivation

4 Be able to deal effectively with customers

Effective communication: verbal: listening, respecting others, speaking (tone of voice, language, avoid jargon, acknowledging, confirming, responding, appropriate for situation and audience); non-verbal body language (posture, facial expressions, gestures, eye contact); written (taking orders, confirmation of understanding, appropriate for situation and audience)

Positive and professional attitude: self-presentation, e.g. personal hygiene, clean and smart uniform/dress, appropriate make-up and jewellery; interpersonal skills, e.g. positive and helpful attitude, politeness; behaviour, e.g. showing courtesy, interest, respect for customers; appropriate communication, e.g. tone of voice, language used, body language, listening skills

Receiving customer feedback: professional manner – thank customer for feedback, listen attentively, show interest and courtesy, ask appropriate questions, offer to deal promptly with any negative feedback, follow up any issues as appropriate; importance e.g. ensure customer satisfaction, minimise customer dissatisfaction, encourage repeat business, maintain organisational reputation

Importance of effective communication: first impressions, customer expectations, customer satisfaction, repeat sales/visits, recommendations, reputation, deal with customer requests and complaints correctly, customers feel valued

Methods of dealing with customer requests: listen, acknowledge, confirm your understanding of customer request; complete in reasonable time, inform customers of situation/delays, provide customer with desired service/product or outcome, follow up with the customer; customers with specific needs

Barriers to communication with customers: verbal – inappropriate language and tone, use of jargon, attitude, not listening correctly, misunderstandings; non-verbal inappropriate body language (facial expressions, gestures, posture); written (poor spelling, illegibility, inaccuracy); other factors, e.g. cultural, dissatisfied or angry customers, intoxicated customers

Delivery

This unit is designed to be delivered using practical activities as well as classroom- and theory-based work. Learners will develop an appreciation of the practices and procedures they will be expected to follow when employed in the hospitality and catering industry. Visits to appropriate hospitality organisations, for example hotels and restaurants, would help to create interest in the key areas and give learners an opportunity to relate issues to a real work context. Talking to staff within these organisations will enable learners to gain information they can use to develop their knowledge and their ability to apply that knowledge. Observing and helping staff who demonstrate the required skills and behaviours as part of their role, such as maintaining personal appearance, working within set timeframes, working as part of a team, and communicating and dealing effectively with customers, can reinforce theory-based delivery.

It is important that learners understand of the need to abide by and respect workplace policies on professional personal appearance, with particular reference to wearing and maintaining the correct uniform and sustaining high standards of personal hygiene. This can be achieved through tutor input supported by the use of DVDs, group research and peer presentations.

Learners need to appreciate what is meant by time management skills, why these skills are important within hospitality and catering, and the possible impact on an organisation if its staff do not demonstrate effective time management. Tutors should ensure that learners have the opportunity to develop their time management skills in given practical situations. Any experience of working alongside relevant hospitality and catering staff will benefit learners immensely, as will discussing with staff working to set timeframes, the ability to follow a plan and the need for excellent punctuality and attendance. Providing learners with direct access to staff working in the industry is an ideal way for them to familiarise themselves with correct working practices and procedures and is to understand why they are so important.

Another key area within the hospitality and catering workplace is the need to work effectively as part of a team, as many of the functions carried out within the industry are team based. This unit introduces learners to the knowledge and skills they will need to develop in order to work effectively in a team. They need to appreciate the importance of appropriate communication skills within and across teams, the need to support and be supported in a team, and of following correct working practices as part of a team. Guest speakers can provide specific information, drawing on real work examples. Playing videos and DVDs to illustrate teams working together and showing both positive and negative interactions is encouraged. These methods can make this more interesting for learners and will support tutor input.

Learners could take part in observed roleplay activities based on a range of given scenarios that can occur when working in a hospitality and catering team. This would be an opportunity for learners to display their knowledge and understanding in a fun and enjoyable context. Peer observations and discussions can also be used as part of this approach. Tutors will need to ensure that they maintain appropriate observation records of any roleplay as evidence of learner achievement.

Dealing effectively with customers in different situations, and demonstrating the range of communication skills needed to achieve this, are key aspects of working within the hospitality and catering industry. Tutors should emphasise that staff working within the industry are likely to come into contact with a wide range of customers, with differing needs, requirements and expectations, and that they need to be able to deal with all these customers in a professional and effective manner.

Tutors could lead a whole-group discussion on what constitutes demonstrating a positive and professional attitude towards customers and why this is important. Learners could then work in small groups to carry out research into specific topics, including the possible effects of not displaying this type of attitude, and present their findings to the whole group. Role play activities, where learners take turns in acting as members of staff and customers, would also help learners to understand the concepts. Guest speakers can explain expected standards of customer service and the customer service procedures and policies used within their workplace and their importance in ensuring customer satisfaction. Learners can also discuss their experiences as customers of hospitality organisations.

Receiving and discussing feedback from any role-play activities or real work situations will give learners suggestions as to how they can improve the ways in which they deal with customers and work as part of a team. However, tutors should manage this correctly to ensure feedback given and received is constructive.

Outline learning plan

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

Topic and suggested assignments/activities and/assessment
Introduction to unit content and assessment.
Tutor-led discussion on maintaining a professional personal appearance within the hospitality and catering industry – workplace policies on uniform, personal hygiene, appropriate behaviour.
As a group, learners observe and discuss DVDs on personal hygiene and professional personal appearance practices, including examples of poor practice.
Group work to research and present findings on correct uniforms within the hospitality and catering industry, reasons for wearing these uniforms, and how to care and maintain uniforms correctly.
Assignment 1B Maintaining personal appearance within hospitality and catering
Tutor input on time-management skills – importance of good punctuality and attendance, procedures for reporting absence, sickness or lateness/planning tasks, working within set timeframes.
Learner visits hospitality organisations to observe, discuss and work alongside staff in order to demonstrate correct working practices and procedures. Receive feedback on their performance.
Assignment 2B Time-management skills
Visiting speakers to discuss effective teamwork skills and their importance within hospitality and catering – communication skills within and between teams, what makes a good team, asking for advice and assistance, support within teams.
As a group, learners observe and discuss DVDs showing examples of good and poor teamwork, within hospitality and catering where possible.
Take part in role play – working in a team – given scenarios from tutor, feedback from peers and group discussion.
Assignment 3 Working effectively in a team within hospitality and catering
Tutor input on dealing effectively with customers within hospitality and catering – communication skills, positive and professional attitude and manner.
Group work to research and present findings on the importance of effective communication with customers, methods of dealing with customer requests, receiving customer feedback in a professional manner and possible barriers to communication.
Role play – dealing with customers using given scenarios from the tutor, feedback from peers and group discussion.
Assignment 4 Dealing effectively with customers within hospitality and catering
Review of unit.

Assessment

For this unit, learners will be assessed in two ways - tutor observation and interview in a realistic or actual working environment. Learners will need to complete a suitable work placement which enables them to demonstrate achievement of the broad range of assessment criteria stated in this unit. Tutors will need to complete an observation checklist of learners' practical ability to maintain their personal appearance, demonstrate time management skills, work effectively in a team, and deal effectively with customers. This can be supported, where appropriate, by testimonies/statements from others who observed the learner within the realistic or actual working environment, for example supervisors, colleagues or customers. Tutors need to ensure that anyone producing these documents is clear as to what to include and that customers give their consent in advance of learners carrying out tasks.

Tutors should follow this up through a documented question and answer interview with learners, to ensure achievement of all unobserved assessment criteria.

Work placements are extremely useful for learners on vocational courses as they provide experience of the type of work learners hope to do and an idea of employer expectations.

The importance of health and safety in the hospitality and catering industry is key and this needs to be emphasised so that learners understand the major issues and how these will be applied to their work placement. This will be particularly important where learners have access to production kitchen and restaurant environments.

It is recommended that learners keep a logbook/diary/recording tool as evidence of their work placement experience. Tutors could give learners a sample logbook, which they could then adapt as necessary. Tutors will need to ensure that learners are clear about what needs to be included, for example skills and knowledge they have gained.

Tutors should ensure that within the work placement environment there is a designated person responsible for learners, for example a 'supervisor'. It is recommended that tutors meet supervisors before learners start any work-placement activities to:

- discuss the requirements of the unit that relate to the work placement
- go through the types of documentation/record that should be produced to record learner achievement, particularly in relation to collecting naturally occurring evidence
- clarify the assessment process and the need for learners to generate sufficient and acceptable evidence
- clarify the tasks learners will carry out and the situations they will be involved in, including how and in what context learners will interact with customers, that any tasks and responsibilities are appropriate for learners at this level and that appropriate health and safety procedures are in place
- ensure suitable risk assessments have been/will be carried out before learners begin their work placement
- agree how the work placement will be monitored on a regular basis.

Essential resources

Learners will need access to external organisations through both visits and guest speakers to enable them to develop the knowledge and skills, in a variety of real or simulated situations, required to generate the evidence for this unit. They will also need access to current resource materials and the internet to carry out research.

Indicative resource materials

Textbooks

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First Hospitality 2007* (Heinemann, 2008) ISBN 0435465287

Williams A – *Understanding the Hospitality Consumer* (Butterworth-Heinemann, 2002) ISBN 0750652497

Journals

Caterer and HotelKeeper – Reed Business Information

Customerfirst – Institute of Customer Service

Websites

www.bbc.co.uk/learningzone	BBC Learning Zone – programme times
www.bha.org.uk	British Hospitality Association
www.caterer.com	Catersearch – Hospitality news
www.catersearch.com	Industry-specific job site
www.people1st.co.uk	People 1st - Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Videos and DVDs

Fawlty Towers (Series 1 and 2) – BBC Publications

Hotel Inspector – Channel 5

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

Unit code: T/600/1059

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

Learners will also develop an understanding of the factors that influence customers' choice of products and services. Finally, learners will learn explore customer complaints and how they should be handled in a positive manner.

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

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

Learning outcomes 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 to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service
2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills
3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence customers' choice of products and services 3.4 Describe the importance of meeting and exceeding customer expectations 3.5 Describe the importance of dealing with complaints in a positive manner 3.6 Explain the importance of complaint-handling procedures

Unit content

1 **Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries**

Role of organisation: develop products; set standards (training, products, services); provide value for money; staffing

Characteristics of excellent customer service: 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: positive influence on business; increase spend; repeat business; word of mouth; customer loyalty

Customers: internal (colleagues, supervisors, staff, staff teams); external (existing, new, individuals, groups, suppliers, agents, business people, non-English speaking); different ages; gender; culture; families; special needs

Product knowledge and sales: know product; give advice; answer questions; suggest products; increase sales

Organisational procedures: checking availability; booking; delivering; cancellations; payment; complaints

2 **Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries**

Benefits to the individual: motivated staff; increased job satisfaction (teamwork, staff loyalty)

Factors in excellent customer service: role of individual's attitude, behaviour and motivation

Personal presentation: first impressions; personal hygiene; appearance (uniform, dress, hair, make-up, jewellery)

Communication: body language (posture, expression, gestures, eye contact); voice (tone, pitch, pace); language (appropriate, slang, jargon)

Listening skills: listening (asking appropriate questions, repeating back to customer, looking attentive)

3 **Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries**

Customer needs and expectations: type of service (urgent, non-urgent); information; product knowledge; service knowledge; special needs (non-English speakers, hearing or sight impaired, mobility impaired, cots, highchairs, children's food, business equipment, gender specific); cultural (special diet, social customs, dress); factors that influence customers' choice of products/services (price, specific needs of customer)

Meeting customers' needs and expectations: anticipating customers' needs; responding to customers' needs; meeting customers' expectations; exceeding customers' expectations

Complaints: benefit of complaint to business; positive manner when dealing with a complaint; complaint-handling procedures

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of customer service in the hospitality, leisure, travel and tourism sector and learners are expected to either be employed or planning to be employed in the sector.

The unit gives learners an introduction to customer service and it is important to emphasise the concept of excellent customer service and the employee's role in providing it.

Centres should build strong links with employers in the sector who might supply a guest speaker on the business' approach to customer service and their business policies on customers. Although learners may already be employed in the industry, it would be advantageous for them to visit another business to compare and contrast the different approaches to customer service and the first impressions it gives.

This unit gives learners the opportunity to consider their own experience as a customer, or employee that deals with customers in this sector, such as their own role within the business and how their behaviour and communication can impact on customer service, either negatively or positively.

As a result, learners may reflect on how they could improve their behaviour, communication and skills in order to heighten the customer service experience, which is at the heart of hospitality, leisure, travel and tourism sector.

Learners will need to develop the research skills that will be necessary when investigating information to use in assignments.

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.
Group discussion to determine the characteristics of excellent customer service.
Visit to a customer service location and observation of different types of external customers — follow-up poster showing different types of customers.
Group discussion about factors in excellent customer service and its benefits to the individual.
Group discussion about personal presentation, communication and listening skills.
Group discussion to determine needs and expectations of customers for different types of hospitality businesses.
Tutor-led discussion about the role of the supervisor in staff training, communication methods, sources of information and advice, and systems employed within a food production situation to manage the safety of food.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

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.

Learners should have access to IT resources for research and to produce written work and presentations. Video 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

Campbell J, Rippington N, Foskett D and Ceserani V — *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

Davidson A — *The Oxford Companion to Food*, 2nd Edition (Oxford University Press, 2006) ISBN 9780192806819

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

Foskett D, Ceserani V and Campbell J — *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

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

Journal

Caterer and Hotelkeeper — Reed Business Information

Websites

www.bbc.co.uk/learningzone	BBC Learning Zone — programme times
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	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 4: **Health and Safety and Food Safety Awareness in Catering**

Unit code: Y/503/9583

QCF level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to enable learners to develop the knowledge and understanding required to work safely and hygienically in a catering environment. Learners will explore key information and facts relating to effective health and safety and food safety practice in the catering industry.

Unit introduction

An awareness of health and safety is essential for anyone working, or wishing to work, in the catering industry. These aspects are equally important within all catering environments and for both employers and employees.

In this unit, learners will look at the main responsibilities of employers and employees in terms of adhering to individual and organisational health and safety rules, instructions and procedures. They will identify hazards found within the workplace and why they should be reported, and explore the risk assessment methods used to prevent accidents and injuries.

Employees in a catering environment have many responsibilities to ensure food is handled and prepared to the highest standards. In this unit learners will develop knowledge and understanding of food safety, the importance of food safety management systems and controls, and why these systems and controls must be followed. They will explore food safety hazards, safe food-handling procedures, the importance of stock rotation and time/temperature controls.

Having the appropriate level of personal hygiene is very important for all catering employees and learners will identify correct personal hygiene practices and their importance in reducing the risk of contamination.

In addition to personal hygiene, learners will develop an understanding of how and why to maintain hygienic and clean working areas. This will include the purpose of a cleaning schedule in a catering environment and how it relates to food safety and the types of waste learners will deal with, and how waste should be stored and disposed of correctly.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of health and safety in a catering environment	1.1 State the main responsibilities of employers and employees towards health and safety 1.2 Identify health and safety hazards in the workplace 1.3 State why health and safety hazards must be reported 1.4 State how a risk assessment can help prevent accidents in the workplace 1.5 State the importance of following instructions, safety rules and safe procedures at work.
2 Know the importance of food safety in a catering environment	2.1 State the individual's responsibility towards food safety 2.2 Define the terms hazard, risk, control measure, food hygiene, contamination and food safety management system 2.3 Identify food hazards in the workplace 2.4 State how food should be handled to prevent contamination 2.5 State the importance of time/temperature controls 2.6 State the importance of stock rotation
3 Know how to keep self safe, clean and hygienic	3.1 State the reasons for maintaining personal hygiene 3.2 State the ways in which you can maintain personal hygiene
4 Know how to keep the work area clean and hygienic	4.1 State how to keep the work area clean and hygienic 4.2 State the purpose of a cleaning schedule 4.3 State how waste should be stored and disposed of 4.4 State the reasons for keeping areas clean and hygienic

1 Know the importance of health and safety in a catering environment

Employer responsibilities: business registered with local authority, ensure appropriate health and safety practices and procedures are followed, compliance with standards set by Environmental Health Practitioners (EHP); protection from anything that may cause harm, complete risk assessments, provide clear safety information to employees on risks, train employees on dealing with risks, consult employees on all health and safety issues

Employee responsibilities: follow organisational and legal health and safety rules, practices and procedures, cooperate with employers on health and safety requirements, duty of care for their own and others' health and safety; use equipment as they have been trained, report illness, report anything they consider dangerous; good personal hygiene (clean tied-back hair, clean hands, uniform)

Health and safety hazards: hazard – anything having potential to cause harm; kitchen environment (knives, wet floors, slippery surfaces, obstacles, hot equipment, inappropriate behaviour, incorrect lifting and carrying); general (trailing wires, unacceptable behaviour, unsafe use of equipment, fire, manual handling, slips, trips and falls)

Reporting hazards: safety of self and others, legal requirement, risk to organisation

Risk assessment: risk – likelihood of hazard causing actual harm; risk assessment - recognition of the likelihood of a hazard occurring, evaluate level of risks, minimise future risks to employees, identify plans of support for employees, consult with employees and ensure their best interests, set dates for reviews.

Importance: reduce potential harm or injury to self, staff, visitors and customers; legal requirement, avoid legal action; maintain good reputation, avoid losing business

2 Know the importance of food safety in a catering environment

Individual responsibility: follow organisational and legal food safety rules, practices and procedures, cooperate with employers on food safety requirements; maintain good personal hygiene, report illness at correct time to appropriate person, understanding of food safety, food poisoning and food hygiene

Definitions: hazard – anything having potential to cause harm; risk – likelihood of hazard causing actual harm; control measure – actions required to prevent or remove a food safety hazard, or reduce it to an acceptable level; food hygiene – ways to ensure the safety of the food we prepare and eat; contamination - an unwanted substance (hazard) in a product that may cause harm; food safety management system - policies, practices, controls and documentation that ensure food is safe to eat

Food hazards: microbial (bacteria, moulds, viruses, parasites), chemical (pesticides used on fruit and vegetables, cleaning agents, pest-control chemicals), physical (insects, glass, nails, metal, stones/pips), allergenic (nuts, milk, eggs)

Safe food handling: keeping fresh and cooked meat products separate; keeping finished products separate from other materials; having separate storage areas and utensils for the major food allergens; keeping cleaning materials away from food; correct procedures for the disposal of waste, contaminated or damaged products; wash hands at appropriate times; maintain good personal hygiene; correct storage conditions; follow instructions; keep work areas clean; avoid contamination and cross-contamination at all stages; correct recording and documentation

Time/temperature controls: measures necessary to keep food at a safe temperature, restricting time that high-risk foods are in danger zone (5°C to 63°C), core temperature (temperature at the centre or the thickest part of food 75°C); refrigerator (0°C to 5°C); freezer (-18°C or below); holding hot food (63°C); temperatures must be checked using a probe or read out and recorded

Stock rotation: effective stock rotation (FIFO – first in, first out), placing products with shortest shelf life at the front and longest at back, legal requirement, saves money for organisation, reduce waste

3 Know how to keep self safe, clean and hygienic

Reasons: legal requirement, first impressions, reduces risk of contamination and cross-contamination, helps to ensure health and safety of self and others

Methods of maintaining personal hygiene: clean and smart uniform; minimum jewellery, perfume and cosmetics, protective clothing (trousers, jackets, coats, shoes, headgear), hair tied back, clean and covered; hand washing (during handling, preparing and cooking foods, after touching raw foods, after visiting toilet, after cleaning and disposing of waste); personal illness and cuts/wounds - report immediately to supervisor, cover cuts with blue, waterproof plasters; avoid unsafe behaviour (chewing gum, eating, smoking, scratching, touching face)

4 Know how to keep the work area clean and hygienic

Work area: delivery, food preparation, food handling, cooking, serving, washing up, low risk and high risk areas

Reasons: keep free from bacteria, preventing pests, enables clean and safe food production, safe working environment, legal requirement, customer satisfaction

Keeping work area clean: clean, rinse, disinfect/sterilise, clean as you go - prevent build up of dirt/waste, daily, weekly, periodic, deep cleaning, products - detergent, cleanser, disinfectant, sanitiser

Cleaning schedule: shows what, when and how to clean, who should clean which area, precautions to take, checking by supervisor

Waste: hazardous (sharp objects, glass, chemicals), non-hazardous (food, paper, plastics), storage – bin bags, waste containers – away from sunlight, covered, kept clean, disposal – promptly to avoid smells and pests, empty bins throughout day, external collection, incineration, recycling

Delivery

This unit gives learners the introductory knowledge they need to understand the importance of health and safety and food safety in a catering environment. This unit also gives them knowledge of the basic working practices that must be followed. It is important for learners to understand the responsibilities of employers and employees in relation to all aspects of health and safety, and the effect non-compliance can have on an organisation. They need to be made aware of hazards in the catering workplace, with particular reference to kitchens, and how risk assessments can be used to prevent accidents and injuries. This can be delivered using tutor input and discussion, case studies, group research and presentations.

Guest speakers working within the hospitality and catering industry, or health and safety organisations, can provide specific and up-to-date information, such as identification of hazards, correct completion of risk assessments and safe working practices and procedures in the workplace. This could also be achieved by learners visiting relevant establishments. These methods of delivery can be more interesting for learners, and help them to relate the issues to a real working environment. Learners could prepare a list of questions to ask the speaker/at the visit. These should be agreed by the tutor in advance.

Learners need to gain a full understanding of the basic principles of food safety that apply in a catering environment. They need an insight into the role and responsibilities of all food operatives in ensuring the safety of food, including identifying food hazards, food-handling techniques, the importance of time/temperature controls in preventing food contamination and stock rotation. This can be delivered using tutor input, DVDs/case studies and group work and discussion. Small groups can be given various scenarios to discuss and research, and then present their findings to the rest of the group. As part of this learners could use their own experiences of food safety procedures to support discussions and broaden their understanding.

Once again, guest speakers, for example from local councils and/or catering organisations, can provide specific and current information. Visits to local hotels and restaurants would also help to create an interest in the key areas, as well as reinforcing tutor input by helping to put the areas into a real work context.

Following on from this, learners will explore the reasons for maintaining effective personal and workplace hygiene and cleanliness, and how to achieve this. It is vital that they understand the need to keep themselves clean and safe when working with food and with other people in a catering environment.

DVDs and group discussions can be used to deliver information on maintaining appropriate personal hygiene. Role play of given scenarios will enable learners to display their knowledge and understanding in a fun and enjoyable context (for example chefs working in a dirty kitchen that contains lots of hazards). Learners will also look at how and why work areas must be kept clean and hygienic, and how to dispose of and store waste safely and correctly. During visits to local hotels and restaurants, learners can observe staff at work and the methods they use, including the use of cleaning schedules. This will be very helpful in supplying information that will help learners to develop their knowledge and their ability to apply that knowledge. Observing staff carrying out their day-to-day activities and discussing their roles can reinforce theoretical aspects being delivered in the classroom by tutors.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit content and assessment.
Tutor input and group discussion on the importance of health and safety in a catering environment – individual responsibilities, and the importance of following rules and instructions.
Group research and presentations on health and safety hazards in the workplace.
Visiting speakers on risk assessments and safe procedures in the workplace.
Assignment 1 Importance of health and safety in a catering environment
Tutor input on food safety – individual responsibilities, hazards, risk, food hygiene, contamination, food handling.
Group research and presentations of given scenarios – food hazards in the workplace, stock rotation.
Visiting speaker or visit to catering organisation to observe and discuss food safety standards and procedures – food safety management systems, control measures, time/temperature controls, food handling.
Assignment 2 Importance of food safety in a catering environment
Observe and discuss DVDs on personal hygiene practices.
Take part in role play – maintaining personal hygiene – given scenarios from tutor, feedback from peers and group discussion.
Visit to catering organisation to observe staff and discuss methods of keeping work areas clean and hygienic, use of cleaning schedules, waste disposal and storage.
Assignment 3 Keeping self and workplace clean and hygienic
Tutor input on the reasons for maintaining personal hygiene and the ways in which you can maintain personal hygiene.
Group discussion on good and bad personal hygiene practices.
Learners produce poster presentations that identify how to keep the work area clean and hygienic, and a list of the reasons for these good practices.
Tutor input and group discussion on how waste should be correctly stored and disposed of.
Learners list the purposes of a cleaning schedule.
Review of unit.

Assessment

For all four learning outcomes, learners should either produce a series of posters, to be displayed in their centre, to outline for other learners the importance of health and safety and food safety in a catering environment, or present the information as an induction booklet for new staff. Either should be based on the following key areas:

- 1 Health and safety - to include employer and employee responsibilities, health and safety hazards, why they must be reported, how risk assessment can help prevent accidents, and the importance of following safety instructions, rules and procedures.
- 2 Food safety - to include individual responsibilities, food safety definitions, food hazards in the workplace, how safe food-handling practices prevent contamination, with particular reference to the importance of time/temperature controls and stock rotation.
- 3 Personal hygiene - to include how and why personal hygiene should be maintained.
- 4 Keeping the work area clean and hygienic - to include how and why work areas must be kept clean, including cleaning schedules, waste disposal and storage.

Essential resources

For this unit, learners may require access to, and support from, health and safety and food safety experts to help develop their knowledge of the safe practices and procedures to follow when handling food and working in a catering environment.

Learners will need access to current resource materials and the internet to carry out research. Current DVDs on health and safety and food safety are an excellent resource for this unit.

Indicative resource materials

Textbooks

Chartered Institute of Environmental Health - *Food Safety First Principles* (Chadwick House Group Ltd, 1998) ISBN 902423006

Health and Safety Executive (HSE) - *Essentials of Health and Safety at Work 2006* (HSE Books, 2006) ISBN 0717661792

Journal

Caterer and HotelKeeper – Reed Business Information

Websites

www.caterer.com	Industry-specific job site
www.cieh.org	Chartered Institute of Environmental Health
www.food.gov.uk	Food Standards Agency
www.hse.gov.uk	Health and Safety Executive

DVD

Food Hygiene - The Facts with Brian Turner – Safety Media

Unit 5: Basic Food Preparation and Cooking

Unit code: K/502/5042

QCF Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Know the principal methods of cooking

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

2 Be able to prepare, cook and present simple dishes

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

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

Presenting: selecting appropriate containers and equipment; decoration; garnish

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

Essential resources

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

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

Indicative resource materials

Textbooks

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

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

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

Unit 6: Introduction to Kitchen Equipment

Unit code: Y/500/9046

QCF Level: 1

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to develop the skills and knowledge needed to safely use a range of kitchen equipment, including knives and cutting equipment. They will learn how to use different equipment, following the correct procedures and safe working practices.

Unit introduction

The correct selection, use, maintenance and storage of equipment, utensils and knives are essential to safe working and the safety of all staff within a production kitchen. This also helps to ensure that an organisation achieves the best results in terms of final product and presentation.

This unit is a practical introduction to the safe and correct working practices and procedures that learners must follow when selecting, using, maintaining and storing large and small equipment and knives within a kitchen environment.

In this unit, learners will develop knowledge and understanding of the types of kitchen equipment, utensils and knives found within a production kitchen and when and how to use them safely and appropriately. They will also explore the correct and appropriate practices to follow when maintaining, cleaning and storing different types of equipment.

Learners will have the opportunity to put their knowledge and skills into practice through various practical activities.

Throughout the unit the tutor must stress the importance of health and safety and of adhering to safe working practices within a kitchen environment. Learning outcomes and assessment criteria

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 Use large and small items of equipment and utensils	1.1 Demonstrate the correct selection, use, cleaning, maintenance and storage of equipment and utensils.
2 Use knives and cutting equipment	2.1 Select the correct knife/cutting equipment for the task and maintain by sharpening/maintenance using the appropriate techniques prior to correct storage.

Unit content

1 Use large and small items of equipment and utensils

Large equipment: cookers, ovens, hobs, grills, microwaves, deep fat fryer, refrigerators, freezers, dishwashers

Small equipment and utensils: chopping boards, measuring jugs, scales, utensils, cooking pans, mixing bowls, blenders, food processors, mixers, kettles, gadgets, tin openers, graters, knives, cutlery

Selection and use: correct for given task, safe working practices, working under supervision, following kitchen procedures, hygienic working practices, use of appropriate technical skills, key legislation and regulations

Cleaning and maintenance: hygiene practices, correct chemicals (detergent, sanitiser, washing-up liquid, multi-surface cleaner), cleaning and maintenance schedules (daily, weekly, periodic), safety (protective clothing, ventilation, warning signs, seeking advice, hazards), following information (manufacturer's instructions, usage), working under supervision, following kitchen procedures, key legislation and regulations

Storage: correct place, hygiene, safety (easy to reach, not on high shelves, lifting techniques, hazards), following kitchen procedures, key legislation and regulations

2 Use knives and cutting equipment

Correct selection and use: cook's knife (boneless meat, vegetables), serrated knife (soft foods, vegetables, fruits), bread knife (breads), vegetable knife, potato peeler (peeling vegetables), mandolin (grating, slicing)

Maintenance: sharpening technique, knife-handling technique, safety (protective equipment, training, seeking advice, hazards), prevent damage, injury or accident, working under supervision, following kitchen procedures, key legislation and regulations, relevant age restrictions

Storage: correct place, hygiene, safety (easy to reach, not on high shelves, lifting techniques, hazards), following kitchen procedures, key legislation and regulations

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods such as tutor input, demonstrations, use of specific safety DVDs or films, group research, discussion and presentations, as well as appropriate practical activities. Tutors should select the most relevant methods to meet the needs of their learners.

This unit introduces learners to the equipment, utensils and knives used in kitchen environments within the hospitality and catering industry. It is essential that learners fully understand the safe practices and procedures to follow when selecting, using, maintaining and storing various types of kitchen equipment. It is also important that they appreciate the need to follow procedures and instructions carefully. Tutors should emphasise both these aspects throughout the delivery of this unit.

This unit is designed to be delivered using practical activities as well as classroom- and theory-based work. Learners would benefit most from a hands-on approach so they can become acquainted with the equipment they will use on a regular basis and develop their practical skills through actually using the equipment in a variety of given situations. Tutors must ensure the health and safety of all learners during any practical activities and that appropriate risk assessments are carried out before learners undertake any practical work.

Tutors could introduce learners to the different types of equipment, utensils and knives found within production kitchens, and their uses. It is essential that learners appreciate how and why to choose the most appropriate type of equipment or knife for a range of different purposes within a kitchen environment, in order to achieve the best results in the safest manner. Learners must also be made aware of the legislation and regulations which apply to the use of kitchen equipment, particularly knives and cutting equipment, and the need for 14-18 year olds to work under supervision.

Learners will benefit from observing demonstrations of the correct techniques for selecting, using, maintaining and storing equipment and knives for specific tasks, particularly when sharpening and using knives, in terms of safety features and practical skills. This could be achieved through tutor demonstrations, guest speakers or visits to local organisations, where possible. If the latter are chosen learners could prepare a list of questions to ask the speaker/at the visit. These should be agreed by the tutor in advance.

Learners could then use the internet or library to research a selection of equipment and feed back to their peers through presentations which could include practical demonstrations.

Videos and DVDs can also be used to illustrate all the areas covered by this unit, through both positive and negative situations, to ensure learners have a full understanding of the practical and safety aspects involved when using kitchen equipment. This should include the possible consequences of not following safe working practices and/or not adhering to the appropriate legislation/regulations.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit content and assessment
Tutor input on safe practices and procedures for kitchen equipment, utensils, knives and cutting equipment – selection, use, cleaning, maintenance and storage
Demonstrations of safe practices and procedures for kitchen equipment, utensils, knives and cutting equipment – selection, use, cleaning, maintenance and storage. (Tutor, guest speakers or visits to local organisations as appropriate)
Based on the above activities, group work to research and present findings, with demonstrations where applicable, on kitchen equipment and knives.
Observe and discuss DVDs on legislation and safety aspects of using knives and other kitchen and cutting equipment.
Assignment based on the types of equipment, necessary safety aspects, legislation affecting the use of large and small items of equipment and utensils.
Assignment based on demonstrating practical skills involved in selecting, using, maintaining and storing knives and cutting equipment.
Review of unit.

Assessment

This unit can be assessed in two ways.

The first assessment could be a practical activity where learners have the opportunity to demonstrate the safe use of a range of kitchen equipment, utensils, knives and cutting equipment within an appropriate kitchen environment. It is important that learners use a minimum of five pieces of equipment/utensils and five different knives or pieces of cutting equipment. Learners will be observed by their tutor completing their practical tasks to ensure they meet the requirements of the assessment criteria. This must include the learner's ability to select, use, maintain and store equipment and knives correctly and in a safe manner. If tutors observe any unsafe practices, they must intervene immediately.

For the second assessment activity, learners could produce a leaflet or poster describing when it is appropriate to use specific pieces of equipment, utensils and knives. This must include all the relevant safety and legislative requirements, with specific reference to using and sharpening knives. Learners could also include a section on the consequences of the inappropriate use of equipment and knives.

Essential resources

Learners will need access to a range of kitchen equipment, utensils and knives that reflects current industry practice. They will also need access to an appropriate kitchen environment to carry out practical activities.

They will also need access to current resource materials and the internet. There are various YouTube, Videojug and similar films showing the correct way to handle, use, and maintain kitchen equipment and knives, including sharpening knives.

Indicative resource materials

Textbooks

Health and Safety Executive — *Essentials for Health and Safety at Work* (HSE, 1994) ISBN 071760716X

Sprenger C — *Health and Safety Handbook (Level 2)* (Highfield Publications, 2004) ISBN 1904544495

Journals

Caterer and HotelKeeper – Reed Business Information

Hospitality - Reed Business Information

Websites

YouTube

Videojug

Unit 7: Front Office Operations

Unit code: K/502/5073

QCF Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of the front office	1.1 State how the front office meets the needs of different customers 1.2 State the role of the front office in maintaining security 1.3 State the importance of communication with other departments
2 Know the structure of the front office	2.1 Identify job roles in the front office 2.2 Describe the responsibilities of different job roles in the front office
3 Be able to work in the front office	3.1 Meet and greet customers 3.2 Follow procedures when answering telephone calls 3.3 Pass on simple messages accurately 3.4 Deal with routine enquiries including enquiries about local events and services 3.5 Prepare and copy routine documents

Unit content

1 Know the purpose of the front office

Purpose: welcome; first impressions; guest cycle

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

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

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

2 Know the structure of the front office

Structure: organisation e.g. staff tree

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

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

3 Be able to work in the front office

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

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

Essential resources

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

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

Indicative resource materials

Textbooks

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

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

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

Unit 8: Housekeeping and Guest Services

Unit code:	A/600/1094
QCF Level:	1
Credit value:	3
Guided learning hours:	30

Unit aim

This unit aims to give learners an understanding of the daily activities that are part of the guest services role within the hospitality industry. The unit covers the cleaning requirements for bedrooms, bathrooms and communal areas and safe and correct handling of cleaning materials used to service accommodation facilities.

Unit introduction

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Know the purpose of guest services

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

Accommodation services: hotels; self-catering apartments; other, e.g. halls of residence

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

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

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

2 Know the structure of guest services

Structure: organisation, e.g. staff tree

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

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

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

3 Be able to maintain and service accommodation facilities

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

Personal protective equipment (PPE): e.g. gloves, apron, goggles, uniform

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

Essential guidance for tutors

Delivery

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

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities
Know the purpose of guest services Whole-class, tutor-led input about the purpose of housekeeping and accommodation services. Identification of the range and styles of accommodation services. Identification of customer needs.
Visit to a hospitality business providing guest accommodation, such as a large hotel. Learners will need to be briefed on the purpose of the visit to highlight what they should investigate. Learners will need to design some questions to ask while on the visit. The visit to be preparation for assessment criteria 1.1, 1.2 and 1.3.
Whole-class, tutor-led input about maintaining security for the guests and for the establishment.
Whole-class, tutor-led input about importance of effective communication and how to achieve good communication in guest services.
Assessment criteria 1.1, 1.2 and 1.3.
Know the structure of guest services Whole-class, tutor-led input about the staffing structures of different housekeeping and guest services departments. A comparison made between three different establishments, for example a guesthouse, a hotel and university halls of residence. Learners investigate the range of job roles.
Individual self-directed work. Learners investigate the tasks to complete for the routine cleaning and servicing of a guest's bedroom and bathroom.
Whole-class, tutor-led input about pest control, maintenance of facilities, handling of linen, replenishing supplies. Introduction of green issues and the housekeeping department, for example laundry, waste disposal, energy conservation, e.g. low-energy light bulbs, managing hot water and central heating, reducing pollution.
Assessment criteria 2.1 and 2.2. This is achieved by learners producing a piece of written work identifying the job roles and responsibilities for two different job roles within a housekeeping/guest services department. The work could be written in the format of a job description and tutors could provide a standard template for learners to complete.
Be able to maintain and service accommodation facilities Whole-class, tutor-led input about the correct selection, use and storage of routine cleaning materials and how to use them in a practical situation.
Whole-class, tutor-led input about the cleaning and servicing of a guest's bedroom and bathroom, e.g. identification of sequence of tasks and the standard to be achieved. Tutors should have a sample specification from a real hospitality business to identify the process and standards expected. Learners practise in a simulated situation.

Topic and suggested assignments/activities
Second visit to a hospitality business providing guest accommodation, such as a large hotel or a guesthouse, to see the servicing of guest rooms and how the establishment manages the servicing of bedrooms and bathrooms.
Tutor-managed practical sessions where learners develop and demonstrate practical skills in cleaning and servicing accommodation. These sessions can also be used for assessment activities and tutors can assess learners as they complete tasks.
Assessment criteria 3.1, 3.2 and 3.3. The evidence for this activity will be recorded on witness statements. This requires no formal allocation of time and should take place during the practice sessions.

Assessment

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

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

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

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

Essential resources

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

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

Indicative resource materials

Textbook

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Unit 9: Food Service

Unit code: K/502/4957

QCF Level: 1

Credit value: 3

Guided learning hours: 20

Unit aim

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

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Know different types of food service

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

2 Be able to serve food

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

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

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

Style of service: plate; counter

3 Be able to work in a food service area

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

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

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

Essential resources

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

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

Indicative resource materials

Textbook

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

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Unit 10: Preparing and Serving Drinks

Unit code: L/502/5051

QCF Level: 1

Credit value: 3

Guided learning hours: 20

Unit aim

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

Unit introduction

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Be able to prepare and serve different drinks

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

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

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

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

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

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

2 Be able to work in a drinks service area

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

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

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

Essential resources

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

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People 1st – Sector Skills Council for
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Tourism

Unit 11: Basic Food Preparation

Unit code: J/600/0711

QCF Level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to preparing food for cold presentation or for cooking safely and hygienically.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 **Be able to prepare food for cold presentation or cooking**

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

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

Essential resources

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

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

Indicative resource materials

Textbooks

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

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

The publication below may help tutors to deliver the unit:

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

Websites

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

1 Be able to serve food and drink to customers

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

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

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

Preparing the room: number of guests; arranging furniture

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

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

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

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

Outline learning plan

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

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

Assessment

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

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

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

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

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

Essential resources

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

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

Indicative resource materials

Textbooks

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

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

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

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

Websites

www.bha.org.uk	British Hospitality Association
www.bii.org	British Institute of Innkeeping
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.tellmehowto.net/career	Careers advice
www.worksmart.org/career	Employment information

Unit 13: **Applying for Jobs and Courses**

Unit code: J/500/8541

QCF Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable learners to develop the knowledge, practical skills and techniques needed for a successful job and course application process and interview.

Unit introduction

This is a generic unit that has been contextualised for the hospitality and catering industry.

This unit introduces learners to how to prepare when applying for jobs and courses within the hospitality and catering industry. It covered the key knowledge and skills they will need. They will learn about the importance of completing application documents correctly and of planning adequately for interviews to ensure a successful outcome.

Learners will look at, and produce, different types of application documentation for a job or course. They will develop their understanding of when different methods and techniques are appropriate to use and will recognise good practice in given situations.

In the unit, learners will identify the key factors to take into account when preparing for and taking part in an interview. Learners will look at the different questions they may be asked in an interview, the best way to respond and identify suitable questions they can ask in an interview. They will also explore the appropriate personal presentation skills and body language that interviewees should demonstrate.

Having the opportunity to put these planning, personal and communication skills into practice is vital so that learners can develop knowledge and understanding of the criteria employers in the hospitality and catering industry use when shortlisting candidates or making appointments.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to apply in writing for a job or course	1.1 Complete a standard job or course application form 1.2 Produce a letter of application for a given job or course in an appropriate format and containing all relevant information 1.3 Produce a CV which includes all relevant personal information plus details of education and experience
2 Recognise good practice in making written applications	2.1 List four do's and/or don'ts in completing application forms 2.2 Identify good and bad features of two given letters of application for a job or course
3 Know how to prepare for an interview	3.1 List three questions which might be asked by an interviewer and provide an appropriate answer to each 3.2 Prepare an appropriate question to ask the interviewer 3.3 Identify the personal presentation skills required by an interviewee
4 Know how to take part appropriately in an interview	4.1 Respond appropriately to questions asked in an interview 4.2 Ask an appropriate question of the interviewer 4.3 Use appropriate body language
5 Recognise the kind of criteria which may be used in the selection process for a given job	5.1 Identify three important criteria which might be applied in shortlisting or making appointments

Unit content

1 Know how to apply in writing for a job or course

Application methods: application forms, college prospectus, letters of application, curriculum vitae, applying in person, online application, admissions tutor

Application form: information required to complete correctly (job description, personal specification), information required on form (personal details, education and training, skills, work experience)

Letter of application: correct format, follow correct and accepted guidelines, use of correct grammar and spelling, accurate and appropriate information

CV: correct and accepted format, relevant and appropriate information (personal details, education, work experience, skills previously gained, e.g. mentoring, prefect, parental, voluntary), use of correct grammar and spelling

2 Recognise good practice in making written applications

Good practice and do's: follow correct format and guidelines, use correct grammar and spelling; relevant and appropriate information, accurate information (what to include and what not to include); correct presentation of information, use of correct computer software if appropriate

Poor practice and don'ts: poor spelling and grammar, poor computer skills, poor written skills; inappropriate and irrelevant information, not following correct format and guidelines; incorrect or incomplete presentation

3 Know how to prepare for an interview

Questions asked by the interviewer: company knowledge, job knowledge, personal skills and attributes; previous experience, future goals and aspirations, why interviewee wants the job or course; information provided on application form or CV, e.g. teamwork skills, communication skills, computer skills

Appropriate answers: responses - truthful, honest and relevant; speak clearly, appropriate language, politeness and tone of voice

Questions asked by the interviewee: appropriate tone of voice, level of clarity and language; relevant, e.g. working hours, role and responsibilities, promotion opportunities, training provided, benefits, course hours, learning activities, level of prior knowledge and skills

Personal presentation skills: appearance (dress code, clean, tidy, smart and appropriate to situation), personal hygiene (hair, nails, make-up, perfume/aftershave), facial expressions (smile, nod, show interest, eye contact), tone of voice, appropriate language, positive attitude

4 **Know how to take part appropriately in an interview**

Appropriate responses: listen carefully, think carefully, ask if unsure of question or need it to be repeated, full response – providing all information asked for, clear and relevant answers; suitable language, correct tone of voice, positive attitude, polite and clear tone, use of posture and facial expressions

Appropriate questions: clear and polite, use of appropriate language; content of question relevant to job/course, e.g. working hours, role and responsibilities, promotion opportunities, training provided, benefits, course hours, learning activities, level of prior knowledge and skills

Appropriate body language: facial expressions (smile, nod, show interest, eye contact), positive attitude, posture, hand gestures, appear calm and in control

5 **Recognise the kind of criteria which may be used in the selection process for a given job**

Selection process: e.g. telephone pre-selection, individual interviews, group interviews, individual/group activity

Criteria: qualifications, experience, personal skills, attitude and behaviours, potential; quality of completed application documentation; interview performance

Essential guidance for tutors

Delivery

Tutors should use a variety of methods to deliver this unit. It is important to make delivery as practical as possible and to ensure currency and vocational relevance for learners.

It is essential that learners gain an understanding of all the relevant documents associated with applying for jobs and courses within the hospitality and catering industry and how to complete these documents correctly. They also need to understand why it is important to carry out adequate and appropriate interview preparation to help ensure a positive experience and a successful outcome. Guest speakers working within the hospitality and catering industry would help to create interest in the key areas and motivate learners, as well as reinforce the theoretical aspects of delivery. Guest speakers could be people who have responsibilities for recruitment and selection within their job role or employees who could share their experiences of the process as applicant and interviewee.

To support learners in gaining a full understanding of the application process, and the relevant application methods available, tutors can supply copies of application forms, CVs, application letters etc, which could be explained and discussed as a group. Learners could then work in small groups to discuss and present each other with the information that should be included in application documents, appropriate formats to use and good practice tips to follow. Tutors could also give out scenario cards detailing typical job opportunities within the hospitality and catering industry and ask learners to match these scenarios with the most appropriate recruitment/selection techniques.

Learners could put their knowledge and understanding into practice by completing different types of application documentation for given job or course scenarios. This could be in writing, using appropriate computer software programs or online applications. Guest speakers working within hospitality and catering or job centres/industry-specific recruitment agencies, for example, can provide specific information for learners, and be involved in discussions with them. This is also an ideal opportunity for learners to ask questions and clarify any issues, making delivery more interesting, and providing up-to-date information.

The unit also introduces learners to the skills needed to prepare for and take part in an interview successfully. It is essential that learners gain an awareness of the appropriate interview techniques that can help to secure a positive outcome. Tutors could lead a whole-group discussion on the question-and answer-techniques interviewees and interviewers can use, appropriate questions and responses to prepare, and how learners should communicate appropriately within an interview situation. Learners could then produce their own questions and responses for given interview scenarios, individually or in small groups, and report back to the rest of the group. This would be an opportunity for learners to receive and give feedback, but tutors would need to manage this carefully so that feedback is positive and constructive.

Learners could be given practical role-play activities to take part in. They can practise their interview skills with guest speakers or tutors to experience what happens during the interview process. Feedback and group discussions are vital so learners gain an understanding of how they did, where they could improve, and the appropriate skills to use such as communication, presentation and questioning techniques. Learners could observe filmed or actual interviews and then discuss and present their findings to their peers to help develop their understanding of good interview techniques.

It is important that tutors ensure learners appreciate what is expected of them when they apply for a job or course in the hospitality and catering industry, and the criteria used to shortlist for these jobs or courses and make appointments. Tutors could give learners specific scenarios from within the industry and ask them to work in small groups and identify the key selection criteria that would apply in these situations.

Again, guest speakers could help to provide specific and up-to-date information to help learners relate the criteria they have identified to a real work context.

Outline learning plan

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

Topic and suggested assignments/activities and/assessment
Introduction to unit content and assessment.
Tutor input and whole-group discussion on application processes within the hospitality and catering industry - methods available, documentation, techniques.
Small-group work to research and present findings on what information should be included in application documents, formats to use and good practice to follow. As groups or individuals learners complete application documents.
Visiting speaker on the application process, standards required, importance of presenting information correctly, expectations of employers.
Assignment 1 Application processes for jobs and courses in hospitality and catering
Tutor input on application methods used for employment - how they are different and why.
Individual activity – completing an application form including a letter of application.
Tutor input on the information to include on a CV and how this information should be presented.
Group discussion of the do's and don'ts when making written applications.
Assignment 2 Preparing for and taking part in interviews, and the selection process.
Tutor input on preparing for and taking part in interviews – question-and answer-techniques used by interviewees and interviewers, timekeeping, personal presentation skills, appropriate body language, selection criteria/process
Small-group work - produce questions and responses for given interview scenarios, present to the rest of the group for discussion.

Topic and suggested assignments/activities and/assessment
Observe and discuss videos of or actual live interviews - the interview process, question-and answer-techniques, personal presentation and communication skills.
Learners take part in role-play interviews – interviewed by visiting experts from the hospitality and catering industry or tutors - discuss and feed back as a group.
Review of unit.

Assessment

For learning outcomes 1, 3 and 4, learners will prepare for and take part in a mock recruitment process for a given role appropriate to the hospitality and catering industry. Learners will need to complete application documents provided by the tutor appropriately, and then participate in a mock interview. Learners must prepare responses for three questions they may be asked at the interview, and one appropriate question to ask the interviewer. Learners should also consider how they will prepare for and behave in the interview, including appropriate body language and personal presentation skills. Tutors must ensure that observation records and/or witness testimonies are produced as evidence of learner achievement, as appropriate. Learners will also need to be given a full brief before planning and taking part in an interview situation.

Learners will need to provide supporting evidence in relation to the questions and responses they identified and the use of appropriate body language and personal presentation skills.

For learning outcomes 2 and 5, learners could complete two assessments. First, learners could create a poster for the careers room at their centre c as a good practice guide for completing application forms for a job or course which lists four do's and don'ts.

Second, learners should identify three important criteria which might be used when shortlisting or making an appointment for a given job within the hospitality and catering industry. Using these criteria, they can then identify good and bad features of two letters of application provided by the tutor.

Essential resources

Learners will need access to examples of real application forms, letters of application, CVs etc. They will also need the opportunity to speak with people employed within the hospitality and catering industry who have some responsibility for recruitment and selection, and/or to watch recordings of 'good' and 'poor' interviews.

Indicative resource materials

Websites

www.worksmart.org.uk/career/job_advertisements

Information from the Trade Union Congress (TUC) on finding and getting a job

www.worksmart.org.uk/career/interviews

Information from the TUC on finding and getting a job

Information on CVs and job applications from the Careers Advisory Service	www.open.ac.uk/careers/applying-for-jobs.php
Information on CVs and job applications from the Careers Advisory Service	www.open.ac.uk/careers/interviews.php
Information on CVs and job applications from the Careers Advisory Service	www.open.ac.uk/careers/preparing-for-an-interview.php
Information from the government on looking for work	www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork
Information from the Government on looking for work	www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob

Unit 14: Preparing for Work Placement

Unit code:	F/503/2854
QCF Level:	1
Credit value:	1
Guided learning hours:	10

Unit aim

This unit aims to ensure that the learner will have information about the company or organisation providing their work placement. Information will be on the roles and responsibilities, and the appropriate behaviours and sources of support.

Unit introduction

Before a learner begins a work placement, it is important that they understand the function of the company or organisation in which they are going to work. The learner will set goals that will enhance their work placement experience.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

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.

Learning outcomes	Assessment criteria
1 Know about the work placement company or organisation	1.1 Describe the work placement company or organisation 1.2 Outline key objectives of the company or organisation
2 Know what is expected of the learner during the work placement	2.1 Identify the requirements for the placement, and why the requirements are necessary 2.2 Outline tasks likely to be undertaken in the work placement 2.3 Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace 2.4 Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement
3 Be able to set goals to help the learner get the most out of the work placement	3.1 Set appropriate goals for the work placement

Unit content

1 Know about the work placement company or organisation

Information and objectives of the company/organisation: type of company or organisation; function, e.g. service provision, retail, construction, administrative, logistics; location; size, e.g. small, large, branches throughout country, number of employees

2 Know what is expected of the learner during the work placement

Work placement requirements: hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, e.g. evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities

Why requirements are necessary: comply with health and safety rules, hygiene reasons, efficiency of working, promote good working relationships with colleagues and customers

Expected tasks: daily duties, e.g. opening post, taking messages, checking emails, filing documents, checking equipment for health and safety purposes, setting up equipment, liaising with line manager, project work

Attitudes and behaviours: positive attitudes, e.g. follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, cooperative; behaviours, e.g. polite, on time, reliable, thorough

Why appropriate attitudes and behaviours are important: e.g. creates positive impression of learner, helps learner get on with other people in the company or organisation, improves chances of successful and enjoyable work placement

Taking appropriate steps in situations of emotional stress, difficulty or confusion: using appropriate sources of support and guidance if an aspect of the work placement is causing emotional stress; asking questions if instructions are unclear or confusing; asking for help or guidance in carrying out a task if it is difficult or unclear

3 Be able to set goals to help the learner get the most out of the work placement

Goals: personal targets, e.g. attend each day, arrive on time, be enthusiastic; work-related targets, e.g. learn new skills, improve knowledge of specific sector or career, build confidence in asking for help if something is difficult or unclear; achievable and realistic goals, e.g. specific, within a set timescale, reasonable, within learner's abilities

Essential guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before going out on work placement, the learner needs to find relevant information about the company or organisation to which they are going. They also need to know the types of information that they need to investigate. To do this, learners could work in small groups to identify the type of information they want to gather about the company or organisation. They could use the results of this discussion to compile a checklist or series of questions. Individual learners would then be able to base their research on these questions. Checklist items could include, for example, size of company or organisation, function of company or organisation, its location or locations. Learners could gather this information by undertaking internet searches. Other sources of information could include the company or organisation's website, promotional leaflets or brochures, resources such as Connexions or Jobcentre Plus, discussions with learners who have previously been on work placement at the same (or similar) company or organisation, and conversations with staff from the company or organisation.

Before learners attend the work placement, they should find out the key facts about their placement, for example what the company or organisation does, its key objectives, where they will be located, their expected hours of work, the main tasks they will undertake and the dress code. This information could be gained as a result of an interview with the employer or talking with someone who has previously worked in the organisation. If this is not possible, the learner could identify the 'high priority' information they need before their first day and telephone or email the employer to obtain the information. Information that is not 'high priority' could be gained on the first day of the work placement.

Leaflets or information sheets issued to learners, video and tutor-led group discussions could all be used to help learners find out about the main tasks relating to the job role or main areas of learning at the company or organisation. The information provided to the learner should be straightforward and clearly presented so that they can extract the relevant details independently. Learners who have previously participated in work experience could be asked to speak to learners in small groups.

Tutors could emphasise the importance of workplace values and rules and, where possible, provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the placement. Learners need to articulate why certain attitudes and behaviours are necessary for their work placement. Employers could be invited as guest speakers to discuss expectations, or learners could discuss possible qualities and expectations in small groups or via role-play situations. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would be beneficial, therefore, for learners to be prepared to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to help learners think about appropriate ways to deal with situations of stress, anxiety or confusion and how to ask others for help and guidance during the work placement. Alternatively, learners could watch a TV or film clip that depicts a stressful or difficult situation in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or confusion in that scenario. This could help address learners' fears and concerns about handling any confusing or difficult situations they may encounter.

Learners may discuss possible goals and examples of goals in group situations and/or individually with tutors or careers advisers, but need to come up with their own final list of personal goals for the work placement.

Assessment

For 1.1, learners must be able to describe the company or organisation where they plan to carry out the work placement. Information should include aspects such as the size, type of business, location or locations and business function.

For 1.2, the learners must outline at least one key objective of the company or organisation where they plan to carry out the work placement.

Although information may be gathered from the company or organisation website or from documentation provided by the company or organisation, the outline must be in the learner's own words and demonstrate a clear understanding of the organisation to which they are going.

For 2.1, learners can complete a checklist which identifies the requirements of the company or organisation for the work placement, for example hours of work, dress code and absence procedures. Alternatively, learners may wish to record the description in a different format. At least two different requirements must be identified and a reason given why each one is necessary. Learners could give verbal descriptions (noted by the tutor) of why the requirements are necessary, or record the reasons as notes on the checklist or other means of evidence.

For 2.2, learners must describe at least two different tasks that they will undertake in the work placement. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.3, learners need to identify at least two attitudes and two behaviours that they should demonstrate in the workplace. For each attitude and behaviour, they need to explain why they are important. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.4, learners must identify at least two different examples of a positive step they could take if they found themselves in a situation of emotional stress, difficulty or confusion during the work placement. The positive steps identified can be straightforward but should be articulated in the learner's own words.

Learning outcome 3.1 must relate directly to the learner's work placement. They need to set at least two appropriate goals, one of which may be personal, for example get to work 10 minutes early every day, or work-related, for example learn how to use the photocopier confidently by the end of the second day. The goals should be presented in an appropriate format such as presentation, chart, poster, or written statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson Edexcel suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
Unit 21: Learning from Work Placement	Unit 30: Safe Learning in the Workplace	Unit 27: Learning from Work Placement

Essential resources

Learners must be in the process of preparing to go on a suitable work placement. Employers must be prepared for learners arrival and support them in gathering relevant information.

Unit 15: Investigating Rights and Responsibilities at Work

Unit code: L/501/6382

QCF Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners an introduction to the concept of rights and responsibilities at work by discussing basic rights at work and how these rights can be enforced through guidelines, company policies and legislation.

Unit introduction

Everyone has the right to be able to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. Rights and responsibilities at work, and how they affect the people you work with, is an extensive subject.

This unit challenges individuals' perceptions of others and how employers and employees should respect the rights of others. The laws that have been introduced to support employees will be considered. However, it is not anticipated that these laws will be studied in depth. Learners will know about the law and how to find more information on the content if ever they needed to refer to it.

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.

Learning outcomes	Assessment criteria
1 Understand what 'rights' and responsibilities' are	1.1 Explain what 'rights' are 1.2 Explain what 'responsibilities' are
2 Understand how to respect the rights of individuals	2.1 Explain the factors that may affect the rights of Individuals 2.2 Explain how to respect the rights of individuals
3 Know laws that can protect the rights of employees	3.1 Identify laws that can protect employee rights
4 Know that employers have certain responsibilities	4.1 Identify employer responsibilities in regard to: <ul style="list-style-type: none">• fulfilling a contract• health and safety• equal opportunities and prevention of discrimination.

Unit content

1 Understand what 'rights' and 'responsibilities' are

Rights: basic human rights, e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work, e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions

Responsibilities: responsibility to protect, improve and not infringe others' rights; work responsibilities, e.g. contractual obligations, health and safety requirements

2 Understand how to respect the rights of individuals

Factors affecting rights of individuals: positive images; perceptions, e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights

How to respect others: appropriate behaviour, e.g. use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action

3 Know laws that can protect the rights of employees

Laws: laws relating to employee rights, e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act)

4 Know that employers have certain responsibilities

Employee's responsibilities: health and safety; working conditions; contractual; equality of opportunity, confidentiality of company or organisational information

Essential guidance for tutors

Delivery

Tutors will need to be creative in their approach to this unit which is based largely on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through roleplaying scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

Learners should be introduced briefly to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others' for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks may be used to help learners understand these concepts, for example they could make a list of the things they believe in and value. They could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work, for example women are often seen taking on a domestic role at home and a much smaller percentage of women have high-paid jobs.

Scenarios could be used as a basis for research into what laws have been put in place to protect the rights of individuals at work, for example a colleague or partner has become pregnant. What are your colleague's rights and what rights does the partner have? What laws are in place to support this? This learning outcome could also be linked with learning outcome 4. Learners could find out where they can get help and advice, both within the workplace and outside. Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities they have covered when looking at them from an employee's perspective. They should be encouraged to think about how the employer, through meeting their responsibilities, allows employees to exercise their rights. (For example, an employer's responsibility to maintain a healthy and safe workplace is established to ensure that employees' right to work in a healthy and safe environment is observed.)

Assessment

In order to achieve 1.1 and 1.2, learners must explain what rights and responsibilities are. Practical examples may help to support learner response to these criteria.

In order to meet 2.1, learners should be able to identify three different factors that may affect the rights of an individual. They should then be able to explain how each factor may affect the rights of the individual.

The evidence provided for 2.2 could be in the form of an information leaflet or booklet which explains how we should respect our colleagues at work. Alternatively, a written explanation may be given or an oral presentation could be an effective method of assessment.

To meet 3.1, learners must identify three different laws relating to the rights of individuals at work. Learners should name the law and provide a brief, basic outline of the purpose of the law.

Learning outcome 4.1 focuses on the employer's responsibilities. Learners must be able to describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety, and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. (At least one example is required for each area.)

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson Edexcel suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 22: Managing Your Health at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 28: Preparing for Work Placement	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 30: Safe Learning in the Workplace	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace		

Essential resources

Learners must be in the process of preparing to go on a suitable work placement. Employers must be prepared for learner arrival and support them in gathering relevant information.

Websites

www.acas.org.uk	Advisory, Conciliation and Arbitration Service
www.adviceguide.org.uk/	Citizens Advice Bureau
www.direct.gov.uk/en/RightsAndResponsibilities/ Your rights	Government, citizens and rights
www.tuc.org.uk	Trade Union Congress
www.worksmart.org.uk	Worksmart from the TUC

Unit 16:

Learning from Work Placement

Unit code:	J/503/2855
QCF Level:	1
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement, identify what they did well and what they could do differently in future, and from this create appropriate short-term goals.

Unit introduction

Work placement can be a valuable experience for all learners. It provides an opportunity to practise skills already gained, acquire new skills and develop knowledge of the working environment. To maximise the experience, learners will be required to identify learning gained from the work placement and then use that learning to set short-term goals.

Before starting this unit, learners must have experienced a work placement and be aware that the information gathered from that experience will be used as a basis for this unit. Learners need to have gathered evidence of tasks undertaken during their work placement.

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.

Learning outcomes	Assessment criteria
1 Be able to reflect on what has been learned from the work placement	1.1 Keep an accurate record of tasks undertaken during work placement 1.2 Identify what has been learned from key tasks undertaken during the work placement experience
2 Know how tasks could be undertaken differently or improved	2.1 Identify tasks undertaken during the work placement that could be carried out differently or improved 2.2 Outline different ways to carry out tasks
3 Be able to use learning from work placement to set short-term goals	3.1 Set short-term goals which build on own learning from work placement

Unit content

1 **Be able to reflect on what has been learned from the work placement**

Evidence of tasks undertaken: e.g. employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or logbook

Recordkeeping: methods of recording information, e.g. portfolio, CD ROM, video, handwritten, electronic, wordprocessed; oral and written presentation

What was learned from work placement tasks: skills, e.g. self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness

2 **Know how tasks could be undertaken differently or improved**

What could be carried out differently: e.g. complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting

3 **Be able to use learning from work placement to set short-term goals**

Short-term goals building on learning from tasks: e.g. skills and knowledge development, e.g. further study, investigate specific career options or work areas, apply for full-time employment, seek voluntary work in a particular area; developing interpersonal skills, e.g. soft skills

Essential guidance for tutors

Delivery

For this unit, learners must have had experience in a work placement. The length of time spent in the work placement is not defined; however, sufficient time must be given to allow learners to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken - perhaps in the form of a diary or minutes of meetings that learners attended or facilitated. Learners must adhere to the company policy on confidentiality and intellectual property.

Different methods of recordkeeping should be discussed. Examples of previous work could be shown. Paper-based and/or electronic record-keeping methods may be used.

At a review meeting with a tutor on return from work placement, learners need to describe what they have learned by undertaking different tasks, giving examples in each instance. They may need some encouragement and prompting to help identify what they learned.

Small-group discussions, class presentations or one-to-one tutorials could be used to allow learners to explain what they could have done differently. Examples could include prioritising time better, asking additional questions, clarifying the task, or learning a new skill that would have made the task easier.

Learners could discuss with a tutor, teacher or careers adviser their possible options for future career plans that build on their learning experience from the placement. They can set realistic goals in respect of courses, training programmes, employment opportunities or further investigation of careers and industry types.

Assessment

The assessment for this unit could be a single task which provides evidence of all assessment criteria or smaller tasks which relate to individual criteria.

For 1.1, learners must gather and record evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This can take the form of a diary which outlines what has been achieved during the day.

Alternatively, learners may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. Learners can draw on the insight gained through the review meeting with the tutor on return from work placements but they need to choose independently the two tasks and decide what they learned from them.

Learners could refer to what they learned about themselves in terms of personal skills and attributes or what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.1 and 2.2, learners may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, learners must be able to choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

For 3.1, learners are required to set at least two short-term goals which build on the learning that they gained from completing tasks in the work placement.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson Edexcel suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work
Unit 21: Learning from Work Placement		Unit 27: Learning from Work Placement

Essential resources

Learners must undertake a period of work placement before taking this unit.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: www.edexcel.com/contactus
- BTEC: www.edexcel.com/btec/contactus
- Pearson Work Based Learning and Colleges: pearsonwbl.edexcel.com/pages
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk/contactus

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and if they are successful, we will list their BTEC resources on our website at www.edexcel.com/resources.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:
www.edexcel.com/contactus

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need:

- **Subject Advisers:** find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.



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