

**Pearson
BTEC Level 1 Certificate in
Introduction to Professional
Food and Beverage Service
Skills**

**Pearson
BTEC Level 1 Certificate in
Introduction to Professional
Food and Beverage Service**

Specification

BTEC Specialist qualification

First teaching September 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at qualifications.pearson.com www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills (QCF)

Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills and Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service specification issue 2 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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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 that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that 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 that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that 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 the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
Qualification Number (QN)	601/6952/7
Accreditation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16-18 19+
Credit value	16
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	160
Guided learning hours	113
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 our access and recruitment policy (see <i>Section 10 Access and recruitment</i>). Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service
Qualification Number (QN)	601/6951/5
Accreditation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16-18 19+
Credit value	25
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	250
Guided learning hours	183
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 our access and recruitment policy (see <i>Section 10 Access and recruitment</i>). Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN). The qualification titles listed in this specification feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk.

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills is for learners who work in, or who want to work in the food and beverage industry in roles such as front of house within a hospitality environment.

They give learners the opportunity to:

- gain the specific types of knowledge needed to underpin the learners competence as well as the wider sector-related knowledge related to job roles in the food and beverage services industry. The following knowledge threads have been included in the separate knowledge units; food safety in catering which includes how individuals can take personal responsibility for food safety, the importance of keeping themselves clean and hygienic, the importance of keeping the work areas clean and hygienic and the importance of keeping food safe; introduction to employability in the catering and hospitality industry which covers knowing the different sectors of the catering and hospitality industry and knowing what is required to develop a career in the catering and hospitality industry
- provide the opportunity to learn in the workplace and to develop the underpinning knowledge needed to progress into jobs such as front of house
- provide the opportunity to develop Personal Learning and Thinking Skills (PLTS) such as skills to reflect on their own practice which will support both career and personal progression
- achieve a nationally-recognised Level 1 qualification.

The Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service is for learners who want an overall knowledge of both front of house and the kitchen in the food and beverage industry.

It gives learners the opportunity to:

- gain the specific types of knowledge needed to underpin the learners competence as well as the wider sector-related knowledge related to job roles in the food and beverage services industry. The following knowledge threads have been included in the separate knowledge units; food safety in catering which includes how individuals can take personal responsibility for food safety, the importance of keeping themselves clean and hygienic, the importance of keeping the work areas clean and hygienic and the importance of keeping food safe; introduction to employability in the catering and hospitality industry which covers knowing the different sectors of the catering and hospitality industry and knowing what is required to develop a career in the catering and hospitality industry; legislation in food and Beverage Service which includes knowing the responsibilities of people serving food and beverages; understanding menus which covers knowing the key purpose of menus, knowing the use of service terms and understanding the make up of dishes and dietary requirements.
- provide the opportunity to learn in the workplace and to develop the underpinning knowledge needed to progress into jobs within the kitchen or front of house
- provide the opportunity to develop Personal Learning and Thinking Skills (PLTS) such as skills to reflect on their own practice which will support both career and personal progression
- achieve a nationally-recognised Level 1 qualification.

Relationship with previous qualifications

These qualifications are not replacements. They are a new qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills can progress to the:

- Level 2 Diploma in Professional Food and Beverage Service
- Job roles in front of house

Learners who have achieved the Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service can progress to the:

- Level 2 Diploma in Professional Food and Beverage Service
- Job roles in the kitchen or front of house

Industry support and recognition

These qualifications are supported by a professional body in the Hospitality sector.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Hospitality. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structures

Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	16
Number of mandatory credits that must be achieved	12
Number of optional credits that must be achieved	4

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/502/0132	Food Safety in Catering	2	1	9
2	Y/507/3507	Introduction to Employability in the Catering and Hospitality Industry	1	5	30
3	D/600/4263	Food and Beverage Service Skills	1	6	53
		Optional units			
4	L/500/9044	Health and Safety Awareness for Catering and Hospitality	1	2	10
5	L/600/4257	Legislation in Food and Beverage Service	1	1	10
6	R/600/4261	Understand Menus	1	2	15
7	Y/600/4262	Dealing with Payments and Bookings	1	2	11
8	H/600/4264	Bar Service Skills	1	4	32
9	Y/507/3510	Hot Beverage Skills	1	2	13

Centres should be aware that within the Level 1 qualifications in this specification, learners will be required to meet the demands of a unit 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 during delivery and assessment of the qualifications.

Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	25
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/502/0132	Food Safety in Catering	2	1	9
2	Y/507/3507	Introduction to Employability in the Catering and Hospitality Industry	1	5	30
3	D/600/4263	Food and Beverage Service Skills	1	6	53
4	L/500/9044	Health and Safety Awareness for Catering and Hospitality	1	2	10
5	L/600/4257	Legislation in Food and Beverage Service	1	1	10
6	R/600/4261	Understand Menus	1	2	15
7	Y/600/4262	Dealing with Payments and Bookings	1	2	11
8	H/600/4264	Bar Service Skills	1	4	32
9	Y/507/3510	Hot Beverage Skills	1	2	13

Centres should be aware that within the Level 1 qualifications in this specification, learners will be required to meet the demands of a unit 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 during delivery and assessment of the qualifications.

4 Assessment

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

Units	Assessment methods
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:

- achieve all the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assessment tasks and activities must enable the learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria. Centres need to look closely at the verb used for each assessment criterion when devising the assessments to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

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

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, qualifications.pearson.com

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven. Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

External Assessment

External assessment means all aspects of units that are designated as external in this specification including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures for set out in the latest version of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner Malpractice

Heads of centre are required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask that centres do so by completing a JCQ Form M1 (www.jcq.org.uk/malpractice) and emailing this and accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/Centre Malpractice

Heads of Centre are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centre are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (e.g. Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications which may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation results/certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions & Appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- Mark reduction for affected external assessments
- Disqualification from the qualification
- Debarment from registration for Pearson qualifications for a period of time

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals may be found in the Enquiries and Appeals policy, which is located on our website. In the initial stage of any aspect of malpractice, please notify the Investigations team via pqsmalpractice@pearson.com who will inform you of the next steps.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications.

Both of the documents mentioned above are on our website, qualifications.pearson.com

5 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 our policy document Recognition of Prior Learning Policy and Process, available on our website, qualifications.pearson.com

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

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.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

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 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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.com

9 Programme delivery

Centres are free to offer these 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 that 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 assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

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 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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 4, Assessment*.

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.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

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

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The 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.

Unit 1: Food Safety in Catering

Unit reference number: H/502/0132

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

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

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

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

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour			
		1.2	Describe how to report food safety hazards			
		1.3	Outline the legal responsibilities of food handlers and food business operators			
2	Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination			
		2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds			
3	Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal			
		3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning			
		3.3	Outline the importance of pest control			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards			
		4.2	Explain how to deal with food spoilage including recognition, reporting and disposal			
		4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation			

Learner name: _____

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(if sampled)

Unit 2: Introduction to Employability in the Catering and Hospitality Industry

Unit reference number: Y/507/3507

Level: 1

Credit value: 5

Guided learning hours: 30

Unit summary

This unit will give you an introduction to employability in the catering and hospitality industry.

You will know the different sectors of the catering and hospitality industry including the structure of the catering and hospitality industry, the services provided by different establishments and the staffing structure and jobs roles in the industry. You will also gain the knowledge of what is required to develop a career in the catering and hospitality industry, including the skills and personal qualities required to work in the industry, qualifications and training that is available and the different job opportunities in the catering and hospitality industry and the skills, experience and qualifications needed.

Finally, you will learn how to demonstrate employability skills, including maintaining personal hygiene and a professional appearance, managing time to meet deadlines and targets and working effectively as part of a team.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Know the different sectors of the catering and hospitality industry	1.1	Describe the structure of the catering and hospitality industry			
		1.2	Identify the services provided by different establishments in the catering and hospitality industry			
		1.3	Describe the staffing structure and job roles in catering and hospitality establishments			
		1.4	Describe the working conditions in the catering and hospitality industry			
2	Know what is required to develop a career in the catering and hospitality industry	2.1	Identify the skills and personal qualities required to work in the catering and hospitality industry			
		2.2	Identify qualifications and training available in the hospitality and catering industry			
		2.3	Investigate different job opportunities in the catering and hospitality industry and the skills, experience and qualifications required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to demonstrate employability skills	3.1	State the importance of maintaining personal hygiene and a professional appearance			
		3.2	Describe how to maintain personal hygiene and a professional appearance			
		3.3	Maintain personal hygiene and a professional appearance			
		3.4	State the importance of time management			
		3.5	Describe how to manage time			
		3.6	Manage time to meet deadlines and targets			
		3.7	State the importance of team work			
		3.8	Work effectively as part of a team			
		3.9	State the importance of communication skills			
		3.10	Describe how to communicate effectively with others			
		3.11	Communicate effectively with others			

Learner name: _____

Date: _____

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(if sampled)

Unit 3: Food and Beverage Service Skills

Unit reference number: D/600/4263

Level: 1

Credit value: 6

Guided learning hours: 53

Unit summary

This unit will give you a basic understanding of the skills needed for food and beverage service.

You will learn how to set up, serve, maintain and clear for counter service, including setting up counter service, advising customers on food and beverage items, take and process orders and clear, clean and store equipment. You will also learn how to set up, serve, maintain and clear for table service.

Finally, you will understand the food and beverage service environment, including the roles within the food and beverage service environment, the characteristics of different food and beverage service and the importance of customer service in a food and beverage establishment.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Be able to set up, serve, maintain and clear for counter service	1.1	Set up counter service			
		1.2	Interact with customers			
		1.3	Advise customers on food and beverage items and take and process orders			
		1.4	Provide a counter service			
		1.5	Clear, clean and store equipment			
		1.6	State the importance of portion control			
		1.7	Explain the factors to be taken into account when setting up, serving, maintaining and clearing for counter service			
2	Be able to set up, serve, maintain and clear for table service	2.1	Set up tables and service stations			
		2.2	Interact with customers			
		2.3	Advise customers on food and beverage items and take and process orders			
		2.4	Provide table service			
		2.5	Clear, clean and store equipment			
		2.6	Explain the factors to be taken into account when setting up, serving, maintaining and clearing for table service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the food and beverage service environment	3.1	Explain the roles within the food and beverage service environment			
		3.2	Describe the characteristics of different food and beverage service			
		3.3	Outline the importance of customer service in a food and beverage establishment			

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(if sampled)

Unit 4: Health and Safety Awareness for Catering and Hospitality

Unit reference number: L/500/9044

Level: 1

Credit value: 2

Guided learning hours: 10

Unit summary

The aim of this unit is to enable you to develop the basic knowledge and understanding of the principles of health and safety in the workplace and how they should be applied in a catering environment.

The unit will provide you with a basic awareness of health and safety practices including legal responsibilities and reasons for health and safety. The unit will also introduce you to common hazards and risks, the shapes, colours and meanings of health and safety signs and symbols and the immediate action to be taken to ensure a healthy and safe place to work.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace	1.1	Define health and safety			
		1.2	State the factors which affect health and safety in the workplace			
		1.3	Identify the benefits of health and safety procedures			
		1.4	State the cost of poor health and safety standards			
		1.5	Define the most commonly used terms in health and safety			
		1.6	Identify the responsibilities of employers and employees under current legislation			
		1.7	List the consequences of non-compliance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify hazards in the workplace	2.1	List causes of slips, trips and falls in the workplace			
		2.2	State the ways to minimise the risk of slips, trips and falls			
		2.3	Identify the main injuries from manual handling			
		2.4	State ways to reduce the risk of injury from lifting, carrying and handling			
		2.5	Identify the correct lifting procedures			
		2.6	Identify ways machinery/equipment can cause injuries			
		2.7	List control measures to avoid accidents from machinery/equipment			
		2.8	State types of hazardous substances			
		2.9	List the control methods for hazardous substances to prevent exposure and protection of employees			
		2.10	Indicate the main causes of fire and explosions			
		2.11	State how elements of the fire triangle can be used to extinguish a fire			
		2.12	Identify dangers associated with electricity			
		2.13	Identify the measures to prevent electricity dangers			
		2.14	State methods to deal with electrical dangers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to follow health and safety procedures	3.1	List the primary reasons for working safely			
		3.2	State the functions of PPE			
		3.3	State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE			
		3.4	State how the main types of safety signs can be identified			
		3.5	Identify hazardous and incidents that require reporting			

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(if sampled)

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Know the legal responsibilities of people serving food and beverages	1.1	State the legal responsibilities for the service of alcohol			
		1.2	State the key requirements of legislation in the service of food and beverages			

Learner name: _____

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(if sampled)

Unit 6: Understand Menus

Unit reference number: R/600/4261

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit will give you the underpinning knowledge to understand menus.

You will begin by learning about the key purpose of menus, including, the purpose of different types of menus, the information that must be included in a menu and how menus are displayed or presented in different types of establishments. You will also learn about the use of service items, including cutlery, crockery, equipment, accompaniments and sauces that are used for different items on the menu.

Finally, you will understand the make up of dishes and dietary requirements, including why the server of food must know the ingredients in dishes, the taste and texture of menu items, how items are cooked and presented and the dietary needs of different people.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Know the key purpose of menus	1.1	State the purposes of different types of menus			
		1.2	List the information that must be included in a menu			
		1.3	Describe how menus are displayed or presented in different types of establishments			
2	Know the use of service items	2.1	Identify cutlery, crockery and equipment for different types of menus items			
		2.2	Identify accompaniments and sauces for different types of menus items			
3	Understand the make up of dishes and dietary requirements	3.1	Explain why a server of food must know the ingredients in dishes			
		3.2	State the ingredients in a range of dishes on a menu			
		3.3	Describe the taste and texture of menu items			
		3.4	State how items on a menu are cooked and presented			
		3.5	Identify the dietary needs of different people			

Learner name: _____

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Unit 7: Dealing with Payments and Bookings

Unit reference number: Y/600/4262

Level: 1

Credit value: 2

Guided learning hours: 11

Unit summary

This unit will give you a basic understanding of the skills needed to respond to customer's booking enquiries and taking an order and processing payment.

You will learn how to provide information to customers about bookings and identify the information required when taking a booking. You will then be able to take and process orders, present the customer with the bill, provide information to the customer about the bill, handle payments and provide the customer with a receipt.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Be able to respond to customer booking enquiries	1.1	Provide information to customers about bookings			
		1.2	Describe the process for taking bookings			
		1.3	Identify the information required when taking a booking			
2	Be able to take an order and process payment	2.1	Take and process orders			
		2.2	Present the customer with a bill			
		2.3	Provide information to customers about the bill			
		2.4	Handle payments			
		2.5	Provide the customer with a receipt			
		2.6	State the purpose of a billing system			
		2.7	Identify information included in a customer bill			
		2.8	Describe how to process payments			
		2.9	State the procedure for dealing with problems on customer's bills			

Learner name: _____

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(if sampled)

Unit 8: Bar Service Skills

Unit reference number: H/600/4264

Level: 1

Credit value: 4

Guided learning hours: 32

Unit summary

This unit will give you a basic understanding of the skills needed to run a bar.

You will learn how to clear, clean and restock the bar area, including the correct storage of glassware and bar service equipment, serve beverages by taking the beverage order, serve the beverages at the correct temperature and use appropriate glassware, set up the bar for beverage service and the characteristics of a range of beverages including the ingredients used and alcohol by volume in a range of beverages, types and styles of wines and types of non-alcohol beverages.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Be able to clear, clean and restock the bar area	1.1	Select and use procedures to clean, clear and restock			
		1.2	State the correct storage of glassware and bar service equipment			
		1.3	Explain the factors to be taken into consideration when clearing, cleaning and restocking areas during service			
2	Be able to serve beverages	2.1	Take a beverage order			
		2.2	Serve a range of beverages at the correct temperature with accompaniments, garnishes and decorative items within legal requirements			
		2.3	Identify glassware used to serve a range of beverages			
		2.4	Identify the legal measurements and equipment for the service of alcoholic beverages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to set up the bar for beverage service	3.1	Prepare the bar area for service			
		3.2	Prepare and store accompaniments, garnishes and decorative items			
		3.3	Identify key equipment used in bar service			
		3.4	List accompaniments, garnishes and decorative items for a range of beverages			
		3.5	Outline the importance of stock control in a bar area and communicating stock levels			
4	Know the characteristics of a range of beverages	4.1	Identify the ingredients used and alcohol by volume in beers, ciders and perrys, spirits and liqueurs			
		4.2	Identify the main grape varieties			
		4.3	Identify types and styles of wines			
		4.4	Identify the types of non-alcoholic beverages			

Learner name: _____

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(if sampled)

Unit 9: Hot Beverage Skills

Unit reference number: Y/507/3510

Level: 1

Credit value: 2

Guided learning hours: 13

Unit summary

This unit will give you a basic understanding of how to be able to make and serve hot beverages. You will learn how to make and serve coffees including understanding the origins of coffee, how the beans are processed, how different types of beans and blends affect the taste and the equipment and accompaniments used for making and serving coffee.

You will go on to learn how to make and serve teas including the origins of tea, how tea leaves are processed, how tea is packaged, the equipment and accompaniments for making and serving tea and the range of teas customers may request.

Finally, you will learn how to make and serve hot chocolate. You will know the origins of cacao beans, how cacao beans are processed, the equipment and accompaniments used for making and serving hot chocolate and the range of hot chocolate customers may request.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner 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		Evidence type	Portfolio reference	Date
1	Be able to make and serve coffees	1.1	State the origins of coffee			
		1.2	State how coffee beans are processed			
		1.3	Explain how different types of beans and blends affect the taste of coffee			
		1.4	Identify equipment and accompaniments used for making and serving coffee			
		1.5	Identify individual requirements when preparing and serving coffee			
		1.6	Describe how to correct problems with quality when preparing coffee			
		1.7	Prepare and serve a range of coffees with accompaniments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to make and serve teas	2.1	State the origins of tea			
		2.2	State how tea leaves are processed			
		2.3	State how tea is packaged			
		2.4	Identify equipment and accompaniments for making and serving teas			
		2.5	State the range of teas which customers may request			
		2.6	Identify individual requirements when preparing and serving tea			
		2.7	Describe how to correct problems with quality when preparing tea			
		2.8	Prepare and serve a range of teas with accompaniments			
3	Know how to make and serve hot chocolate	3.1	State the origins of the cacao bean			
		3.2	State how cacao beans are processed			
		3.3	Identify equipment and accompaniments for making and serving hot chocolate			
		3.4	State the range of hot chocolate which customers may request			
		3.5	Identify individual requirements when preparing and serving hot chocolate			
		3.6	Identify problems which may arise with the quality of chocolate being prepared			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

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 on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

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, qualifications.pearson.com

14 Professional development and training

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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: qualifications.pearson.com. 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.

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To get in touch with our dedicated support teams please visit: qualifications.pearson.com

Your Pearson 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 Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills and Pearson BTEC Level 1 Certificate in Introduction to Professional Food and Beverage Service against the underpinning knowledge of the Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NVQ/competence-based qualification

A blank space indicates no coverage of the knowledge

NOS	BTEC Specialist units	Unit 1 – Food Safety in Catering	Unit 2 – Introduction to Employability in the Catering and Hospitality Industry	Unit 3 – Food and Beverage Service Skills	Unit 4 – Health and Safety Awareness in Catering and Hospitality	Unit 5 – Legislation in Food and Beverage Service	Unit 6 – Understand Menus	Unit 7 – Dealing with Payments and Bookings	Unit 8 – Bar Service Skills	Unit 9 – Hot Beverage Skills
1	Maintenance of a Safe, Hygienic and Secure Working Environment	#								
2	Working Effectively as Part of a Hospitality Team									
17	Maintain Customer Care			#				#	#	#
18	Maintain and Deal with Payments							#		
19	Maintain Food Safety when Storing Holding and Serving Food	#								
20	Prepare and Clear Areas for Drinks Service								#	
21	Serve Drinks								#	#
22	Prepare and Clear Areas for Table and Tray Service									
23	Provide a Table and Tray Service									
24	Prepare and Clear Areas for Counter and Takeaway Service			#						

NOS	BTEC Specialist units	Unit 1 – Food Safety in Catering	Unit 2 – Introduction to Employability in the Catering and Hospitality Industry	Unit 3 – Food and Beverage Service Skills	Unit 4 – Health and Safety Awareness in Catering and Hospitality	Unit 5 – Legislation in Food and Beverage Service	Unit 6 – Understand Menus	Unit 7 – Dealing with Payments and Bookings	Unit 8 – Bar Service Skills	Unit 9 – Hot Beverage Skills
25	Provide a Counter and Takeaway Service			#						
26	Provide a Trolley Service									
27	Assemble Meals for Distribution via Conveyor Belt									
28	Clean and Store Crockery and Cutlery						#			
29	Maintain a Vending Machine									
30	Prepare and Serve Dispensed and Instant Hot Chocolate									#

March 2017

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