

Pearson
BTEC Level 2 Extended Certificate
in Principles of Working in
Hospitality and Catering (Food and
Beverage Service)

Specification

BTEC Specialist qualification

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes listed in summary table on 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

This qualification was previously entitled:

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service) (QCF)

The QN remains the same.

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Summary of Pearson Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service) Issue 2

Summary of changes made between previous issue and this current issue	Page/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, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service)
Qualification Number (QN)	601/6922/9
Accreditation start date	01/08/2015
Approved age ranges	16–18 19+
Credit value	22
Assessment	Centre-devised assessment (internal assessment) OR Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing).
Total Qualification Time (TQT)	220
Guided learning hours	169
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>).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service) provides the foundations for an entry level role in food and beverage service.

The qualification gives learners the opportunity to:

- develop the knowledge, skills and attitudes that provide the basis for an entry level role in the food and beverage service sector. This includes areas such as safe, hygienic and secure working environments in hospitality; effective team-work; giving customers a positive impression; principles of customer service in hospitality; and food safety in catering
- learn in the real work environment and validate the theory and knowledge which has been delivered in the training environment
- develop transferable soft skills which will support access to further study and/or employment. This includes skills such as reflective learning, personal development planning and team working
- achieve a nationally-recognised Level 2 qualification.

Relationship with previous qualifications

This is a new qualification and does not replace any previous qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service) can progress to employment in a role such as Waiter, Silver Service Waiter, Bar Person or Cellar Person.

Waiters are responsible for taking food and drink orders, maintaining a high standard of customer care and taking opportunities to maximise sales in a discreet manner, ensuring that tables are cleaned quickly and efficiently, preparing and checking bills and receiving payment. Bar and cellar people help set up the bar area, stock the shelves and refrigerators, prepare garnishes, serve snacks and a wide range of alcoholic/non-alcoholic drinks, take payment, clear tables, wash glasses, and clear up after service.

Learners could also progress to the Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage Service. This qualification can be taken on its own or as part of the Intermediate Apprenticeship in Hospitality. It is the competence-based qualification which focuses on the skills required in the job roles listed above.

Industry support and recognition

This qualification is supported by a variety of employers in the food and beverage service sector.

Relationship with National Occupational Standards

This qualification relates 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 structure

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service)

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

Minimum number of credits that must be achieved	22
Minimum number of credits that must be achieved at level 2 or above	16
Number of mandatory credits that must be achieved	14
Minimum number of optional credits that must be achieved in total	8
Minimum number of optional credits that must be achieved from Group B1	1
Minimum number of optional credits that must be achieved from Group B2	1

Remaining optional credits may be achieved from Groups B1, B2 or B3.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/600/0615	Safe, Hygienic and Secure Working Environments in Hospitality	1	2	16
2	Y/600/0616	Effective Teamwork	1	2	19
3	D/600/0617	Giving Customers a Positive Impression	2	2	18
4	H/502/0132	Food Safety in Catering	2	1	9
5	T/600/1059	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	2	1	10
6	J/505/4015	Planning and Participating in Work Experience	2	6	55
		Optional units – Group B1			
7	T/600/0624	Service of Food at Table	2	1	10
8	M/502/8296	Principles of Providing a Buffet and Carvery Service	2	1	6
9	T/502/8297	Principles of Providing a Counter and Takeaway Service	1	1	6
10	A/502/8298	Principles of Providing a Silver Service	2	1	8

Unit	Unit reference number	Optional units – Group B2	Level	Credit	Guided learning hours
11	J/600/0627	Service of Alcoholic and Non-Alcoholic Drinks	2	1	10
12	Y/502/8308	Principles of Preparing and Serving Cocktails	2	1	8
13	H/502/8327	Principles of Preparing and Serving Dispensed and Instant Hot Drinks	2	1	6
14	D/502/8309	Principles of Preparing and Serving Hot Drinks Using Specialist Equipment	2	2	10
15	M/502/8265	Principles of Preparing and Serving Wines	2	2	15
		Optional units – Group B3			
16	F/600/0626	Preparation and Clearing of Service Areas	2	3	26
17	L/600/1133	Dealing with Payments	2	1	9
18	J/502/8319	Principles of Cleaning Drink Dispense Lines	2	2	12
19	R/502/8307	Principles of Maintaining Cellars and Kegs	2	2	12
20	K/502/8314	Principles of Maintaining Customer Service Through Effective Handover	2	2	15
21	R/502/8260	Principles of Preparing and Clearing Areas for Table Service	2	2	15
22	Y/502/8261	Principles of Preparing and Clearing Bar Areas	2	2	15
23	Y/502/8311	Principles of Promoting Additional Services or Products to Customers	2	2	10
24	M/502/8315	Principles of Receiving, Storing and Issuing Drinks Stock	2	1	6
25	A/502/8317	Principles of Resolving Customer Service Problems	2	2	10

4 Assessment

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

Units	Assessment method
Unit 1: Safe, Hygienic and Secure Working Environments in Hospitality Unit 2: Effective Teamwork Unit 3: Giving Customers a Positive Impression Unit 4: Food Safety in Catering Unit 5: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Unit 7: Service of Food at Table Unit 8: Principles of Providing a Buffet and Carvery Service Unit 9: Principles of Providing a Counter and Takeaway Service Unit 10: Principles of Providing a Silver Service Unit 11: Service of Alcoholic and Non-Alcoholic Drinks Unit 13: Principles of Preparing and Serving Dispensed and Instant Hot Drinks Unit 14: Principles of Preparing and Serving Hot Drinks Using Specialist Equipment Unit 15: Principles of Preparing and Serving Wines Unit 16: Preparation and Clearing of Service Areas Unit 17: Dealing with Payments Unit 18: Principles of Cleaning Drink Dispense Lines Unit 19: Principles of Maintaining Cellars and Kegs Unit 20: Principles of Maintaining Customer Service Through Effective Handover Unit 21: Principles of Preparing and Clearing Areas for Table Service Unit 22: Principles of Preparing and Clearing Bar Areas Unit 23: Principles of Promoting Additional Services or Products to Customers Unit 24: Principles of Receiving, Storing and Issuing Drinks Stock Unit 25: Principles of Resolving Customer Service Problems	Centre-devised assessment OR Pearson-devised assessment: onscreen test
Unit 6: Planning and Participating in Work Experience Unit 12: Principles of Preparing and Serving Cocktails	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.

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

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion 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*.

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types, is available on the webpage for this qualification.

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 on 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 and 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 set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, 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

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any 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

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is 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 (for example Pearson staff, 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 that 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, please 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 and/or certificates may not be released or they may be withheld.

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

Sanctions and 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 the head 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 can be found in our Enquiries and Appeals policy, 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 on a case-by-case basis only. A separate application must be made for each learner. 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.

General resource requirements

- 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 qualification.
- 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

Specific resource requirements

As well as the general resource requirements given above, there are specific resources that centres must provide. All units require access to a suitable hospitality teaching environment. Additional requirements are listed by unit below.

Unit	Resources required
3: Giving Customers a Positive Impression	Access to and support from managers and staff of external hospitality businesses
6: Planning and Participating in Work Experience	Access to a work placement programme where learners can experience a role in the food and beverage service sector and validate the theory and knowledge delivered in a classroom setting
8: Principles of Providing a Buffet and Carvery Service	Access to commercial kitchens and support areas, including large and small specialist professional equipment
9: Principles of Providing a Counter and Takeaway Service	Access to commercial kitchens and support areas, including large and small specialist professional equipment
12: Principles of Preparing and Serving Cocktails	Access to bar areas with large and small specialist professional equipment
13: Principles of Preparing and Serving Dispensed and Instant Hot Drinks	Access to professional and fully-equipped hot drink preparation and dispensing areas

Unit	Resources required
14: Principles of Preparing and Serving Hot Drinks Using Specialist Equipment	Access to professional and fully-equipped hot drink preparation and dispensing areas
15: Principles of Preparing and Serving Wines	Access to practical dispense bar and wine storage facilities, appropriate range of glassware, relevant experienced staff and a dining room facility
18: Principles of Cleaning Drink Dispense Lines	Access to practical bar and wine storage facilities, appropriate range of glassware, relevant experienced staff and a dining room facility
19: Principles of Maintaining Cellars and Kegs	Access to cellars and kegs
20: Principles of Maintaining Customer Service Through Effective Handover	Access to customer service provision environments
21: Principles of Preparing and Clearing Areas for Table Service	Access to commercial kitchens and support areas
22: Principles of Preparing and Clearing Bar Areas	Access to suitable practical bar areas and relevant experienced staff
23: Principles of Promoting Additional Services or Products to Customers	Access to customer service provision environments
25: Principles of Resolving Customer Service Problems	Access to customer service provision environments

Centres should ensure that optional units are chosen in accordance with the nature of the work experience undertaken by learners for Unit 6. Learners' work experience should provide practical experience and access to relevant resources to support the content of the optional units chosen.

7 Centre recognition and approval

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 this qualification 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 a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

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 on 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 defined 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 aim

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

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.

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 amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard required in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – 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.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

Unit 1: Safe, Hygienic and Secure Working Environments in Hospitality

Unit reference number: R/600/0615

Level: 1

Credit value: 2

Guided learning hours: 16

Unit aim

This unit provides learners with knowledge about basic health, hygiene, safety and security, which they can apply in a hospitality environment.

A safe, hygienic and secure working environment is essential for all hospitality businesses. Employers and employees must understand their responsibilities under current health and safety legislation, if they and customers are to be kept safe.

In this unit learners will develop knowledge of the Health and Safety at Work Act and how it applies to a hospitality environment. They need to know their responsibilities to ensure their own and others' health and safety and why they are required by law to follow workplace health and safety procedures.

This unit will give learners the opportunity to learn how to report illnesses, accidents and emergencies and the importance of following the correct procedures in doing so. Learners will also explore when they must report accidents and illnesses to outside agencies. Although learners do not need to know how to carry out a workplace risk assessment, they must be able to recognise common workplace hazards and be aware of the procedures in place to reduce risks. This includes correct manual handling techniques and the importance of good hygiene practices. Learners need to know the main causes of fire and the reporting procedures to follow in the event of an emergency, including first aid procedures.

Learners will be taught essential, basic workplace security procedures and why they are essential if hospitality businesses are to reduce the risk of harm to customers and individuals.

This unit underpins the safety and hygiene knowledge requirements of all other units in these qualifications. Learners must understand that maintaining safe and secure working environments is everyone's responsibility and applies to all workplaces.

Essential resources

For this unit, learners need access to a suitable hospitality teaching environment with access to the internet for research.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know their personal responsibilities under the Health and Safety at Work Act	1.1	State personal responsibility for health and safety when in the workplace	<ul style="list-style-type: none"> □ <i>Health and Safety at Work Act 1974</i>: principles; employee/personal responsibilities (take care of own health and safety at work, take care of the health and safety of others, cooperate with employer, use and care of personal protective equipment (PPE), attend training) □ <i>Types of workplace</i>: restaurants; hotels; cafes; halls of residence; hospitals; public houses; fast-food businesses
		1.2	Identify the importance of following safety procedures in the workplace	<ul style="list-style-type: none"> □ <i>Safety procedures in the workplace</i>: following fire regulations; fire drills; evacuation; manual handling; safe use of chemicals; importance (safer workplace, fewer accidents and injuries, good business reputation); effects of non-compliance (prosecution, fines, dismissal)
		1.3	State reporting procedures in the case of personal illness	<ul style="list-style-type: none"> □ <i>Reporting procedures</i>: legal responsibilities; departmental responsibilities (line manager, supervisor); communication (in person, in writing, telephone, email); information (self-certification, doctor's note)

Learning outcomes		Assessment criteria		Unit amplification
2	Know why it is important to work in a safe and hygienic way	2.1	State why it is important to maintain good personal hygiene	<ul style="list-style-type: none"> □ <i>Reasons for maintaining personal hygiene:</i> Food Safety Act 1990; preventing food cross contamination (chemical, physical); washing hands, no jewellery, clean and tidy hair; protected cuts and grazes; maintaining food safety (food storage, food handling); maintaining healthy environment
		2.2	State why correct clothing, footwear and headgear should be worn at all times	<ul style="list-style-type: none"> □ <i>Uniform requirements:</i> clothing (clean jacket and trousers, non-slip shoes); headgear (hairnets, hats); reasons (personal protection, protection of others, to prevent slips, trips, falls, burns)
		2.3	State why, and to whom, accidents and near accidents should be reported	<ul style="list-style-type: none"> □ <i>Reporting of accidents and near accidents:</i> preventing further accidents; legal requirements (accident book); reporting to (supervisor, manager, health and safety representative, first aider)
		2.4	Describe safe lifting and handling techniques that must be followed	<ul style="list-style-type: none"> □ <i>Safe lifting techniques:</i> planning and preparation (assess load, assess hazards); lifting techniques (manual handling as prescribed by Health and Safety Executive (HSE)); mechanical/lifting aids
		2.5	State why it is important to report all unusual/non-routine incidents to the appropriate person	<ul style="list-style-type: none"> □ <i>Reporting of all unusual/non-routine incidents:</i> reasons (reducing risk of future incident); appropriate persons (line manager, supervisor)

Learning outcomes		Assessment criteria		Unit amplification
3	Know about hazards and safety in the workplace	3.1	Identify the types of common hazards found in the workplace	<ul style="list-style-type: none"> □ <i>Common workplace hazards:</i> hazard (something that has the potential to cause harm); different areas (kitchen, restaurant, bar, front desk, housekeeping); slips; trips; falls; breakages; hot surfaces; chemicals
		3.2	Identify types of emergencies that may happen in the workplace	<ul style="list-style-type: none"> □ <i>Workplace emergencies:</i> accidents; fire; breaches of security; illness
		3.3	Describe why first aid procedures should be in place	<ul style="list-style-type: none"> □ <i>First aid procedures:</i> raising alarm; registered first aider (appropriate treatment), quick response (signage and location of first aid box, defibrillator, fire blanket); legal requirements (accident book)
		3.4	Identify possible causes of fire in the workplace	<ul style="list-style-type: none"> □ <i>Causes of fire in the workplace:</i> work areas (kitchen, restaurant, bar, front desk, housekeeping); causes of fire (electricity, gas, cooking fat, smoking, tools or equipment with a naked flame)
		3.5	Describe fire safety procedures	<ul style="list-style-type: none"> □ <i>Fire safety procedures:</i> raising alarm (break glass point); calling emergency services (speaking clearly, location of incident, telephone number being used, time of incident); firefighting equipment (fire blanket, extinguishers, sprinkler system); evacuation procedures (fire marshals, leaving the building, assembly points)
		3.6	Describe security procedures	<ul style="list-style-type: none"> □ <i>Security procedures:</i> premises (control of keys, electronic systems, surveillance, control of entrances and exits); staff and visitor identity badge (issue, reporting loss); reporting of suspicious persons and packages to line manager

Information for tutors

Delivery

Delivery of this unit should develop learners' knowledge of the principles of the Health and Safety at Work Act, and how it applies to them personally. It is expected that learners will already have some practical experience of health and safety in the workplace, but they may not fully understand why they are asked to follow safety and reporting procedures. It is therefore essential that learners are given opportunities to look at why they must comply with workplace health and safety instructions and the results of non-compliance.

Delivery should focus on the key employer and employee responsibilities under the Health and Safety at Work Act. Learners must understand why employers are required to have safety and reporting procedures in place and what could happen if these procedures are not followed correctly. Learners should be encouraged to investigate the health and safety procedures in their own workplace so they know what is expected of them personally, including induction packs, training information etc. Health and safety notices displayed in all workplaces could also be used to support delivery of this unit.

Learners need to know why it is important to work in a safe and hygienic way. They should be encouraged to think about their own personal hygiene practices and the implications for the health and safety of other employees and customers. Wearing the correct PPE is a requirement in all hospitality workplaces and learners need to know why this is essential. Delivery could include investigations into the consequences of poor safety and hygiene practices, for example case studies of food poisoning outbreaks and accidents at work, and learners could compare this with their own experiences and practice. The HSE has produced a range of relevant briefing sheets, which could be used to inform learning. Learners should also know the principles of correct manual handling and this is best delivered as a practical exercise as they must be able to describe how to lift safely.

Learners should be aware that it is their legal responsibility to report accidents and near accidents in the workplace. Practical activities using reporting documentation could be a useful method of ensuring learners are aware of how this is carried out in the workplace. Tutors should ensure that learners understand the reporting requirements under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 and the outside agencies involved.

Learners should be able to define 'hazard' and be familiar with common hazards in the hospitality industry. A hazard spotting activity in their own workplace could raise learner awareness of typical hazards and help them to understand how risks could be reduced. Learners should explore how emergencies are dealt with and reported, including fire and security incidents. Visiting speakers could help learners to understand why the correct workplace procedures must be followed in an emergency. Similarly, learners should be aware of why correct first aid procedures should be in place. Understanding the responsibilities of workplace first aiders could raise learner awareness of their own role in the event of an emergency.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Fisher I – *Intermediate Health and Safety: A Text for Intermediate Health and Safety Courses and a Reference for Supervisors, 2nd Edition* (Highfield Publications, 2004) ISBN 9781904544210

Health and Safety Executive – *Essentials of Health and Safety at Work, 4th Edition* (HSE Books, 2006) ISBN 9780717661794

Sevett S – *First Aid at Work, 6th Edition* (Highfield, 2007) ISBN 9781904544944

Sprenger C – *A Question of Health and Safety (Level 2)* (Highfield, 2008) ISBN 9781906404314

Journal

Caterer and Hotelkeeper – Reed Publications

Websites

www.croner.co.uk

www.communities.gov.uk/fire/firesafety/firesafetylaw

www.communities.gov.uk/documents/fire/pdf/144647.pdf

www.HSE.gov.uk

www.northyorksfire.gov.uk/cms_media/files/worked_example_of_public_proforma_brief_hotel.doc

www.northyorksfire.gov.uk/community_fire_safety/legislation_and_guidance_for_businesses/index/html

Unit 2: Effective Teamwork

Unit reference number: Y/600/0616

Level: 1

Credit value: 2

Guided learning hours: 19

Unit aim

This unit will provide learners with the knowledge to make useful contributions to the work of a team, i.e. the people they work with. 'Team' includes the line manager or supervisor as well as other people in the team working at the same level.

A team is when a group of people come together to achieve a common goal. For example, within the hospitality industry a restaurant cannot function without the kitchen cooking the food for the restaurant staff to serve to customers. Teamwork is essential to the successful running of all hospitality businesses. *'I'm only as good as my team. Building a team is part of the foundation of a good business'* – Gordon Ramsay, www.gordonramsay.com.

Good organisational skills add to the effectiveness of a team. Within this unit learners will have the opportunity to develop their organisational skills further, show how they can organise their own work effectively and demonstrate good team working skills.

Providing support for team members is very important for any team to succeed and achieve their goals. This unit will help learners to understand the importance of working in and supporting their team and enables them to contribute to improving the effectiveness of the team and demonstrate effective communication skills.

Teams should not 'stand still' for too long, so continuous development of team members is vital. Learners will identify their learning and development needs and how this will benefit the team.

In this unit learners will develop the knowledge and practical ability to be a more effective team member.

Essential resources

For this unit learners need access to a suitable hospitality teaching environment with access to the internet for research.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to organise their own work	1.1	State the order of work to complete a task	<ul style="list-style-type: none"> □ <i>Order of work to complete a task</i>: identifying task; planning task; prioritising task; agreeing timescales with relevant people; monitoring progress against plan
		1.2	Describe situations when it is appropriate to ask for help	<ul style="list-style-type: none"> □ <i>Situations when appropriate to ask for help</i>: unsure of task; unable to carry out task alone; unable to complete workload
		1.3	Describe situations when it is appropriate to help and support others	<ul style="list-style-type: none"> □ <i>Situations when it is appropriate to help and support others</i>: reducing risk of accidents; unexpected situations (increase in customer numbers); time pressure; sharing knowledge
		1.4	State the importance of working to deadlines	<ul style="list-style-type: none"> □ <i>Working to deadlines</i>: importance (meeting business needs, meeting team goals, cost effective and efficient working practices); customer satisfaction
		1.5	State why it is important to follow instructions accurately	<ul style="list-style-type: none"> □ <i>Importance of following instructions</i>: meeting business standards; maintaining business' reputation; accuracy (attention to detail, corrective actions)
		1.6	State the importance of keeping work areas clean and tidy	<ul style="list-style-type: none"> □ <i>Keeping work area clean and tidy</i>: reducing accidents; maintaining business standards; maintaining effective work environment; giving a good impression to staff and customers

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to support the work of a team	2.1	State the benefits of helping team members	□ <i>Benefits of helping</i> : encouraging teamwork; improving efficiency, team morale, self-satisfaction; motivation; rewards (personal, financial, non-financial)
		2.2	State the importance of passing information to the relevant people	□ <i>Passing information to relevant people</i> : maintaining standards of work; reducing workplace conflict; improving team efficiency; maintaining profitability
		2.3	State the importance of clear communication	□ <i>Importance of communication</i> : avoiding mistakes; gaining clarification; maintaining standards
		2.4	Describe ways to maintain good working relationships in a team	□ <i>Maintaining good working relationships</i> : clear communication; roles and responsibilities (self and other team members); performing tasks to agreed standards; providing support
		2.5	State problems in working relationships that should be reported to line managers	□ <i>Problems in working relationships</i> : personal disagreement; grievances; not maintaining standards; communication breakdown; violence; bullying; discrimination; poor performance
3	Know how to contribute to their own learning and development	3.1	List benefits of self development	□ <i>Benefits of self-development</i> : self-motivation; improving knowledge; improving career prospects; improving job performance; self-confidence
		3.2	State the importance of feedback from team members	□ <i>Importance of feedback</i> : identification of strengths and weaknesses (formal, informal); identifying development opportunities; improving peer relationships
		3.3	Describe how a learning plan could improve aspects of work	□ <i>Learning plan</i> : tutorial notes, assessment plan, career plan; improvements (setting targets, meeting identified development needs and goals, improving performance, increasing confidence, improving promotion prospects, personal achievement)
		3.4	List types of activities that help learning	□ <i>Activities that help learning</i> : feedback (line manager, team members); researching; courses (on the job, college training, distance learning); practical activities (demonstrations, team building); corrective training; mentoring; competitions

Information for tutors

Delivery

Tutors should, where possible, take a holistic approach to delivering this unit and encourage learners to identify and organise their own work within the team.

Linking the theoretical aspects to workplace practice, where possible, will be beneficial for learners. Certain tasks such as writing instructions down for colleagues are useful and enjoyable for learners. This enables learners to state the sequential order for future work and think about how they ask others to complete tasks. Tutors should confirm learner understanding through discussions at the end of tasks.

Learners should be encouraged to come up with ideas of how they can organise their own work and the importance of this. This can be backed up by professional discussions, one-to-one tutorials and an action plan for a work activity selected by learners.

Exercises are useful to allow learners to work as part of a team. Learners would benefit from watching relevant television programmes/DVDs such as *The Apprentice* or *Hell's Kitchen* as these resources can help learners to understand how teams work to help each other, what makes good and not so good teams and the working relationships within teams.

Learners may already have experience of working as part of a team. They should be encouraged to share their experiences by highlighting the benefits of helping other team members and how they help to maintain good working relationships with their colleagues.

Learners may have had bad experiences whilst being part of a team. Tutors should encourage group discussions to enable learners to understand which problems need reporting to a higher level and which problems can be sorted out within the team.

Learners will use this information and knowledge to help them gain a clear understanding of what is meant by the term 'team' and how to support team members.

Learners should be encouraged to take part in tutor-led discussions to identify how to develop themselves, from how they could have carried out a task better to additional short courses and competitions. Learners will begin to see the benefits of furthering their own knowledge and development. They should be encouraged to record their planned development and aims to enable them to see their progression through the unit.

Tutors should give learners feedback on their technical tasks and teamwork skills in practical sessions. This will introduce learners to the concept of reflecting on their own performance and identifying/developing ways to improve their work. Learners should be encouraged to take part in and lead feedback sessions after practical activities. This will enable learners to see the importance and benefit of receiving feedback from team members.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

West M – *Effective Teamwork, 3rd Edition* (John Wiley and Sons, 2011)
ISBN 9780470974971

Websites

www.acas.org.uk

www.businessballs.com/tuckmanformingstormingnormingperforming.htm

Unit 3: Giving Customers a Positive Impression

Unit reference number: D/600/0617

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and an organisation.

The hospitality industry needs staff who understand the needs and expectations of their customers, and provides them with the best possible level of service and care. Creating and giving a positive impression to customers is vital for a business to succeed. Communicating with customers using appropriate personal and social skills is important when providing products and services. Customers want to deal and interact with people with these skills, and businesses want their staff to promote a positive impression of themselves and the business.

In this unit learners will develop and broaden their knowledge and understanding of how to establish positive working relationships with customers in hospitality businesses. They will identify the importance of the correct appearance, behaviour and standards, and describe the benefits to customers and businesses of achieving this. Tutors can draw on learners' own experiences of customer care and service to support discussions and role play/case studies.

Learners will explore and develop their awareness of the legal frameworks and codes of practice associated with providing products and services. They will find out about customer rights and contractual agreements, and their importance to both the customer and the business.

Learners will look at different communication methods, and when they are appropriate to use. Learners will gain experience of promoting a positive impression to different types of customers and in varied customer service situations. They will have the opportunity to put their skills into practice through realistic working environments, role play or work experience. Receiving and discussing feedback from these situations is essential to give learners suggestions as to how to improve the way they deal with customers. Learners can then ensure they create a positive impression and have a positive impact on their business.

Essential resources

For this unit, learners need access to and support from managers and staff of external hospitality businesses.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to establish positive relationships with customers	1.1	Identify the importance of correct appearance and behaviour	<ul style="list-style-type: none"> □ <i>Appearance and behaviour</i>: improving customer satisfaction; increasing customer spending; increasing profitability; personal presentation (clean and smart uniform, personal hygiene, minimal jewellery, discreet perfume, clean hair (tied back if long), discreet makeup); body language (posture, facial expressions, smile, eye contact); attitude (polite, helpful, courteous)
		1.2	Describe the importance of recognising customer needs and expectations	<ul style="list-style-type: none"> □ <i>Customer needs and expectations</i>: improve customer satisfaction; providing information and advice; special requests (access, diet, celebration, medical); providing assistance; dealing with customer problems
		1.3	State the importance of product knowledge when relating to customers	<ul style="list-style-type: none"> □ <i>Product knowledge</i>: improving customer satisfaction (reliable service, repeat business, recommendations); increasing customer spending; increasing profitability; products and services (up-selling); providing information and advice; promotions; dealing with complaints; reputation
		1.4	Identify signs of when a customer is angry or confused	<ul style="list-style-type: none"> □ <i>Angry or confused customers</i>: angry (short tempered, loud, aggressive, violent, sarcastic, body language, facial expressions, bad language, tone of voice); confused (body language, facial expressions)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand why organisations have standards and procedures	2.1	Describe the legal frameworks by which organisations provide goods and services to customers	<ul style="list-style-type: none"> □ <i>Legal frameworks</i>: Health and Safety at Work Act 1974; consumer protection legislation; Equality Act 2010; Data Protection Act 1998; Disability Discrimination Act 2005; Consumer Protection Act 1987; Sale and Supply of Goods Act 1994
		2.2	State the importance of contractual agreements that customers have with organisations	<ul style="list-style-type: none"> □ <i>Customer contractual agreements</i>: protecting customer rights (consumer protection legislation); customer confidence (restaurant bookings, accommodation bookings); methods of payments (cash, cheque, credit and debit cards, travellers cheques, foreign currency)
		2.3	State the importance of codes of practice and standards that affect the way products and services are delivered to customers	<ul style="list-style-type: none"> □ <i>Codes of practice and standards</i>: promoting business' reputation and ensuring good service (codes of practice, customer care policy, service level agreements, service standards, complaints procedure, customer charter); ethical standards (recycling, organic and local produce, energy and water use)
3	Know how to communicate information to customers	3.1	State why there are limits to an individual's responsibilities when dealing with customers	<ul style="list-style-type: none"> □ <i>Individual responsibilities</i>: protecting individuals (reduce conflicts, civil litigation, costs) protecting the business (civil litigation, costs); business standards
		3.2	State the importance of clear, polite and confident communication	<ul style="list-style-type: none"> □ <i>Communication</i>: customer satisfaction (repeat business, recommendations, reputation); increasing revenue and profitability; reducing misunderstandings; confidence in service
		3.3	Identify different methods of communication	<ul style="list-style-type: none"> □ <i>Methods of communication</i>: verbal (face-to-face, telephone); non-verbal; body language; written (letters, notes, messages, email, SMS)
		3.4	Describe when the different methods of communication are used	<ul style="list-style-type: none"> □ <i>Use of communication methods</i>: telephone (enquiries, bookings, follow-up calls, promotions, complaints, room service); face to face (enquiries, bookings, feedback, taking orders); written (bookings, feedback, promotions, complaints); email (enquiries, bookings, feedback, promotions, complaints); SMS (bookings, promotions); body language (greeting, listening, welcoming, calming, smiling)

Information for tutors

Delivery

This unit introduces learners to the knowledge needed to communicate effectively with customers and promote a positive impression. Learners need an understanding of how to establish relationships with different types of customers and the correct procedures to follow. Dealing appropriately with varied customer situations and understanding the relevant legal frameworks are essential aspects of this unit.

Tutors can deliver the legal frameworks, contractual agreements and codes of practice through lectures and presentations. However, group research, discussions and learner presentations would be beneficial to help learners understand these concepts. Tutors can use case study materials to highlight key areas and issues. Guest speakers could deliver presentations on the standards and procedures used in their workplace and their importance in ensuring customer satisfaction.

For learners to understand and appreciate customer needs and expectations, learners could discuss their own experiences as customers, or any work experience where they delivered customer service. Role play and simulations can be a practical way to deliver communicating with and responding to customers. An ideal way for learners to experience being a customer, and how to communicate effectively, is through taking part in mystery shopper or mystery diner scenarios. Learners can then compare their findings through presentations and discussions. Visits to hospitality operations can give learners a broader insight into the importance of behaving appropriately towards customers and the skills required in customer service situations. Audio-visual resources can also illustrate these areas, highlighting positive and negative customer interaction situations.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Bailey K and Leland K – *Customer Service in an Instant* (Career Press, 2008)
ISBN 9781601630131

Barth S – *Hospitality Law: Managing Legal Issues in the Hospitality Industry, 3rd Edition* (John Wiley and Sons, 2008) ISBN 9780470083765

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

Williams A – *Understanding the Hospitality Consumer* (Butterworth-Heinemann, 2002) ISBN 9780750652490

Journals

Caterer and Hotelkeeper – Reed Business Information

Customerfirst – Institute of Customer Service

Hospitality – Reed Business Information

Videos and DVDs

Fawltly Towers (Series 1 and 2) – BBC

Hotel Inspector

Websites

www.bha.org.uk

www.caterer.com

<http://demand.five.tv/Series.aspx?seriesBaseName=TheHotelInspector>

www.de-vere.co.uk

www.hilton.co.uk

www.hospitalityassured.co.uk

www.instituteofcustomerservice.com

www.marriott.co.uk

www.ruthwatson.co.uk

Unit 4: Food Safety in Catering

Unit reference number: H/502/0132

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

This unit introduces learners to the knowledge they need to enable them to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for those working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good 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.

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

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

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

Essential resources

For this unit learners need access to a suitable hospitality teaching environment with access to the internet for research.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Food safety procedures:</i> risk assessment; safe food handling and behaviour; legal requirements (personal, business); health and safety; customer satisfaction; duty of care
		1.2	Describe how to report food safety hazards	<ul style="list-style-type: none"> □ <i>Reporting safety hazards:</i> reporting to line manager; unhygienic tools or defective equipment; accidents; hazards (slips, trips); other problems
		1.3	Outline the legal responsibilities of food handlers and food business operators	<ul style="list-style-type: none"> □ <i>Legal responsibilities:</i> Chartered Institute of Environmental Health (health and safety, food safety, consumer protection); Food Safety Act 1990; personal hygiene; Food Hygiene Regulations
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	<ul style="list-style-type: none"> □ <i>Importance of personal hygiene:</i> reducing spread of germs; preventing cross-contamination
		2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds	<ul style="list-style-type: none"> □ <i>Personal hygiene practices:</i> washing and drying hands before handling food; clean personal equipment; personal presentation (clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches); hygiene and freshness (discrete use of cosmetics, short finger nails, no nail varnish, clean hands); care when coughing or sneezing; reporting cuts and wounds, covering of cuts and wounds with appropriate dressings; reporting personal illness to supervisors

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Cleaning procedures:</i> using correct manufacturer's and business cleaning procedures (use, dilutions, storage); using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; waste disposal (food, other items, method); cleaning schedule (daily, weekly, monthly, as required)
		3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning	<ul style="list-style-type: none"> □ <i>Reducing contamination risks:</i> minimising bacterial spread; minimising viral spread; work flow (linear, cyclical); work surfaces (porous, non-porous); equipment (knives, cutting boards, electrical equipment)
		3.3	Outline the importance of pest control	<ul style="list-style-type: none"> □ <i>Pest control:</i> checking for problems and infestation; rodents; insects; reporting problems; importance (food contamination, customer satisfaction, business reputation, health and safety)

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Food hazards:</i> microbial (bacteria, cross-contamination); chemical (cleaning materials, insecticides, rodent poison); biological (bacteria, yeasts, moulds); physical (hair, insects, machinery parts, packaging, dirt from kitchen or premises); allergens (nuts, gluten, dairy products, shellfish)
		4.2	Explain how to deal with food spoilage including recognition, reporting and disposal	<ul style="list-style-type: none"> □ <i>Food spoilage:</i> recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); disposal of unsafe food (return to supplier, inform EHO)
		4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	<ul style="list-style-type: none"> □ <i>Safe practices:</i> preparation (good hygiene practices, using appropriate surfaces, using suitable knives and equipment); cooking (minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods – fish, meat, poultry, vegetables); chilling (minimising bacterial activity, holding at appropriate temperatures, monitoring length and duration of chilling process); reheating (applying appropriate temperatures, 'if in doubt, throw it out'); holding (applying appropriate temperatures, holding hot food above 63°C, holding chilled food below 5°C); serving (using clean dishes and serving equipment, avoiding cross-contamination, using gloves); transporting (minimising transportation times, applying correct holding temperatures, keeping different types of food separate); safe buying practices, use by dates, checking for insect/pest damage, blown cans, broken bottle seals, ice-cream and frozen foods, chilled foods, fresh foods; handling food and commodities; cleaning vegetables and fruit; washing (meat, poultry, fish) □ <i>Storage:</i> prevention of cross contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	<ul style="list-style-type: none"> □ Temperature controls: hot food (legal temperature above 63°C); chilled food (legal temperature below 5°C); cold and frozen foods (legal temperatures -18°C); temperature monitoring (business procedures); importance (complying with legislation, maintaining safe standards, maintaining business' reputation)
		4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation	<ul style="list-style-type: none"> □ Stock control: deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation

Information for tutors

Delivery

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

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

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

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

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

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

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

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

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

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The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Journal of Environmental Health Research

Websites

www.food.gov.uk – *The Food Standards Agency*

www.food.gov.uk/foodindustry/regulation

www.food.gov.uk/foodindustry/regulation/foodlaw

www.cieh.org/jehr – Journal of Environmental Health Research

Other

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

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

Unit 5: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Unit reference number: T/600/1059

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

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

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

Learners will also develop an understanding of the customers' needs and expectations as well as what factors influence their 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.

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.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Role of organisation:</i> develop products; set standards (training, products, services); provide value for money; staffing
		1.2	Identify the characteristics and benefits of excellent customer service	<ul style="list-style-type: none"> □ <i>Characteristics of excellent customer service:</i> 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 □ <i>Benefits:</i> positive influence on business; increase spend; repeat business; word of mouth; customer loyalty
		1.3	Give examples of internal and external customers in the industries	<ul style="list-style-type: none"> □ <i>Customers:</i> 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
		1.4	Describe the importance of product knowledge and sales to organisational success	<ul style="list-style-type: none"> □ <i>Product knowledge and sales:</i> know product; give advice; answer questions; suggest products; increase sales
		1.5	Describe the importance of organisational procedures for customer service	<ul style="list-style-type: none"> □ <i>Product knowledge and sales:</i> know product; give advice; answer questions; suggest products; increase sales

Learning outcomes		Assessment criteria		Unit amplification
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	□ <i>Benefits to the individual</i> : motivated staff; increase job satisfaction (teamwork, staff loyalty)
		2.2	Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service	□ <i>Factors in excellent customer service</i> : role of individual's attitude, behaviour and motivation
		2.3	Describe the importance of personal presentation within the industries	□ <i>Personal presentation</i> : first impressions; personal hygiene; appearance (uniform, dress, hair, makeup, jewellery)
		2.4	Explain the importance of using appropriate types of communication	□ <i>Communication</i> : body language (posture, expression, gestures, eye contact); voice (tone, pitch, pace); language (appropriate, slang, jargon)
		2.5	Describe the importance of effective listening skills	□ <i>Listening skills</i> : listening (asking appropriate questions, repeating back to customer, looking attentive)

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Customer needs and expectations</i>: 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 or products/services (price, specific needs of customer)
		3.2	Identify the importance of anticipating and responding to varying customers' needs and expectations	
		3.3	Describe the factors that influence the customers' choice of products and services	
		3.4	Describe the importance of meeting and exceeding customer expectations	<ul style="list-style-type: none"> □ <i>Meeting customers' needs and expectations</i>: anticipating customers' needs; responding to customers' needs; meeting customers' expectations; exceeding customers' expectations
		3.5	Describe the importance of dealing with complaints in a positive manner	<ul style="list-style-type: none"> □ <i>Complaints</i>: benefit of complaint to business; positive manner when dealing with a complaint; complaint-handling procedures
		3.6	Explain the importance of complaint handling procedures	

Information 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 improve 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 used 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.

Topic and suggested activities
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

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Suggested resources

Books

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.catersource.com	Catersource – Education, products and news for caterers
www.caterersearch.com	Hospitality news
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 6: Planning and Participating in Work Experience

Unit reference number: J/505/4015

Level: 2

Credit value: 6

Guided learning hours: 55

Unit aim

In this unit learners will plan and undertake a work experience placement. The unit aims to give learners the knowledge and skills needed for employment. Learners will prepare for the work placement by finding out information about the company or organisation where they will be working, and set skills and personal development goals from learning gained in the work experience placement.

Essential resources

For this unit, centres need work experience placements for their learners.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand the importance of planning for a work experience placement	1.1	Explain how own interests inform the selected work experience placement	<ul style="list-style-type: none"> □ <i>Own interests:</i> e.g. working with others, being creative, music, technology, building, caring for animals □ Work experience placement within a food and beverage service environment □ <i>Own expectations:</i> job roles available; development of knowledge and skills, e.g. self-management, team working, problem solving, communication skills, communication, customer awareness
		1.2	Explain the information needed before starting the work experience placement	<ul style="list-style-type: none"> □ <i>Sources of information:</i> e.g. company leaflets, brochures or website, Jobcentre Plus, learners who have previously been on a work placement at the same organisation, staff from the organisation, conversation or correspondence with organisation providing the work placement □ <i>Information about the placement organisation:</i> type of organisation; ownership, e.g. public or private, sole trader, partnership; function, e.g. café, restaurant, special occasion caterer, hospital kitchen □ <i>Structure of the organisation:</i> e.g. organisation chart, number of departments, internal and external customers, learner's place in the structure

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the importance of finding key information about the work placement	<ul style="list-style-type: none"> □ <i>Key information:</i> how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships □ <i>Expectations of the employer:</i> e.g. maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed; allocated job role and responsibilities □ <i>Importance:</i> e.g. to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to work appropriately in a work placement	2.1	Use the information given at induction correctly during the work experience placement	<ul style="list-style-type: none"> □ <i>Induction:</i> information about the organisation; work placement colleagues and roles; health and safety responsibilities e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality
		2.2	Explain own role within the work experience placement	<ul style="list-style-type: none"> □ <i>Own role:</i> overview of role within organisation, e.g. assist in kitchen, serve at counter, help colleagues, knowing extent of own responsibilities, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotionally stressful situations; how the role will develop the key competencies needed for employability e.g. self-management, team working, problem solving, communication skills
		2.3	Perform a range of tasks correctly during the work experience placement	<ul style="list-style-type: none"> □ <i>Tasks:</i> daily routine tasks e.g. checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work □ <i>Following instructions:</i> asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment □ <i>Self-management:</i> e.g. accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks, solving problems by analysing situations and developing solutions
		2.4	Interact appropriately with others in the workplace	<ul style="list-style-type: none"> □ <i>Interacting appropriately:</i> e.g. paying attention to effective working guidelines, codes of conduct and personal reviews/appraisals in the place of work, behaving appropriately towards colleagues and customers, interacting with customers, communicating with other colleagues, being assertive, managing time and workload to complete allocated tasks, seeking help and advice when needed from correct person

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to work safely in a work experience placement	3.1	Identify potential risks and hazards in the work experience placement	<ul style="list-style-type: none"> □ <i>Risks</i>: something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance □ <i>Hazards</i>: the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness
		3.2	Apply organisational codes of practice, procedures and safety rules appropriately	<ul style="list-style-type: none"> □ <i>Apply organisational procedures</i>: applying procedures when carrying out the job e.g. following health and safety rules for dealing with hazardous substances; following the terms and conditions of the work placement; following dress codes imposed by the work placement; ensuring personal conduct follows organisational practice in upholding health and safety; locating health and safety information, e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to set realistic goals relating to the work experience placement	4.1	Explain what has been learned from the work experience placement	<ul style="list-style-type: none"> □ <i>Learning from the work placement:</i> e.g. knowledge of new vocational area or area of interest, confirming whether or not to work in a particular sector or industry, awareness of personal skills and knowledge, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation □ <i>Personal skills used and gained:</i> e.g. communication, problem solving, self-confidence, assertiveness, flexibility, positive approach □ <i>Work skills used and gained:</i> e.g. IT, teamwork, note taking, meeting attendance, punctuality, telephone manner, business and customer awareness, following instructions □ <i>Reflecting on experiences gained:</i> being ready to improve own performance based on feedback, reflective learning, e.g. reflecting on new knowledge and skills gained, identifying what went well and what could be improved; challenges faced; problems arising and how these were overcome or resolved
		4.2	Use feedback on the work placement experience to assist in making choices about a future career	<ul style="list-style-type: none"> □ <i>Consider personal and work skills:</i> methods, e.g. use strengths and weaknesses analysis tool, SWOT analysis, reflect on past performances and achievements □ <i>Feedback from others:</i> tutors, supervisors, mentors, peers
		4.3	Set goals for skills and personal development which build on learning from the work experience placement	<ul style="list-style-type: none"> □ <i>Goal setting:</i> goals should be realistic to placement expectation and responsibilities, SMART (specific, measurable, achievable, realistic, time-based), related to career aims □ <i>Types of goals:</i> short-term, long-term, personal, work-related goals, skills development, qualifications targeted

Information for tutors

Delivery

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance. This could be linked with *Unit 5: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism*, to enable learners to understand key requirements of the placement in terms of what the work will involve.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others. This could be linked with *Unit 2: Effective Teamwork* and *Unit 3: Giving Customers a Positive Impression*, allowing learners to put their understanding of this unit into practice within the placement.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice. This could be delivered in conjunction with *Unit 1: Safe, Hygienic and Secure Working Environments in Hospitality* and *Unit 4: Food Safety in Catering*.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of organisations operating in the food and beverage service sector, and to gain general employability skills that can be applied to any work situation, such as teamwork and communicating effectively. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning that tests the food and beverage sector with a view to progressing to study or employment in that sector; developing employability skills such as self-management, team working, problem solving, and communication. It is considered to be good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that learners hope to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

As an introduction to learning outcome 1, learners could discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred organisation. They could include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. The tutor could then discuss the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research about their organisation. Information about the type of organisation, its structure and function, could be gathered from the internet, marketing brochures for the organisation, the careers office or from the employer during a pre-placement interview. Learners could then present their research to the group. This would help them appreciate the range of organisational types, structures and functions.

For learning outcome 2, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and before they go should have the opportunity to deal with any feelings of stress or confusion about what is expected of them at the work placement. This can be done through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have been on similar work placements. This will help learners gain confidence in getting support and guidance when faced with the new experiences they encounter on work experience.

For learning outcome 3, learners could find information on health and safety and other aspects of work that apply to them. Information on health and safety can be found on the Health and Safety Executive website – www.hse.gov.uk. Tutors should demonstrate the safe use of equipment. Video clips from the web or YouTube on health and safety issues could be shown to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work risk assessment, then carry out a risk assessment of the classroom. This could be followed with discussion on the rights and responsibilities of both employers and employees.

For learning outcome 4, learners will need to know and understand what SMART objectives are and be able to practise setting them for their anticipated work placement. Learners can review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners can develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners should give at least two examples of their own interests and explain how they have helped inform the choice of work placement.

For 1.2, learners could complete a table which gives key information about their selected work placement and stating where they obtained this information. Learners should give details on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

Assessment criterion 1.3 requires learners to explain the terms and conditions of work relevant to their work placement, and the expectations of the employer. Information could include, for example, details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures. Learners should give two reasons for the importance of finding this information before starting the placement.

For assessment criterion 2.1, learners need to demonstrate that they have used the information given at induction correctly. This could be by answering questions, by taking part in various procedures, for example evacuation, and reporting any absences correctly. Supervisors could complete a witness statement when learners have demonstrated actions related to knowledge given at induction.

Assessment criteria 2.2, 2.3 and 2.4 require learners to keep a portfolio of evidence to show the activities carried out and to demonstrate effective working practice by interacting with others. The portfolio could contain a log or diary, observation reports, witness testimonials, a reflective account of activities completed, skills learned etc. Details could cover procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). It is important that learners are able to interact positively with colleagues from a range of levels and familiarity.

To achieve assessment criterion 3.1, learners should identify at least two potential risks and two potential hazards with reasons, within their work placement.

For assessment criterion 3.2, learners must be able to apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, completing forms accurately, answering telephone calls to deal with enquiries or taking messages efficiently.

For learning outcome 4, learners must present evidence of tasks undertaken during the work placement and what was learned from these tasks. For 4.1, an appraisal-style interview could be used for the assessment, supported with evidence showing that the learner has learned something new. It is not sufficient for the learner to simply write a description of an activity or task undertaken. Learners must also be able to explain how they have evidenced that they have learned something new, for example a checklist completed by the work placement supervisor, a witness statement, the practical demonstration of a new skill.

For 4.2, learners need to receive feedback from at least two appropriate people on their work experience placement. Feedback can be in written form or in the form of a discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out. Recorded evidence must be available for external standards verification.

For 4.3, learners must demonstrate the ability to set specific, realistic goals for skills and personal development. They need to provide four goals – two short-term and two long-term SMART goals – as a result of what they have learned from their work placement. Any potential objectives written before the work placement could be reviewed and developed.

Suggested resources

Websites

www.hse.gov.uk

www.projectsmart.co.uk

www.work-experience.org

Unit 7: Service of Food at Table

Unit reference number: T/600/0624

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Providing good food service at a table involves many skills. Learners need to show that they are professional and knowledgeable about what they are serving. Today's customers have high expectations in terms of the quality and presentation of the food they receive. They can choose to eat out in a variety of places and expect a good choice of food and good level of service.

The reputation and success of a business often depends on the staff serving customers with food. Customers will judge a hospitality business by how they are greeted. It will often make the difference between a satisfied customer who will recommend the business to friends and colleagues and a dissatisfied customer who may do the opposite.

In this unit learners will develop their knowledge of how to greet customers and the correct procedure to follow when taking customer orders. They will also gain understanding of how to deal with the different situations that arise at a customer's table.

Learners will explore menu information and identify required safe and hygienic working practices, whilst having the opportunity to show why it is so important to present food correctly as well as maintain the dining and service areas of the restaurant.

This is a 'fun' unit, which allows learners to broaden their knowledge of serving food at the table.

Essential resources

Learners should have access to a hospitality and catering learning environment, ideally including access to a food service operation environment. Books and journals, together with copies of media reports, accessible via electronic links to relevant websites would also be useful learning materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to greet customers and take orders	1.1	State the importance of greeting customers appropriately	<ul style="list-style-type: none"> □ <i>Greeting customers</i>: customers (unexpected, expected, internal, external, with special needs); greeting procedures (first impressions, verbal and non-verbal communication, formal and informal protocols); confirmation of reservation (diary, electronic); seating procedure (table allocation, business procedures); importance (reducing customer complaints, increasing customer satisfaction, improving business reputation)
		1.2	State the importance of giving accurate menu information	<ul style="list-style-type: none"> □ <i>Menu information</i>: dish composition; cooking methods (roasting, braising, boiling, grilling, poaching, deep frying, shallow frying, baking, stewing); prices; allergies (nuts, coeliac, dairy); style (table d'hote, à la carte); special offers and promotions; accompaniments; importance (health and safety legislation, reducing complaints, improving efficiency, up-selling of menu items, increased customer satisfaction)
		1.3	Describe how to provide appropriate assistance to customers with different needs	<ul style="list-style-type: none"> □ <i>Customer needs</i>: correct menu information (food allergies, food intolerances, religious, medical, personal preferences); special requirements (access, large print menus, braille); time constraints; special seating arrangements

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders	<ul style="list-style-type: none"> □ <i>Unexpected situations</i>: taking orders (manual, electronic); communication (written, verbal, electronic, between departments); pre-orders; errors and omissions (incorrect items, incorrect quantities); journey of food check (top copy to kitchen, second copy to cashier, bottom copy to station); unexpected customers; customers with different needs; unavailable menu items; accidents (customers, staff, alerting first aider, reporting procedure), fire evacuation (evacuation procedure, raising the alarm); remaining calm (tone of voice, body language); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to serve customers in a dining area	2.1	Describe safe and hygienic working practices when serving customers' orders	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practice</i>: washing hands before service; personal hygiene (cleanliness, appearance); uniform (correct and clean); use of equipment (carrying equipment, manual handling, movement of people); identifying hazards (sources of bacteria, chemical, physical)
		2.2	List correct condiments, accompaniments and service equipment for different menu items	<ul style="list-style-type: none"> □ <i>Condiments</i>: salt, pepper, mustard □ <i>Accompaniments for food items</i>: lamb – mint sauce; beef – horseradish sauce; fish – tartare sauce; turkey – cranberry; parmesan cheese; ground black pepper; caster sugar; ginger; redcurrant jelly; relish; chutney □ <i>Service equipment</i>: service cutlery; silverware; service cloths; linen; service dishes (liners, flats); plate warmers; salvers; trays; trolleys; sideboards; side tables; service tables □ <i>Menu items</i>: breads; salads; pasta; fish, meats; vegetables; desserts (puddings/sweet dishes); cheeses
		2.3	State the importance of arranging and presenting food in line with menu specifications	<ul style="list-style-type: none"> □ <i>Arranging and presenting food</i>: position of food on plate (meat, fish, pasta, vegetables, pudding and sweets); importance of presentation (colour, appearance); meeting customer expectations and needs; maintaining business' quality standards
		2.4	State the importance of maintaining the dining and service area	<ul style="list-style-type: none"> □ <i>Dining and service areas</i>: back of house; front of house; still room □ <i>Importance of maintaining areas</i>: cleanliness, health and safety (reporting of broken equipment, fixtures and fittings, hazard spotting); standards (departmental procedures, pest control); improving customer satisfaction; reducing costs

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Describe how to respond to types of unexpected situations that may occur when serving food at table	<ul style="list-style-type: none"> □ <i>Unexpected situations</i>: unexpected customers; customers with routine and non-routine needs; unavailable menu items; spillages; accidents, fire evacuation (evacuation procedure, raising the alarm, assist customers when safe to do so); remaining calm (tone of voice, body language); limit of authority (provide alternative solution, request assistance, contact line manager); explaining situation (informing and updating); glassware (store safely where unlikely to get knocked or collided with); broken glassware (collecting and wrapping in layers of newspaper, using dustpan and brush, disposing of immediately in suitable waste container)

Information for tutors

Delivery

In this unit learners will explore the customer experience from arriving at a hospitality business through to the meal experience at the table. It enables learners to understand the importance of greeting customers appropriately and why it is important to give customers the correct information.

Most learners will have some experience of dealing with or being customers. Tutors should encourage learners to take part in discussions relating to their own practical experiences with customers and share their knowledge with the rest of the group. Tutors should also encourage learners to relate their discussions to the table service provided in hospitality businesses other than restaurants they have studied, or are studying, in other units.

Learners should use resources from their own workplaces as well as other sources, such as menus, to carry out group exercises and to develop their understanding of the importance of knowing correct menu information. Tutors should make learning fun by using exercises such as quizzes to confirm learners' knowledge. Learners need to know how to deal with different customer needs and unexpected situations that could occur when greeting customers and dealing with their food orders and requests. They need to recognise how 'going that extra mile' can benefit the customer and the business.

Where possible tutors should link learning to learners' own experiences, making it as practical as possible and confirming their knowledge and level of understanding at the end of a practical theory session through a written exercise. Learners can then use this as revision notes.

Group discussions on safe and hygienic working practices whilst maintaining dining and service areas should be encouraged. Learners could share their knowledge and support each other when presenting their ideas, so reinforcing knowledge-sharing behaviour. Activities such as role play of a busy environment would be useful, identifying possible risks when numerous tasks and the movement of customers and staff are taking place simultaneously.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836

www.hse.gov.uk/pubns/cais20.pdf

Unit 8: Principles of Providing a Buffet and Carvery Service

Unit reference number: M/502/8296

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and maintain a buffet and carvery display by arranging table items, service equipment and food items and how to serve and assist customers at a buffet and carvery display.

Many hospitality and catering businesses offer a carvery or buffet service either as their normal service style (for example public house chains) or for special occasions that require this style of service (for example corporate meetings held in hotels).

Food and drink service is an important area of the hospitality and catering industry, as it is the area that customers will see. This is especially true of carvery and buffet service, where the customer will select their food from the buffet table. It is therefore essential that the area is prepared before opening, and kept to a high standard of hygiene and cleanliness throughout the service of the buffet. This applies to the buffet or carvery and the rest of the public area where customers will eat their meals.

Learners will develop their knowledge of why personal presentation and hygiene and safety are so important for food and drink handlers.

Customers expect good service from any business. Learners will look at the importance of giving accurate information to customers and the importance of accurate portion control. Learners will also look at unexpected situations that could arise when working with the public.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. Learners should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare and maintain a buffet and carvery display	1.1	Describe safe and hygienic working practices when preparing and maintaining a buffet or carvery display	<ul style="list-style-type: none"> □ <i>Safety and hygiene for preparing and maintaining a buffet or carvery display:</i> keeping all areas tidy; cleaning up any spillages; turning on and checking electrical equipment; ensuring that service equipment, glassware and crockery are clean and free from damage; personal hygiene (washing hands, covering cuts, cleaning uniform, tying hair back)
		1.2	Describe procedures for maintaining dining service areas and service equipment	<ul style="list-style-type: none"> □ <i>Procedures for maintaining dining service areas:</i> to comply with food hygiene and health and safety legislation; avoiding cross contamination; avoiding pest infestation; avoiding the risk of fire; ensuring customer satisfaction □ <i>Procedures for maintaining service equipment:</i> equipment (service cutlery, silverware, glassware, service dishes, flats, hot plates, plate warmers, refrigerated units, ice machines, hot and cold beverage containers, trays, trolleys, sideboards, side tables, service tables, kettles, urn, specialist coffee equipment, espresso machine, cafetières); safe practices (no running, careful handling of equipment); following manufacturers' instructions; checking all equipment is in working order and clean; stocking up service equipment (linen, crockery, cutlery, glassware and menus); checking crockery and glassware is not cracked or chipped

Learning outcomes		Assessment criteria		Unit amplification
		1.3	State the importance of checking table items for damage and cleanliness before service	<ul style="list-style-type: none"> □ <i>Importance of checking table items before service</i>: equipment (tables, chairs, linen, lay-up, stock, table decorations, glassware, cutlery, crockery, menus, condiments, accompaniments); importance of checking table items for damage and cleanliness before service (customer satisfaction, departmental procedures, reduce customer complaints, improve work efficiency)
		1.4	Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery	<ul style="list-style-type: none"> □ <i>Unexpected situations when preparing and maintaining a buffet or carvery</i>: shortages of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to serve and assist customers at a buffet and carvery display	2.1	Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display	<ul style="list-style-type: none"> □ <i>Safety and hygiene for maintaining dining area and serving customers at a buffet or carvery display:</i> keeping all areas tidy; cleaning up any spillages; personal hygiene (washing hands, covering cuts, cleaning uniform, tying hair back); informing customers if plates are hot; items stacked correctly; correct use of entrances and exits to kitchen
		2.2	State the importance of giving accurate information to customers when serving food items	<ul style="list-style-type: none"> □ <i>Importance of giving accurate information to customers:</i> health and safety legislation; reducing complaints; improving efficiency; up-selling of menu items; increased customer satisfaction
		2.3	State the importance of controlling portions when serving customers	<ul style="list-style-type: none"> □ <i>Importance of controlling portions:</i> profitability; customer satisfaction; business standards
		2.4	Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display	<ul style="list-style-type: none"> □ <i>Unexpected situations when serving customers from a buffet or carvery display:</i> shortages of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority; customer special requirements

Information for tutors

Delivery

This unit introduces learners to the principles of providing buffet and carvery service. It underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of the staff and the buffet or carvery. It is important to encourage learners to draw on their own experience of the hospitality and catering industry, especially any experience they have in buffet or carvery service, for example from their working experience. Learners may have personal experience of a buffet or carvery and learning could start with a discussion of what they expect. This will help to develop knowledge of what is expected in a successful business.

Much of the unit could be delivered in practical situations with learners taking part in role play, for example setting up a buffet or carvery. This would give learners opportunities to develop their knowledge and understanding of the preparation of the service area, and they would also have the opportunity to maintain the various items of equipment needed. Learners will also be able to use role play to deal with unexpected situations.

Using checklists for practical activities of preparing a buffet would ensure that they understand the fact that checklists are often formalised in the food and drink service sector to ensure the maintenance of standards.

Tutors should introduce learners to portion control. Where possible, audiovisual materials could be used for this purpose and to encourage a learner-centred approach.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the 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 – hygiene, safety and appearance requirements of a food and drink service business. Complete a personal hygiene checklist.
Preparing buffet and carvery role play. Setting up and maintaining equipment ready for use.
Role play unexpected situations. Teams of learners to plan unexpected situations for the other teams.
Tutor input of portion control.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service S/NVQ Levels 1 and 2* (Cengage Learning, 2009) ISBN 9781408007426

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

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.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper – the resource for hospitality businesses
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search – the complete information source for hospitality
www.catersource.com	Catersource – education, products and news for caterers
www.cookeryclub.co.uk	Cookery Club – cookery information of the web
www.food.gov.uk	Food Standards Agency – safer food, better business

www.hse.gov.uk/pubns/cais20.pdf

Health and Safety Executive – health and safety for waiting staff

www.nhs.uk/Livewell/Goodfood

NHS Choices – good food and healthy diet

www.people1st.co.uk

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

Unit 9: Principles of Providing a Counter and Takeaway Service

Unit reference number: T/502/8297

Level: 1

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.

Counter and takeaway service forms part of the industry often known as 'fast food' within the hospitality industry. It is important that learners understand that customers in this area of the industry are usually in a hurry and will need quick service.

It is essential that the counter and takeaway service area is appropriately prepared before the business's opening time and kept to a high standard of hygiene and cleanliness throughout the service from the counter. This applies to the counter itself, and to the rest of the public area, where customers eat their meals. A good stock of service items, which are often disposable, and condiments, which are often pre-packed, should be available during service times.

All staff working in the food industries must have an understanding of hygiene and safety for their working environments. In this unit learners will have the opportunity to develop their understanding of why personal presentation and hygiene are so important for food and drink handlers.

Customers will expect good service from any business, and learners will study the importance of giving accurate information to customers and the importance of accurate portion control. Learners will consider any unexpected situations that may arise when working with the public.

After closing, the area has to be cleared. Learners will look at how to clear the area safely and how to ensure that security issues are followed. They will also consider how to deal with unexpected situations.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. Learners should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to serve customers at the counter	1.1	Describe safe and hygienic working practices for serving customers and its importance	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices for serving customers:</i> washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling furniture); identifying hazards (sources of bacteria, chemical, physical); correct temperature of food
		1.2	State the importance of controlling portions when serving customers	<ul style="list-style-type: none"> □ <i>Importance of controlling portions when serving customers:</i> profitability; customer satisfaction; business standards
		1.3	State the importance of giving accurate information to customers	<ul style="list-style-type: none"> □ <i>Importance of giving accurate information to customers:</i> Consumer Protection Act 1987; health and safety legislation; reducing complaints; improving efficiency; upselling of menu items; increased customer satisfaction
		1.4	Describe the types of unexpected situations that might occur when serving customers	<ul style="list-style-type: none"> □ <i>Types of unexpected situations that might occur when serving customers:</i> shortages of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to maintain counter and service areas	2.1	Describe safe and hygienic working practices for clearing counter and service areas	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices for clearing counter and service areas:</i> manual handling (movement of people, movement of equipment, lifting of equipment); correct disposal of waste (food and drink debris, paper waste, cardboard and boxes, soiled linen, recycling); hygienic procedures (washing hands at appropriate times, correct personal protective equipment (PPE)); arranging areas and equipment for cleaning; storing food items; disposal of rubbish and waste; dispatching linen; leaving areas clean and tidy; turning off equipment; importance (reducing accidents, reducing risk of pests and vermin, reducing costs, improving efficiency)
		2.2	State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service	<ul style="list-style-type: none"> □ <i>Importance of keeping areas tidy and free from rubbish and food debris:</i> complying with Food Hygiene Regulations 2006; complying with health and safety legislation; avoiding accidents; avoiding cross-contamination; avoiding pest infestation; avoiding the risk of fire; ensuring customer satisfaction; attracting business; maintaining business standards
		2.3	State the importance of maintaining a constant stock of service items	<ul style="list-style-type: none"> □ <i>Importance of maintaining a constant stock of service items:</i> meeting customer requirements; ensuring customer satisfaction; enabling quick and efficient work
		2.4	Describe the types of unexpected situations that might occur when clearing away	<ul style="list-style-type: none"> □ <i>Types of unexpected situations that might occur when clearing away:</i> shortages of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority

Information for tutors

Delivery

This unit is intended to help learners to develop their knowledge of counter and takeaway service. It underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of the staff and of the counter service area. It is important to encourage learners to draw on their own experience of the hospitality and catering industry, especially any experience they have in takeaway or counter service. As learners possibly have personal experience of takeaway and counter service businesses, starting the learning with discussions of what learners would expect from such a business will help to develop knowledge of what is expected in a successful business.

Much of the unit could be delivered in practical situations with learners taking part in role play, for example maintaining a counter for service. This would give them the opportunities to develop their knowledge and understanding of the preparation of the area, and they would also have the opportunity to maintain the various items of equipment and disposables needed. Learners can also use role play to look at unexpected situations.

Checklists are an important feature of maintaining counter and takeaway service as they are throughout the hospitality industry. Learners should be encouraged to prepare a checklist when working in these services to help ensure the maintenance of standards.

Tutors should introduce learners to portion control. Audiovisual materials could be used to encourage a learner-centred approach.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the 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 – hygiene, safety and appearance requirements of a food and drink service business. Complete a personal hygiene checklist.
Preparing counter and takeaway service role plays. Maintaining counter and service areas.
Role play of unexpected situations. Teams of learners to plan unexpected situations for the other teams.
Tutor input on portion control.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service S/NVQ Levels 1 and 2* (Cengage Learning, 2009) ISBN 9781408007426

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

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

Unit 10: Principles of Providing a Silver Service

Unit reference number: A/502/8298

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to silver serve various foods including soups and sauces, bread rolls, potatoes, meat and poultry, vegetables and sweets, and how to clear finished courses including cutlery, crockery and other table items such as glassware.

Customers make judgements about the quality of food service in terms of technical and customer service skills that staff display. This unit introduces learners to the technical and customer service skills needed to provide excellent customer service for restaurant table service.

Learners will be taught safe and hygienic working practices when providing a silver service and when clearing finished courses. They will learn about the importance of being familiar with available menu items and the operational procedures for serving courses and clearing finished courses, as well as the hygiene aspects of clearing tables. Learners will be introduced to the types of unexpected situations that might occur when providing silver service and clearing courses.

Tutors will introduce learners to a wide range of food service dishes and products, evaluating effective service and clearing techniques, appropriate to the items concerned.

Essential resources

Although this is a knowledge-based unit, learners should undertake visits to fine dining restaurants where silver service is provided, for completion of this unit.

Centre libraries should have a selection of books covering the provision of silver service available for learners to use.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand how to silver serve food	1.1	Describe safe and hygienic working practices when providing a silver service	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices for providing a silver service:</i> washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture); identifying hazards (sources of bacteria, chemical, physical); correct temperature of food
		1.2	Explain the importance of being familiar with the available menu items	<ul style="list-style-type: none"> □ <i>Being familiar with menu items:</i> soups; sauces; bread rolls; potatoes; meat; poultry; vegetables; sweets; dish composition; cooking methods (roasting, braising, boiling, grilling, poaching, deep frying, shallow frying, baking, stewing); prices; allergies (nuts, coeliac, dairy); accompaniments; importance of being familiar with the available menu items (health and safety legislation, reduce complaints, improve efficiency, up-selling of menu items, increased customer satisfaction)
		1.3	Describe the operational procedures for serving courses	<ul style="list-style-type: none"> □ <i>Operational procedures for serving courses:</i> ensuring service equipment is clean and undamaged and ready for service; taking food orders from customers and passing orders through to kitchen immediately; attending to customer needs; maintaining a high standard of service at all times; ensuring company standard operating procedures are adhered to at all times; acquiring a full knowledge of all food and beverages; ensuring timely delivery of all food and beverage items to customers; maintaining a clean and safe working environment; ensuring food is served at the correct temperature; making efforts to learn names and personally recognise regular customers and hosts

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe the types of unexpected situations that might occur when providing silver service	<ul style="list-style-type: none"> □ <i>Types of unexpected situations in providing silver service:</i> problems with customers; problems with orders; problems with service item availability; problems with equipment; problems with food; delays with food service

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to clear finished courses when providing a silver service	2.1	Describe safe and hygienic working practices when clearing finished courses	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices for clearing finished courses:</i> clearing finished courses, crockery and cutlery systematically from the table at the appropriate time in line with business requirement and with minimum disruption; clearing waste and food debris from the table in line with business requirement and with minimum disruption
		2.2	Describe procedures for clearing finished courses	<ul style="list-style-type: none"> □ <i>Procedures for clearing finished courses:</i> plates should be cleared from the right- hand side, starting with the person sitting on the right of the host
		2.3	Describe the hygiene aspects of clearing tables	<ul style="list-style-type: none"> □ <i>Hygiene aspects of clearing tables:</i> clear food debris and non-food debris from the table in line with the service operation (safe collection and disposal of food debris and non-food debris; crumbing down); personal hygiene (cleanliness, appearance)
		2.4	Describe the types of unexpected situations that might occur when clearing courses	<ul style="list-style-type: none"> □ <i>Types of unexpected situations in clearing courses:</i> problems with customers; problems with equipment

Information for tutors

Delivery

This unit introduces learners to the principles of providing a silver service.

A visit to a fine dining restaurant can be a good way for learners to understand the principles of providing silver service and the procedures associated with such a service.

Tutors can take a practical approach to the delivery of this unit, by demonstrating to learners how to silver serve food and how to clear finished courses when providing a silver service. Learners can apply their knowledge in role-play exercises and evaluating the outcomes.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

For learning outcome 1, tutors should introduce learners to the safe and hygienic working practices when providing a silver service. Learners will understand that food should be served promptly at the correct temperature, with minimum disruption to customers, and protecting customer safety at all times. Learners need to understand the importance of being familiar with the available menu items when taking orders from customers in order to be able to let customers know about any undue time delays for food service and offer alternatives if items are not available. They will learn the operational procedures for serving courses in line with business requirements.

Tutors need to introduce learners to the types of unexpected situations that might occur when providing silver service, including problems with customers, problems with equipment, problems with food and delays with food service.

For learning outcome 2, learners will be introduced to safe and hygienic working practices when clearing finished courses. Learners will be taught that finished courses and used crockery and cutlery should be scraped, stacked, and cleared in a manner consistent with service style and business requirements. They will learn the procedures for clearing finished courses in line with business requirements. Learners will be taught that the table should be cleared of food debris and waste throughout service with minimum disruption to customers, using service equipment in accordance with business requirements. They will also learn about the hygiene aspects of clearing tables.

Tutors need to introduce learners to the types of unexpected situations that might occur when clearing courses, including problems with customers and problems with equipment.

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 about the principles of providing a silver service.
Tutors to introduce learners to how to silver serve food.
Visits to fine dining restaurants – learners identify safe and hygienic working practices when providing a silver service and clearing finished courses, the importance of being familiar with the available menu items, the operational procedures for serving courses and clearing finished courses, and the hygiene aspects of clearing tables.
Interview a chef to find out about the types of unexpected situations that might occur when providing silver service and clearing courses.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Book

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

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

Unit 11: Service of Alcoholic and Non-Alcoholic Drinks

Unit reference number: J/600/0627

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Providing a good service of alcoholic and non-alcoholic drinks involves many skills. Learners need to show they are professional and knowledgeable about what they are serving. Today's customers have high expectations in terms of the quality and presentation of the drinks they receive. They can choose to drink in a variety of places and expect a good choice of drinks and good level of service.

The reputation and success of a business often depends on the staff serving drinks. Customers will judge a hospitality business on the way they are greeted and how long they wait for service. It will often make the difference between a satisfied customer who will recommend the business to friends and colleagues and a dissatisfied customer who may do the opposite.

In this unit learners will develop their knowledge of how to take customer orders and the correct procedures to follow when serving the drinks. They will also gain an understanding of how to deal with violent and/or disorderly customers.

Learners will explore the correct service procedures to follow, from health and safety and the correct glassware to the temperatures for storing and serving drinks. Learners will have the opportunity to broaden their knowledge of the legislation relating to the service of alcoholic drinks.

Essential resources

To deliver this unit, learners should have access to a hospitality learning environment, ideally including access to the service of alcoholic and non-alcoholic drinks. Learners need access to the internet to enable them to carry out research.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to take customer orders	1.1	State the importance of serving customers in order of arrival where possible	<ul style="list-style-type: none"> □ <i>Serving customers in a timely manner</i>: customers (expected, unexpected, internal, external); customer care policy (first come first served, priority customers, customers with special needs, VIPs, eye contact, being polite); complaints procedure (apologise, listen, enquire, resolve, feed back to customer, report to supervisor); importance (customer satisfaction, enhanced reputation) □ <i>Drink order</i>: at the bar; at the table
		1.2	Identify the importance of accuracy when taking drink orders	<ul style="list-style-type: none"> □ <i>Importance of accuracy</i>: communication of information relating to the order (quantity required, type of drink required); correct price (mental arithmetic for drinks orders, electronic calculators); alcoholic content, measures (25 ml, 35 ml, multiples of); name and type of drink (spirit, wine, beer, soft drinks, mixers), style characteristics (flavour, taste, origin); taking written orders; importance (reducing errors, customer satisfaction, maintaining profitability)
		1.3	Describe how to respond to a customer who might have special requirements	<ul style="list-style-type: none"> □ <i>Special requirements</i>: mobility difficulties (ramp, provide table service), visual impairment (large print, Braille, provide table service); hearing impairment (loop system); requests outside legal requirements (outside hours specified on operating schedule)
		1.4	Describe different service styles that can be used when serving drinks	<ul style="list-style-type: none"> □ <i>Service styles</i>: bar service; table service

Learning outcomes		Assessment criteria		Unit amplification
		1.5	State how to deal with violent/disorderly customers	<ul style="list-style-type: none"> □ <i>Violent/disorderly customers</i>: under the influence of alcohol; under the influence of drugs; threatening behaviour (verbal aggression, physical aggression, argumentative); dealing with threatening behaviour (remaining calm, tone of voice, body language, call manager, call emergency service, press panic button); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to serve alcoholic and non-alcoholic drinks	2.1	State the importance of checking glassware for damage	<ul style="list-style-type: none"> □ <i>Checking glassware</i>: damage (chips, cracks, breaks); safety; customer satisfaction; hygiene
		2.2	State the correct temperature for storing and serving the range of drinks offered within the operation	<ul style="list-style-type: none"> □ <i>Storing drinks</i>: chilled white wine and sparkling wine (refrigerators, ice buckets, coolers); ales (cellar); red wine, spirits, vermouth, liqueurs, non-alcoholic beverages (cool, dry, well-ventilated room); temperatures (chilled range 6°C–8°C, cellar 10°C–12°C, room range 8°C–18°C)
		2.3	Describe how to serve different drinks including bottled drinks, draft beers, free pouring and optic based	<ul style="list-style-type: none"> □ <i>Serving</i>: bar service; table service □ <i>Drinks</i>: wines; beers (real ales, keg, lager and stout); cocktails; spirits (gin, vodka, whisky, rum, brandy); shots; vermouth; fortified wines; liqueurs; mixers, fruit juices; cordials, water (mineral, soda)
		2.4	State appropriate types of glass for serving different drinks	<ul style="list-style-type: none"> □ <i>Types of glass</i>: pint; half pint; Slim Jim; sherry; liqueur; wine (red wine larger bowl, white wine smaller bowl), champagne flute; tumbler □ <i>Serving different drinks</i>: service procedures and techniques (temperature of glass, pouring techniques); measures (optics, free pours); accompaniments (ice, slice of citrus, olives, cherries, cocktail decorations, straws)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the appropriate legislation that relates to the serving of alcoholic drinks	3.1	Describe the implications of current relevant legislation relating to licensing, weights and measures	<ul style="list-style-type: none"> □ <i>Appropriate legislation:</i> Health and Safety at Work Act 1974; Licensing Act 2003; Consumer Rights Act 2015; Weights and Measures Act 1985
		3.2	Identify when a customer should not be served with alcohol	<ul style="list-style-type: none"> □ <i>Implications:</i> compliance; non-compliance (fines, imprisonment, loss of reputation, loss of profit) □ Refusal to serve: underage (identification); under the influence of drink or drugs (violent, aggressive, abusive)
		3.3	Describe how to respond to someone who might be under the influence of drugs or buying/selling drugs	<ul style="list-style-type: none"> □ <i>Respond to someone under the influence of drugs:</i> limit of authority (request assistance, contact line manager); outside agencies (call emergency services); remaining calm (tone of voice, body language)

Information for tutors

Delivery

Where possible, tutors should link delivery to learners' own experiences making the unit as varied and practical as possible. Using directed discussions and role play will enable learners to contribute to their own learning in different ways. Tutors must ensure they confirm learners' knowledge and understanding at the end of each practical theory session.

Group and pair work should be encouraged, using exercises where learners move around to make learning fun and different.

Asking learners to carry out practical demonstrations will give them the opportunity to learn from their colleagues, whilst using other learning methods such as research. It will also enable them to practice other skills, for example communication, interpersonal and improving their own learning, to use within their workplace in the future.

Making a 'heavy' subject such as legislation fun and practical is beneficial and helps learners to retain the required knowledge. Tutors should remember that having the most up-to-date information is vital when discussing legislation, and that local authorities can provide this information.

Guest speakers can add to the vocational relevant for learners, by describing their real life experience.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Cousins J and Lillicrap D – *Essential Food and Beverage Service (Levels 1 and 2)*
(Hodder Education, 2010) ISBN 9781444112528

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836

www.hse.gov.uk/pubns/cais20.pdf

Unit 12: Principles of Preparing and Serving Cocktails

Unit reference number: Y/502/8308

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and ingredients for serving cocktails and how to prepare and serve cocktails and give customers accurate information.

Cocktails, whether alcoholic or non-alcoholic, are a popular product in many types of bars and restaurants. The preparation of classic and modern as well as new and innovative cocktails is often referred to as an art form. This illustrates the degree of creativity, showmanship and flair that can be brought to the preparation and making of cocktails. The ability to correctly use cocktail-making equipment, prepare ingredients and use the appropriate methods and service to ensure customer satisfaction are key success factors in many bars where cocktails one part of the products offered.

This unit introduces learners to how to prepare cocktail service areas, using safe and hygienic working practices to ensure the areas and the equipment used are maintained in a safe and hygienic condition at all times. Learners will be introduced to a range of ingredients used in making cocktails and the need to have them ready before the preparation and service of cocktails. They will learn about how to deal with a range of possible unexpected situations when preparing such ingredients.

Learners will be taught ingredients that are typically used in a range of cocktails. They will learn how to prepare the most common types of cocktails and the different methods used to mix them. Learners will be introduced to current relevant legislation for licensed premises and, in particular, weights and measures issues related to the sale and service of cocktails.

Learners will consider common workplace health and safety hazards in bar areas where cocktails are prepared and the need to adopt safe working practices when preparing and serving cocktails. Tutors will introduce learners to the control measures to reduce and eliminate the risk of injury or illness arising from hazards found in these areas.

Most cocktail-making takes place front of house and learners will consider the importance of giving customers accurate information on a range of cocktails offered for sale, including special offers and promotions.

Essential resources

Although this is a knowledge-based unit, learners should have access to bar areas. Learners should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and working order.

Centre libraries should have a selection of contemporary cocktail books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of cocktails can be achieved.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare service areas and equipment for serving cocktails	1.1	Describe safe and hygienic working practices when preparing areas and equipment for making cocktails	<ul style="list-style-type: none"> □ <i>Equipment</i>: pourers; blenders; shakers/mixers; stirring equipment; squeezers and strainers; knives and chopping board; glasses/jugs; ice scoops; cocktail list/menu
		1.2	State the importance of keeping preparation areas and equipment hygienic when preparing cocktails	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices for preparing areas and equipment for making cocktails</i>: washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture); identifying hazards (sources of bacteria, chemical, physical) □ <i>Importance of hygiene in preparation areas and equipment when preparing cocktails</i>: complying with hygiene and health and safety legislation; avoiding cross-contamination; avoiding pest infestation; avoiding the risk of fire; ensuring customer satisfaction; attracting business; maintaining business standards
		1.3	State the importance of having all the ingredients ready before preparing cocktails	<ul style="list-style-type: none"> □ <i>Importance of having all the ingredients ready before preparing cocktails</i>: enabling quick and efficient work; meeting customer requirements; ensuring customer satisfaction

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe the types of unexpected situations that might occur when preparing areas and equipment to make cocktails	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing areas and equipment to make cocktails:</i> shortages/breakdown of equipment; shortages/out-of-date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare and serve cocktails	2.1	Outline the different ingredients that can be used when mixing cocktails	<ul style="list-style-type: none"> □ <i>Ingredients that can be used when mixing cocktails:</i> alcoholic ingredients (tequila, Angostura bitters, apricot brandy, liqueurs, bourbon whisky, champagne, coffee liqueur, cognac, dry vermouth, gin, maraschino cherry, whisky, vodka, white rum); non-alcoholic ingredients (cola, double cream, fresh coffee, fresh eggs, fresh mint, ginger ale, ginger beer, grenadine syrup, honey, ice, lemons, lime cordial, limes, milk, raspberries, soda water, strawberries, sugar cubes, sugar syrup, tea, tonic water, vanilla pods, fruit juices (apple, orange, cranberry, grapefruit, pineapple))
		2.2	Describe the different methods used to mix cocktails	<ul style="list-style-type: none"> □ <i>Methods used to mix cocktails:</i> shaking; mixing; blending; stirring; blending; building/pouring; fine straining; muddling; layering; adding salt to the rim of glasses; flaming; garnishing; measuring
		2.3	State current relevant legislation relating to licensing and weights and measures legislation	<ul style="list-style-type: none"> □ <i>Current legislation relating to licensing and weights and measures legislation:</i> as current at time of delivery; Weights and Measures Act 1985; Licensing Act 2003; Consumer Protection Act 1987; Unfair Trading Regulations 2008; Health and Safety at Work Act 1974
		2.4	Describe safe and hygienic working practices when preparing and serving cocktails	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when preparing and serving cocktails:</i> correct use of equipment (blenders, shakers, other cocktail making equipment); correct use of glassware (including bottles); washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); identifying hazards (sources of bacteria, chemical, physical)
		2.5	State the importance of following safe working practices when preparing and serving cocktails	<ul style="list-style-type: none"> □ <i>Importance of following safe working practices when preparing and serving cocktails:</i> complying with hygiene and health and safety legislation; avoiding cross-contamination; checking glassware for damage chips, cracks, breaks; avoiding the risk of fire; ensuring customer satisfaction; attracting business; maintaining business standards

Learning outcomes		Assessment criteria		Unit amplification
		2.6	State the importance of offering customers accurate information	<ul style="list-style-type: none"> □ <i>Information</i>: price; ingredients; relative strength; measures □ <i>Importance of offering customers accurate information</i>: health and safety legislation; reducing complaints; improving efficiency; up-selling of menu items; increased customer satisfaction
		2.7	Describe the types of unexpected situations that might happen when preparing and serving cocktails	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing and serving cocktails</i>: shortages/breakdown of equipment; shortages/out-of-date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements; lack of knowledge of cocktail types

Information for tutors

Delivery

This unit introduces learners to the principles of the preparation, making and serving of a range of cocktails. It underlines the importance of safe and hygienic practices when making and serving cocktails.

Where possible, tutors could link learning to learners' own experiences, while making the learning experience as focussed and as practical as possible. Using demonstrations and allowing learners to prepare and make non-alcoholic cocktails will contribute to their learning in different ways.

Tutors must remember that the most up-to-date information is vital when discussing, for example, legislation. Using experienced cocktail bar practitioners and/or guest speakers to introduce the different types of classic cocktails on offer would be of benefit.

Group discussions will help learners to develop their knowledge of why the correct procedures, ingredients and measures are used in the preparation and making of cocktails to ensure the service is efficient.

Television programmes, DVDs or videos could provide a useful source of information for learners not only to illustrate a range of different cocktail-bar settings but also to identify how to deal with different unexpected situations that may arise during the service of cocktails.

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 – safe and hygienic practice when preparing areas and equipment for making cocktails, and preparing and serving cocktails, the importance of keeping preparation areas and equipment hygienic when preparing cocktails, and of following safe working practices when preparing and serving cocktails.
Group discussion – the importance of having all the ingredients ready before preparing cocktails, and of offering customers accurate information.
Tutor input – the different ingredients that can be used when mixing cocktails, the different methods used to mix cocktails.
Tutor input – current relevant legislation relating to licensing and weights and measures legislation.

Topic and suggested activities
Group discussion – the types of unexpected situations that might occur when preparing areas and equipment to make cocktails and preparing and serving cocktails.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Tutors should ensure that learners cover all the unit content.

Suggested resources

Books

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

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

Television programme

Michel Roux's Service – The BBC, 2011 (or similar at time of delivery)

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper – the resource for hospitality businesses
www.beerandpub.com	British Beer and Pub Association
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search – complete information source for hospitality
www.catersource.com	Catersource – education, products and news for caterers
www.cocktailmixingmaster.com/index.html	Masterful cocktail mixing and bartending
www.greatcocktails.co.uk	Great Cocktails UK – making cocktails
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive – health and safety for waiting staff
www.iba-world.net/english/index.php	International Bartenders Association

www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican – food and drinks news
www.ukbg.co.uk/cocktail-recipes/classic-cocktails.html	UKBG – United Kingdom Bartenders’ Guilds: classic cocktail recipes
www.ukbg.co.uk/cocktail-recipes/non-alcoholic-cocktails.html	UKBG – United Kingdom Bartenders’ Guilds: non-alcoholic cocktails
www.ukbg.co.uk/glassware.html	UKBG – United Kingdom Bartenders’ Guilds: glassware

Unit 13: Principles of Preparing and Serving Dispensed and Instant Hot Drinks

Unit reference number: H/502/8327

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare the work area and preparation, service and other equipment for service and how to prepare and serve dispensed and instant hot drinks such as coffee, tea and hot chocolate.

Good-quality, well-prepared hot drinks offer the potential for high profit margins in all hospitality businesses. The market for hot drinks has grown considerably in recent years with customers expecting quality products as well as value for money.

Providing an efficient and effective hot drinks service involves a range of specific skills and abilities. Learners will be taught about safe and hygienic working practices when preparing the work area and equipment for service, and preparing and serving hot drinks. They will learn the importance of having drink, ingredients and accompaniments available and ready for immediate use.

Learners will gain knowledge of the importance of giving accurate information about products to customers, and keeping customer and service areas clean, tidy and free from rubbish and used equipment.

Learners will consider the skills and techniques needed to make and serve a range of dispensed and instant hot drinks in a safe and hygienic fashion.

Essential resources

Learners need access to professional and fully-equipped hot drink preparation and dispensing areas that are kept up to date and in good order. They will need access to current resource materials and also, where necessary, access to instructional materials such as DVDs, training texts, videos and online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare work area and equipment for service	1.1	Describe safe and hygienic working practices when preparing the work area and equipment for service	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices when preparing the work area and equipment for service:</i> washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling furniture); identifying hazards (sources of bacteria, chemical, physical); cleaning schedule; preparation equipment (small vending machines, espresso machines, grinders, percolators, urns, kettles, drip filter systems, coffee pots, tea pots, plungers); service equipment (cutlery, glassware, crockery, trays); other equipment (dishwashers, fridge/freezers, thermometers)
		1.2	Describe the importance of having drink, ingredients and accompaniments available and ready for immediate use	<ul style="list-style-type: none"> □ <i>Drink, ingredients and accompaniments for dispensed and instant hot drinks:</i> drinks (coffee, hot chocolate, tea); ingredients (coffee bags/pods/capsules, pre-ground coffee beans, instant coffee, syrups, chocolate powder, loose tea, tea bags, fruit/herbal tea); accompaniments (sugar, milk, dusting/topping powder, spices, cream) □ <i>Importance of having drink, ingredients and accompaniments ready for use:</i> enabling quick and efficient work; meeting customer requirements; ensuring customer satisfaction
		1.3	Describe the importance of checking all work areas and service equipment for damage before taking orders	<ul style="list-style-type: none"> □ <i>Importance of checking work areas and service equipment for damage before taking orders:</i> customer satisfaction; maintaining business standards; reducing customer complaints; improving work efficiency; checking stock levels; checking equipment works; reporting faults as necessary

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing work areas and equipment for the preparation of hot drinks:</i> shortages/breakdown of equipment; shortages/out of date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare and serve instant hot drinks	2.1	Describe safe and hygienic working practices when preparing and serving hot drinks	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when preparing and serving hot drinks:</i> correct use of equipment; correct use of glassware; washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); identifying hazards (sources of bacteria, chemical, physical)
		2.2	State the importance of giving accurate information about products to customers	<ul style="list-style-type: none"> □ <i>Importance of giving accurate information about products to customers:</i> health and safety legislation; reducing complaints; improving efficiency; up-selling of menu items; increased customer satisfaction
		2.3	Identify the techniques for mixing and preparing different types of beverages	<ul style="list-style-type: none"> □ <i>Techniques for mixing and preparing different types of beverage:</i> coffee (brewing coffee by boiling, coffee percolators, automatic coffee-makers, steeping in a French press, espresso method); tea (brewing tea taking into account the quality and temperature of the water, ratio of tea leaves to water, infusion time, material and shape of the vessel in which the tea infusion takes place); hot chocolate (adding hot water to chocolate mix; heating chocolate, sugar and milk, cooking over medium heat, stirring continuously)
		2.4	State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment	<ul style="list-style-type: none"> □ <i>Importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment:</i> complying with food hygiene and health and safety legislation; avoiding cross-contamination; avoiding pest infestation; avoiding the risk of fire; ensuring customer satisfaction; attracting business; maintaining business standards

Information for tutors

Delivery

This unit introduces learners to the principles of preparation and service of dispensed and instant hot drinks. It underlines the importance of safe and hygienic practices when preparing and serving dispensed and instant hot drinks.

This unit can be delivered through practical activities as well as classroom- and theory-based work. Tutors should explain the procedures used in preparing work area and equipment for service of dispensed and instant hot drinks. Tutors must introduce learners to the main types of hot drinks such as coffee, tea and hot chocolate and the equipment used in their preparation in hospitality businesses.

Learners will need to know and be able to recognise the range of drink variations commonly requested by customers, the ingredients used as well as the accompaniments for each. Learners will need to be shown how to clean and check typical service equipment to the necessary standards and how to deal with a range of unexpected situations which can arise during the preparatory stages.

Tutors should explain the importance of the correct procedures when dealing with equipment such as espresso machines. Tutors should also emphasise the importance of providing accurate information to customers about the product range on offer.

Group discussions will help learners to develop their knowledge of why keeping customer and service areas clean, tidy and free from rubbish and used equipment is essential to the efficient and effective service of dispensed and instant hot drinks.

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.
Tutor input – safe and hygienic working practices when preparing the work area and equipment for service and preparing and serving hot drinks.
Group discussion – the importance of having drink, ingredients and accompaniments available and ready for immediate use, of checking all work areas and service equipment for damage before taking orders, and of giving accurate information about products to customers.
Group discussion – the techniques for mixing and preparing different types of beverages.
Tutor input – types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks.

Topic and suggested activities
Tutor input – the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Cousins J and Lillicrap D – *Essential Food and Beverage Service (Levels 1 and 2)* (Hodder Education, 2010) ISBN 9781444112528

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

Schapira J, Schapira D and Schapira K – *The Book of Coffee and Tea: A Guide to the Appreciation of Fine Coffees, Teas and Herbal Beverages*, 2nd Edition (Macmillan, 1996) ISBN 9780312140991

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.ava-vending.co.uk/downloads/hygiene-guidelines.pdf	Guide to good hygiene practice in the vending industry
www.beveragestandardsassociation.co.uk	The Beverages Standards Association
www.cafebar.co.uk/coffee_school/coffee_tips_and_advice.aspx	Cafe Bar – coffee tips and advice

www.caffesociety.co.uk/coffee-machine-guide	Coffee machine guide
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.streetdirectory.com/food_editorials/beverages/teas/premium_tea_blends_variety_taste_and_value.html	Premium tea blends: variety, taste and value
www.tea-and-coffee-emporium.co.uk	The Tea and Coffee Emporium – teas, coffees, equipment and accessories

Unit 14: Principles of Preparing and Serving Hot Drinks Using Specialist Equipment

Unit reference number: D/502/8309

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare work areas and equipment such as espresso machines, bean grinders and cafetières and how to prepare and serve hot drinks such as coffee, tea and hot chocolate.

Good quality hot drinks offer the potential for high profit margins in hospitality businesses. The market for specialty hot drinks has grown considerably in recent years with customers expecting quality products as well as value for money.

Providing high-quality hot drinks involves a range of specific skills and abilities. Learners will be introduced to safe and hygienic working practices when preparing work area and equipment for service, preparing and serving hot drinks and maintaining hot-drink-making equipment, and the techniques for mixing and preparing different types of beverages. They will learn about the importance of having drink, ingredients and accompaniments available and ready for immediate use

Learners will be taught about the preparation of specialist equipment such as espresso machines, bean grinders and cafétieres. They will learn about the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and the importance of the maintenance of drink-making equipment and checking the level of stocks.

Learners will consider possible unexpected situations that might occur when preparing work areas and equipment for the preparation of hot drinks, and when preparing and serving hot drinks and maintaining hot drinks equipment.

Essential resources

Learners need access to professional and fully-equipped hot drink preparation and dispensing areas which are kept up to date and in good order. They also need access to current resource materials and, where necessary, access to instructional materials such as DVDs, training texts, videos and online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare work area and equipment for service	1.1	Describe safe and hygienic working practices when preparing work area and equipment for service	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices when preparing work area and equipment for service:</i> washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture); identifying hazards (sources of bacteria, chemical, physical); preparation equipment (espresso machine, cream whipper, knock-out box, bean grinders, filter system, caf�tiere, blender, steamer, urn); service equipment (cutlery, glassware, crockery, trays); other equipment (dishwashers, fridge/freezers, thermometers, temperature records)
		1.2	State the importance of having drink, ingredients and accompaniments available and ready for immediate use	<ul style="list-style-type: none"> □ <i>Drink, ingredients and accompaniments for hot drinks:</i> drinks (coffee, hot chocolate, tea, steamed milk drinks, iced drinks); ingredients (freshly ground coffee beans, pre-ground coffee beans, syrups, chocolate powder, milk, ice cream, spray cream, tea, ice); drink accompaniments (sugar, dusting/topping powder, cream) □ <i>Importance of having drink, ingredients and accompaniments ready for use:</i> enabling quick and efficient work; meeting customer requirements; ensuring customer satisfaction
		1.3	State the importance of checking all work areas and service equipment for damage before taking orders	<ul style="list-style-type: none"> □ <i>Importance of checking work areas and service equipment for damage before taking orders:</i> enabling quick and efficient work; meeting customer requirements; ensuring customer satisfaction

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing work areas and equipment for the preparation of hot drinks:</i> shortages/breakdown of equipment; shortages/out-of- date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare and serve hot drinks using specialist equipment	2.1	Describe safe and hygienic working practices when preparing and serving hot drinks and maintaining hot drink making equipment	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices when preparing and serving hot drinks and maintaining hot-drink-making equipment:</i> correct use of equipment; correct use of glassware; washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); identifying hazards (sources of bacteria, chemical, physical)
		2.2	Describe the techniques for mixing and preparing different types of beverages	<ul style="list-style-type: none"> □ <i>Techniques for mixing and preparing different types of beverages:</i> coffee (brewing coffee by boiling, coffee percolators, automatic coffeemakers, steeping in a French press, espresso method); tea (brewing tea taking into account the quality and temperature of the water, ratio of tea leaves and amount of water used, infusion time, material and shape of the vessel in which the tea infusion takes place); hot chocolate (adding hot water to chocolate mix; heating chocolate, sugar and milk, cooking over medium heat, stirring continuously)
		2.3	State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment	<ul style="list-style-type: none"> □ <i>Importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment:</i> complying with food hygiene and health and safety legislation; avoiding cross-contamination; avoiding pest infestation; avoiding the risk of fire; ensuring customer satisfaction; attracting business; maintaining business standards
		2.4	Describe the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing and serving hot drinks and maintaining hot drinks equipment:</i> shortages/breakdown of equipment; shortages/out-of-date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Information for tutors

Delivery

This unit introduces learners to the principles of preparation and service of hot drinks using specialist equipment. It underlines the importance of safe and hygienic practices when preparing and serving hot drinks and maintaining hot-drink-making equipment.

This unit can be delivered through practical activities as well as classroom- and theory-based work. Tutors should introduce learners to the procedures used in preparing work area and equipment for service of hot drinks using specialist equipment. Tutors should also introduce learners to the main types of hot drinks such as coffee, tea and hot chocolate and the equipment used in their preparation in hospitality businesses.

Learners will need to know and be able to recognise the range of drink variations commonly requested by customers, the ingredients used as well as the accompaniments for each. Learners will need to be shown how to clean and check a range specialist and other typical service equipment to the necessary standards and how to deal with a range of possible unexpected situations that can arise during the preparation and service stages.

Tutors should explain the importance of the correct procedures when dealing with equipment such as espresso machines. Learners should be shown the techniques used in the mixing and preparation of the different types of hot drinks offered in hospitality businesses.

Group discussions will help learners to develop their knowledge of why keeping customer and service areas clean, tidy and free from rubbish and used equipment is essential to the efficient and effective service of hot drinks using specialist equipment.

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.
Tutor input – safe and hygienic working practices when preparing the work area and equipment for service and preparing and serving hot drinks and maintaining hot-drink-making equipment.
Group discussion – the importance of having drink, ingredients and accompaniments available and ready for immediate use, and of checking all work areas and service equipment for damage before taking orders.
Group discussion – the techniques for mixing and preparing different types of beverages.

Topic and suggested activities
Tutor input – types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks, and when preparing and serving hot drinks and maintaining hot drinks equipment.
Tutor input – the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Cousins J and Lillicrap D – *Essential Food and Beverage Service (Levels 1 and 2)* (Hodder Education, 2010) ISBN 9781444112528

Rao S – *The Professional Barista's Handbook: An Expert Guide to Preparing Espresso, Coffee and Tea* (2008) ISBN 9781605300986

Schapira J, Schapira D and Schapira K – *The Book of Coffee and Tea: A Guide to the Appreciation of Fine Coffees, Teas and Herbal Beverages, 2nd Edition* (Macmillan, 1996) ISBN 9780312140991

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.associatedcontent.com/article/5498496/beginners_guide_to_starbucks_espresso.html?cat=22	Associated Content – beginner’s guide to Starbucks espresso drinks
www.beveragestandardsassociation.co.uk	The Beverages Standards Association
www.cafebar.co.uk/coffee_school/coffee_tips_and_advice.aspx	Cafe Bar – coffee tips and advice
www.cafebar.co.uk/coffee_school/coffee_tips_and_advice/tips_for_the_perfect_espresso.aspx	Cafe Bar – tips for the perfect espresso
www.caffesociety.co.uk/coffee-machine-guide	Coffee machine guide
www.home-barista.com	Home Barista – espresso machine reviews
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 15: Principles of Preparing and Serving Wines

Unit reference number: M/502/8265

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and stock for wine service, how to determine customer requirements for wine, the promotion of wines and how to present and serve wine at the correct temperature.

Wine is a popular, diverse and important drink that accompanies and enhances a wide range of foods from the simple and traditional to the most sophisticated and complex. Like many other alcoholic drinks wine is also consumed on its own. People involved in the service of wine must understand the procedures and standards involved.

This unit will develop learners' knowledge of the effective preparation of work areas used for the storage and service of wines. Learners must be clear about the importance of developing a professional approach to the preparation of wine service areas and equipment, and the stocking of these areas, as well the service of wine itself.

Learners will consider the correct glassware and equipment needed for serving different types of wine. They will learn about the correct temperatures to store wine for service, as well as how to deal with a range of possible unexpected situations when preparing service areas and serving wine.

Learners will be taught how to promote and serve wines within the current approved legislative framework. This will include the processes and techniques of selling wine, as well as the interpretation of wine labels and factors to consider when providing advice to customers.

Learners will be shown how to correctly present and serve a range of wines selecting and handling the appropriate glassware and equipment.

Essential resources

Learners need access to practical dispense bar and wine storage facilities, appropriate range of glassware, relevant experienced staff and a dining room facility with appropriate furniture and equipment. They will also need access to current resource materials and, where necessary, access to instructional materials, such as DVDs, training texts, videos and online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare service areas, equipment and stock for wine service	1.1	Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices for preparing service areas, equipment and stock for wine service:</i> washing hands before service and at regular and frequent intervals; personal hygiene (cleanliness, appearance); staff uniform (correct and clean); safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture); identifying hazards (sources of bacteria, chemical, physical)
		1.2	Identify equipment and glassware needed for different types of wine	<ul style="list-style-type: none"> □ <i>Equipment and glassware needed for different types of wine:</i> bottle openers; coolers; refrigerator units; racks; white linen cloths; decanters; collars; stoppers; strainer/funnel; thermometers; flutes (long, thin glasses) for champagne and sparkling white wines; small short wine glasses with short, small bowls for dessert wines; large bowls for red wines; narrow, small glasses with an elongated bowl for white wines
		1.3	Identify suitable temperatures for the storage of different types of wine	<ul style="list-style-type: none"> □ <i>Temperatures for the storage of different types of wine:</i> ideal storage temperature is approximately 13°C for red and white wines; temperature should be kept constant; the storage area should be free from draughts; wines should not be stored close to heat sources
		1.4	Describe procedures for preparing service areas, equipment and stock	<ul style="list-style-type: none"> □ <i>Procedures for preparing service areas, equipment and stock:</i> performing pre-service checks to ensure sufficient supply, cleanliness and readiness for use of equipment; checking to ensure sufficient supply of wine stock is available and is stored at the correct temperature; identifying and prioritising tasks to be performed/following a work plan; knowing how each task is done and its timing; completing all work tasks according to schedule and required standards

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Describe the types of unexpected situations that might happen when preparing service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when preparing service areas:</i> shortages/breakdown of equipment; shortages/out-of-date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to promote and serve wines to meet relevant legislation and customer needs	2.1	State current relevant legislation relating to the sale of wine	<ul style="list-style-type: none"> □ <i>Current legislation relating to the sale of wine:</i> as current at time of delivery; Weights and Measures Act 1985; Licensing Act 2003; Consumer Rights Act 2015; Consumer Protection Act 1987; Unfair Trading Regulations 2008; Health and Safety at Work Act 1974
		2.2	State the importance of maximising sales through up-selling and how to do this	<ul style="list-style-type: none"> □ <i>Importance of maximising sales through up-selling:</i> inducing customers to purchase more expensive items, upgrades (bigger measure/bottle), or other add-ons (accompaniments) to make a more profitable sale; exposing customers to options that may not have been considered previously; differentiation from competitors; building rapport with customers □ <i>Maximising sales through up-selling:</i> knowing the range of products available; suggesting a premium brand of wine when a brand is not specified by customers; asking customers if they would like a second bottle/glass of wine; asking customers if they would like a large glass measure/full bottle; learning customers' backgrounds and budget to better understand their needs
		2.3	Describe how to interpret the wine label information	<ul style="list-style-type: none"> □ <i>Interpreting wine label information:</i> front label; neck label; back label; bar coded information label; region/place name; grape variety; alcoholic content by volume; producer; bottler; importer; healthy warning; sulphites concentration; year of production/vintage
		2.4	Identify what factors to consider when providing advice to customers on choice of wine	<ul style="list-style-type: none"> □ <i>Factors to consider when providing advice to customers on choice of wine:</i> providing accurate information about different wine options; discussing wine types, styles, regions, viticulture and production methods, taking account of customer's level of wine knowledge; taste and price preference; compatibility of different wines with menu or food items; appropriate wines for special occasions and particular seasons; evaluating wines using accepted sensory evaluation techniques

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Outline under what circumstances customer must not be served with alcohol	<ul style="list-style-type: none"> □ <i>Circumstances when customers must not be served with alcohol:</i> refusal to serve (underage customers); under the influence of drink or drugs (violent, aggressive, abusive)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to present and serve wine to meet relevant legislation and customer needs	3.1	State relevant licensing weights, measures and trades description legislation	<ul style="list-style-type: none"> □ <i>Licensing weights, measures and trades description legislation:</i> as current at time of delivery; Weights and Measures Act 1985; Licensing Act 2003; Consumer Protection Act 1987; Consumer Rights Act 2015; Unfair Trading Regulations 2008; Health and Safety at Work Act 1974
		3.2	Identify glassware and handling procedures used in the service of different types of wine	<ul style="list-style-type: none"> □ <i>Glassware and handling procedures used in the service of different types of wine:</i> using appropriate glassware for each type of wine (champagne, sparkling, white, dessert, red wines); checking glassware (size and number of glasses, carafes and decanters); checking and examining each glass carefully for lipstick, smears, fingerprints, chips from the rim or base cracks; rejecting and replacing any chipped or cracked glasses; handling glasses by the stem when lifting and placing them; cleaning and polishing glasses that are not clean; checking that any carafes or decanters to be used are drained, clean, polished and have no off-odours
		3.3	Identify the recommended temperatures for the storage of different types of wine during service	<ul style="list-style-type: none"> □ <i>Temperatures for the storage of different types of wine during service:</i> full-bodied red wines between 17 and 19°C; medium-bodied red wines between 15 and 17°C; light-bodied red wines/full-bodied white between 11 and 13°C; medium-bodied/sweet/semi-sweet white wines between 8 and 10°C; light-bodied white, rosé, sparkling wines between 6 and 8°C

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Describe the correct method of service for white, red, rose and sparkling wines	<ul style="list-style-type: none"> □ <i>Method of service for white, red, rosé and sparkling wines:</i> holding bottles by the neck with front label facing upward; presenting bottle to customers with the label uppermost from the right-hand side for customers to examine; naming the wine to customers; opening still wines according to the type of bottle opener being used (removing the capsule, withdrawing the cork, handling the cork); opening sparkling wines (tearing away the foil cover to reveal the wire muzzle covering the cork, holding the bottle at an angle pointing the cork away from the body and away from the table/bar area, customers, staff and windows, keeping the hand over the cork and carefully untwisting the wire muzzle lifting it off, holding the cork with one hand, wrapping the bottle in a service cloth, keeping one hand on the cork, gently turning the bottle, as the cork eases out, releasing it slowly until it gently pops out)
		3.5	Describe the types of unexpected situations that might occur when serving wine	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when serving wine:</i> shortages/breakdown of equipment; shortages/out of date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; limit of authority; customer special requirements; corked wine; wine oxidation; foreign objects in wine; mixing wine with water or different wines

Information for tutors

Delivery

This unit introduces learners to the principles of preparation and service of wines. It underlines the importance of safe and hygienic practices when preparing and serving wines.

This unit can be delivered through practical activities as well as classroom- and theory-based work. Learners will become aware of the procedures used in preparing work areas and equipment for wine service. It is essential that learners gain an understanding of wines in general, how they should be served and which glassware should be used for each type of wine.

Throughout the delivery of this unit learners should be encouraged to draw on their experiences of wines and, where feasible and legal, be allowed to taste the range of wines.

Group discussions will help learners to develop their knowledge of why the correct procedures are essential to the efficient and effective service of wine. Much of this unit's delivery should be through practical sessions, and learners should be introduced to the different types of wine and how they should be stored and made ready for service. This should include the equipment used and in particular the range of glassware used for different wines.

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

Internet research can provide a useful source of information relating to the different types of wine favoured by customers. Tutors should introduce learners to the appropriate handling of glassware used for different types of wine and the legislative aspects related to the service of wine.

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.
Tutor input – safe and hygienic working practices when preparing service areas, equipment and stock for wine service, equipment and glassware needed for different types of wine, current relevant legislation relating to the sale of wine.
Group discussion – suitable temperatures for the storage of different types of wine, procedures for preparing service areas, equipment and stock, the types of unexpected situations that might happen when preparing service areas.

Topic and suggested activities
Group discussion – the importance of maximising sales through up-selling and how to do this, the factors to consider when providing advice to customers on choice of wine, under what circumstances a customer must not be served with alcohol.
Tutor input – how to interpret the wine label information, relevant licensing weights, measures and trades description legislation.
Group discussion – glassware and handling procedures used in the service of different types of wine, the recommended temperatures for the storage of different types of wine during service, the correct method of service for white, red, rosé and sparkling wines, the types of unexpected situations that might occur when serving wine.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Cousins J and Lillicrap D – *Essential Food and Beverage Service (Levels 1 and 2)* (Hodder Education, 2010) ISBN 9781444112528

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

Journal

Decanter Magazine – IPC Media

Websites

tellmeaboutwine.com	Wine lover's guide
www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper – the resource for hospitality businesses
www.caterersearch.com	Caterer Search – complete information source for hospitality
www.catersource.com	Catersource – education, products and news for caterers
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive – health and safety for waiting staff
www.jancisrobinson.com	Jancis Robinson – fine wine writing
www.legislation.gov.uk	The official home of UK legislation
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican – food and drinks news
www.ukbg.co.uk/glassware.html	UKBG – United Kingdom Bartenders' Guilds: glassware
www.wineintro.com	Lisa Shea's wine intro
www.wsetglobal.com/3_minute_wine_school/default.asp	Wine and Spirit Education Trust

Unit 16: Preparation and Clearing of Service Areas

Unit reference number: F/600/0626

Level: 2

Credit value: 3

Guided learning hours: 26

Unit aim

The aim of this unit is to enable learners to understand how to prepare food and drink service areas and equipment for service before customers arrive, and appropriately clear down after they have left.

Food and drink service is an area of the hospitality industry which is evolving rapidly. To provide an efficient and effective service for customers, it is essential that food and drink service areas, for example restaurants and bars, are well prepared before service begins and cleared efficiently after service.

This unit should encourage learners' enjoyment of and enthusiasm for serving food and drink in hospitality businesses, and is intended to broaden learners' knowledge. Learners will look at how to prepare food and drink service and customer areas and how to leave all areas clean and tidy after service.

Any member of staff working in a food and drink service operation will be expected to work in a safe and hygienic manner. In this unit learners will have opportunities to develop their understanding of why personal presentation for food and drink handlers, including personal hygiene, is so important. They will learn how to maintain food and drink service items and equipment and why they must always handle and dispose of waste correctly.

Learners will look at why checklists are used before service begins to make sure nothing has been forgotten in service and customer areas and why it is important to follow procedures at the end of service to make sure service areas are cleared properly. Learners will also consider why environmental controls should be checked before the start of service. They will look at ways of responding to unexpected situations which may occur in service and customer areas before and after service.

Finally, learners will explore safe and hygienic methods of cleaning and storing glassware, including safe working procedures for disposing of broken glass

Essential resources

Learners should have access to a suitable hospitality teaching environment with access to the internet for research. Access to a range of food service equipment and service items would be useful. Books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials.

Learners should have access to workplace materials and procedures.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare service areas and equipment for food and drink service	1.1	Describe safe and hygienic working practices for preparing service areas and equipment	<ul style="list-style-type: none"> □ <i>Food and drink service</i>: restaurant table service; function service; hot buffet service; cold buffet service; bar service; service to outside areas □ <i>Preparation of service areas</i>: areas (back of house, front of house, bar areas, counters and shelves, still room); safe practices (no running, use of correct entrance and exit doors)
		1.2	Describe procedures for maintaining food service items and equipment	<ul style="list-style-type: none"> □ <i>Preparation of food service equipment</i>: equipment (service cutlery, silverware, glassware, service dishes, flats, hot plates, plate warmers, refrigerated units, ice machines, hot and cold beverage containers, trays, trolleys, sideboards, side tables, service tables); safe practices (no running, careful handling of equipment); following manufacturer's instructions □ <i>Food service items</i>: tableware (crockery, cutlery, silverware, glassware, menu, menu folders, table decorations, condiments, accompaniments, napkins, table coverings); cleaning, polishing, burnishing; storage
		1.3	Describe the procedures for maintaining drink service items and equipment	<ul style="list-style-type: none"> □ <i>Preparation of drink service equipment</i>: kettles, urns, specialist coffee equipment, espresso machines, cafetières; bottle openers, corkscrews; optics, measures, pourers; glassware; drip trays, drip mats; ice buckets and tongs; knives; colour coded chopping boards; coasters, drinks mats; refrigerated units; ice machines; glass washers □ <i>Drink service items</i>: silverware (salvers, cocktail shakers); glassware; accompaniments; cleaning, polishing, burnishing; storage

Learning outcomes		Assessment criteria		Unit amplification
		1.4	State the importance of correct handling and disposal of waste	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices:</i> personal hygiene (washing hands, correct clean uniform, headwear); personal protective equipment (PPE) (gloves, safety glasses, shoes, face masks); use of equipment; transporting equipment (trays, trolleys, dumb waiter); manual handling (safe movement of people, lifting, carrying, pushing and pulling, using correct techniques); identifying hazards (observation, risk assessment); sources of bacteria (people, equipment); cross contamination (chemical, physical) □ <i>Disposal of waste:</i> types of waste (food waste, hazardous, non-hazardous); safe disposal; importance of correct procedures (reducing accidents, reduce contamination of food and drink, reducing environmental damage)
		1.5	Describe how to respond to types of unexpected situations that may occur during preparation of service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations:</i> spillages, breakages; unexpected customer or visitor; unfamiliar and unusual drinks (cocktails, drinks combinations); remaining calm (tone of voice, body language); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare customer areas for food and drink service	2.1	Describe safe and hygienic working practices when preparing customer dining areas for table service	<ul style="list-style-type: none"> □ <i>Customer dining areas:</i> restaurants; bars; garden areas; patios; marquees □ <i>Safe and hygienic working practices:</i> working practices (washing hands, personal hygiene, uniform, personal protective equipment (PPE), carrying equipment, manual handling, use of equipment, identifying hazards, sources of bacteria)
		2.2	State the importance of checking customer areas before service	<ul style="list-style-type: none"> □ <i>Checking:</i> equipment (tables, chairs, linen, lay-up, stock, table decorations, glassware, cutlery, crockery, menus, condiments, accompaniments); reasons for checking (customer satisfaction, departmental procedures, reducing customer complaints, improving work efficiency)
		2.3	State the importance of checking environmental controls before service	<ul style="list-style-type: none"> □ <i>Environmental controls:</i> heating; lighting; ventilation; benefits of checking (customer comfort, reducing customer complaints)
		2.4	Describe how to respond to types of unexpected situations that may occur when preparing customer dining areas	<ul style="list-style-type: none"> □ <i>Unexpected situations:</i> spillages, breakages, damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; customer problems; remaining calm (tone of voice, body language); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to clear food and drink service areas after service	3.1	Describe safe and hygienic working practices when clearing service areas	<ul style="list-style-type: none"> □ <i>Service areas</i>: back of house, hotplates – preparation areas, still rooms; front of house – sideboards, side tables, service trolleys; bar areas □ <i>Safe and hygienic working practices</i>: manual handling (movement of people, movement of equipment, lifting equipment); correct disposal of waste (food and drink debris, paper waste, cardboard and boxes, soiled linen, recycling); hygienic procedures (washing hands at appropriate times, correct personal protective equipment (PPE))
		3.2	State the importance of procedures to be followed after service	<ul style="list-style-type: none"> □ <i>Procedures</i>: arranging areas and equipment for cleaning; storing food items; disposing of rubbish and waste; dispatching linen; leaving areas clean and tidy; turning off equipment; importance (reducing accidents, reducing risk of pests and vermin, reducing costs, improving efficiency)
		3.3	Describe how to respond to types of unexpected situations that may occur when clearing service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations</i>: spillages, breakages, damage; lost property, security problems; remaining calm (tone of voice, body language); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to clean and store glassware	4.1	Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials	<ul style="list-style-type: none"> □ <i>Glassware</i>: glasses; water jugs □ <i>Cleaning equipment</i>: glass washing machine; cloths (colour coded); sinks; chemical cleaning agents □ <i>Safe and hygienic working practices</i>: cleaning hands; correct clean uniform; PPE; clean and undamaged equipment (cloths, glass washers, trays); correct water temperatures to kill bacteria
		4.2	State the importance of correct handling of glassware	<ul style="list-style-type: none"> □ <i>Handling of glassware</i>: importance (avoiding accidents, reducing damage, reducing spread of bacteria, maintaining standards, reducing costs); recording procedure for breakages
		4.3	Describe the procedure for disposing of broken glass	<ul style="list-style-type: none"> □ <i>Glass disposal</i>: disposal (glass bin, wrapping in paper)
		4.4	Describe how to respond to types of unexpected situations that may occur when handling and cleaning glassware	<ul style="list-style-type: none"> □ <i>Unexpected situations</i>: chips; breakages; smears; damage; customer complaints; remaining calm (tone of voice, body language); limit of authority (providing alternative solution, requesting assistance, contacting line manager); explaining situation (informing and updating)

Information for tutors

Delivery

This unit is intended to develop the knowledge that learners need to prepare for and clear food and drink service areas. Learners must understand the importance of developing a professional approach to food and drink service and ensure that they have the right attitude and good personal presentation in all aspects of their work. Throughout the unit, learners should be encouraged to draw on their experiences of food and drink service preparation in the workplace and to link this to the associated theory. Initial discussions will help develop learners' knowledge of why following the correct procedures is essential to a successful hospitality operation.

Much of this unit could be delivered through practical sessions which introduce learners to different styles of food and drink service. This will give them opportunities to think about safe and hygienic working practices and identify actions to avoid. Learners should be shown the correct procedures for maintaining food and drink service equipment in a range of food and drink service situations, to broaden their knowledge and encourage them to draw on their own experiences of service problems caused by poor preparation and the consequences of their actions. Examples of different food and drink service scenarios could be used to illustrate the need to work in an organised manner and show how attention to detail can have a positive impact on a food and drink service operation. Television programmes examining different types of food and drink operation could be a useful source of information for learners, particularly when teaching them how to identify and deal with a range of unexpected situations that may occur during food and drink service preparation. Role play and simulations could also develop learners' understanding of how to deal with challenging behaviours of customers and staff.

Learners will need tutor input on handling and disposing of waste correctly and safely. Internet research can generate useful source of information relating to the different types of waste learners may be required to deal with and the safety implications of incorrect handling procedures.

The use of checklists is standard practice in food and drink service operations and tutors must ensure that learners are familiar with a checklist format and know why it is useful. Practical activities would reinforce the need for checking procedures. Learners may be unaware of the need to check the physical environment of customer areas before food and drink service, they may need to be taught the meaning of physical environment, and should be encouraged to think about the consequences of not carrying out pre-service checks of environmental controls. Research into customer feedback in this area could also be helpful.

Learners need to know the correct clear down procedures to follow at the end of food and drink service operations. Learners could compare their own experiences and consider the effects that poor working practices could have on the overall success of food and drink operations. Learners could consider the unexpected situations they may face when clearing up after service and how they should best respond. Role playing different situations could develop learner understanding, particularly when dealing with customers.

Finally, the safe and hygienic handling of glassware is an essential aspect of this unit. Learners should know how to clean and store a range of glassware using different cleaning methods. Practical demonstrations of different glass cleaning procedures, together with wider discussions about the problems that may occur, would engage learners and develop a deeper knowledge of good practice. Electronic media could aid delivery and raise interest and awareness of safe and effective glass handling.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836

www.hse.gov.uk/pubns/cais20.pdf

Unit 17: Dealing with Payments

Unit reference number: L/600/1133

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit is about providing knowledge for maintaining and dealing with payments.

In this unit learners will develop the underpinning knowledge required to handle payments with confidence and accuracy.

The ability to work with care and attention to detail is essential when operating a payment point and contributes to the financial success of any hospitality business.

Learners need to know how to set up and operate a payment point, including the materials required to maintain and deal with payments efficiently. Knowing how to deal with problems that may arise, including illegal and fraudulent transactions, is an important aspect of the process. This unit requires learners to know how to follow security procedures when handling cash and other payments, and why it is important to report errors and deal with any delays efficiently and in a professional manner. It is essential for anyone operating a payment point to know their legal responsibilities and learners must be given this information.

Learners will explore electronic payment systems and non-cash transactions in general use across the hospitality industry, how to process frequently used payment methods correctly and the problems associated with these methods.

Essential resources

For this unit, learners should have access to a suitable hospitality environment, ideally including access to electronic payment systems. Learners will require access to the internet for research. An adequate range of books, journals and up-to-date DVDs and CD ROMs would also be useful.

It is assumed that learners will have access to workplace materials and procedures.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to set up a payment point	1.1	Identify the materials needed to set up and maintain a payment point	<ul style="list-style-type: none"> □ <i>Payment point</i>: electronic; manual □ <i>Materials</i>: cash; cash equivalents (cheques, hospitality vouchers, discount vouchers); relevant stationery (pens, VAT receipts, bill, till rolls) credit card machines, cash registers □ <i>Contents</i>: float, coins for change (£2.00, £1.00, 50p, 20p, 10p, 5p, 2p, 1p), notes for change (£50, £20, £10, £5), payment receipts; organisation of till drawer
		1.2	State the importance of having procedures for collecting the contents of the payment point	<ul style="list-style-type: none"> □ <i>Procedures</i>: opening procedure (counting float, reporting discrepancies, recording cash, checking till rolls); closing procedure (counting float, checking balance against till readings, completing record sheets, reporting procedure for discrepancies, authorised collection by manager or supervisor); efficient service (sufficient change, till rolls); importance of procedures (customer satisfaction, efficient service, reducing errors and theft)

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to operate a payment point	2.1	Describe the correct procedures for handling payments	<ul style="list-style-type: none"> □ <i>Payments</i>: entering information (price, payment, tendered price); contingency plans (reverting to manual system, calling manager); cash (checking amount tendered, counting change back to customer); cheques (card numbers, signatures, dates, amounts in words and figures, payee details, credit limits); credit and debit cards (entering into card machine, following instructions, card processing protocols, Data Protection Act 1998)
		2.2	State the importance of reporting errors that may occur during payment	<ul style="list-style-type: none"> □ <i>Errors</i>: reporting errors (minimising losses, maintaining profitability, customer satisfaction)
		2.3	Identify security procedures for handling cash and other types of payments	<ul style="list-style-type: none"> □ <i>Security</i>: ensuring payment point is not left unattended; restricted access to payment point (non-unauthorised persons, use of passwords, electronic identification keys); personal identification numbers for credit and debit cards; process for validating payments; procedure for declining payment (calling manager, following complaints procedure if necessary)
		2.4	State the legal requirements for operating a payment point when taking payments from customers	<ul style="list-style-type: none"> □ <i>Legal requirements</i>: data protection (customers' personal details, customers' PIN); fraud (counterfeit coins, notes, suspect credit and debit cards, retention of credit and debit cards)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the problems that may occur at the payment point	3.1	Describe the types of problems that might happen when dealing with a payment	<ul style="list-style-type: none"> □ <i>Problems</i>: invalid payment methods; refused authorisation; suspected fraud; disputed bills; power failure; slow connections; insufficient cash; incorrect billing
		3.2	State the importance of telling the customer about any delays during the payment process	<ul style="list-style-type: none"> □ <i>Delays</i>: keeping customers informed (customer satisfaction, avoiding complaints)

Information for tutors

Delivery

When delivering this unit, tutors should be aware that learners may be familiar with the operation of a payment point but not necessarily with the range of payment methods now in common use across the industry, and the associated problems.

A range of interesting and engaging learning strategies should be used to ensure that learners are fully aware of the procedures they must follow when setting up and operating a payment point efficiently and securely. Delivery could include practical sessions to ensure learners know the materials they will need to set up a payment point, and role play and discussions to develop their knowledge of dealing with errors. The complexities of dealing with collections from payment points could be covered by role-play activities, to illustrate the consequences of ineffective working procedures.

Learners should be encouraged to think about their own experience of operating a payment point to help develop their knowledge of the associated legal responsibilities. Access to a range of online and library resources would enable learners to investigate current legislation.

Learners should be given a range of situations they might face when operating a payment point, giving them the opportunity to identify problems and difficulties and how these should be resolved. This could include why they need to protect themselves against misunderstandings, genuine or otherwise. Role play and simulations could also be effective ways of developing this understanding. It would also be helpful for learners to have the opportunity to process a range of payment methods, enabling them to see which problems relate to which methods. Visiting speakers from financial institutions could assist in raising learner awareness of a range of practical payment problems and make the subject more interesting, for example recognising counterfeit coins and notes and dealing with suspect credit cards.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Cousins J and Lillicrap D – *Essential Food and Beverage Service (Levels 1 and 2)* (Hodder Education, 2010) ISBN 9781444112528

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

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836

www.hse.gov.uk/pubns/cais20.pdf

Unit 18: Principles of Cleaning Drink Dispense Lines

Unit reference number: J/502/8319

Level: 2

Credit value: 2

Guided learning hours: 12

Unit aim

The aim of this unit is to enable learners to gain knowledge of how and why to clean drink dispense lines to the correct standard and how to safely use cleaning agents and equipment to ensure lines are free from damage and in good working order.

Drinks dispense lines are used for alcoholic and non-alcoholic products, but they are known by the general name of 'beer lines'. In licensed premises, each dispensing tap is usually served by a system of tubing and valves, leading from a keg or other storage vessel kept in a cellar to the dispensing tap on a bar counter.

It is vital to keep the beer lines clear of contamination for health reasons and to avoid tainting the taste of beverages. This may take the form of bacterial contamination and/or yeast growth, which can normally be avoided with regular use of beer line cleaners, such as those based on mixtures of alkali metal hydroxides and hypochlorites. These clean and disinfect the beer lines.

Learners will be introduced to the current legislation regarding safe and hygienic working practices when cleaning drink dispense lines and the use of cleaning agents and equipment. They will look at the dangers of mishandling kegs and gas cylinders and the health and safety issues when working with line cleaning chemicals.

Learners will be taught the importance of testing online beverages after cleaning pipes and lines and of checking that cleaning agents are correctly diluted. They will learn the procedures for cleaning and maintaining post-mix dispense systems and the equipment needed to clean drink dispense lines.

Learners will consider the types of unexpected situations that may arise when cleaning drinks dispense lines and using cleaning agents and equipment.

Essential resources

Learners need access to practical bar and wine storage facilities, appropriate range of glassware, relevant experienced staff and a dining room facility with appropriate furniture and equipment. They will also need access to current resource materials and, where necessary, access to instructional materials, such as DVDs, training texts, videos and online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to clean drink dispense lines to the correct standard	1.1	State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines	<ul style="list-style-type: none"> □ <i>Drink dispense lines:</i> beer; lager; cider; post-mix syrup
		1.2	Identify dangers of mishandling kegs and gas cylinders	<ul style="list-style-type: none"> □ <i>Current legislation for cleaning drink dispense lines:</i> Health and Safety at Work Act 1974; Food Safety Act 1990; Control of Substances Hazardous to Health (COSHH); Manual Handling Regulations 1992; use of personal protective equipment (PPE)
		1.3	State the importance of testing on-line beverages after cleaning pipes and lines	<ul style="list-style-type: none"> □ <i>Dangers of mishandling kegs and gas cylinders:</i> manual handling injuries; contact with released gas or fluid; impact from falling cylinders; contact with released gas or fluid from cylinders; rapid release of compressed gas; accidental ingestion
		1.4	Describe procedures for cleaning and maintaining post-mix dispense systems	<ul style="list-style-type: none"> □ <i>Importance of testing on-line beverages:</i> preventing contamination; monitoring taste; product quality; ensuring all detergent is flushed away
		1.5	Describe the types of unexpected situations that may occur when cleaning lines	<ul style="list-style-type: none"> □ <i>Procedures for cleaning and maintaining post-mix dispense system:</i> wearing personal protective equipment (PPE); ensuring staff are aware that line cleaning is taking place; line cleaning signs in bar; following instructions; using recommended dose; minimising splashes; following guidelines for soaking time; using a reputable brand

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to safely use cleaning agents and equipment	2.1	State current legislation regarding the use of cleaning agents and equipment	<ul style="list-style-type: none"> □ <i>Current legislation for the use of cleaning agents and equipment:</i> Health and Safety at Work Act 1974; Food Safety Act 1990; Control of Substances Hazardous to Health (COSHH); Manual Handling Regulations 1992
		2.2	Outline health and safety issues when working with line cleaning chemicals	<ul style="list-style-type: none"> □ <i>Health and safety issues when working with line cleaning chemicals:</i> risk of accidents; manual handling injuries; accidental ingestion; splash back; tainting of product
		2.3	State the importance of checking that cleaning agents are correctly diluted	<ul style="list-style-type: none"> □ <i>Importance of checking that cleaning agents are correctly diluted:</i> avoiding tainting taste; avoiding damage to equipment; avoiding harm to user
		2.4	Identify equipment needed to clean drink dispense lines	<ul style="list-style-type: none"> □ <i>Equipment needed to clean drink dispense lines:</i> cleaning fluid; hosepipe; water; brush; warning signs for the bar; container for cleaning fluid; container for flushed through liquid; record of cleaning; following guidelines
		2.5	Describe the types of unexpected situations that may occur when using cleaning agents and equipment	<ul style="list-style-type: none"> □ <i>Unexpected situations that may occur when using cleaning agents and equipment:</i> breakdown of equipment; staff trying to serve drinks; accidental ingestion; making errors in the process; damaged or blocked lines

Information for tutors

Delivery

This unit introduces learners to the principles of cleaning drink dispense lines, the correct procedures to be followed, the health, safety and hygiene considerations involved.

Adding a practical element to the delivery of the unit will be beneficial to learners. A trip to a working cellar is essential and learning could be enhanced if learners were able to clean dispense lines.

The importance of health, safety and hygiene must be stressed throughout. Learners must understand that cleaning dispense lines has potential risks. They should be able to identify potential hazards, including the dangers of mishandling kegs and gas cylinders. Preparing a risk assessment for the cleaning of dispense lines would be a useful activity. Delivery should focus on the key employer and employee responsibilities under the Health and Safety at Work Act and COSHH. User instructions, health and safety information and manufacturer guidelines from industry should be used to support the teaching of this element of the unit.

Learners would benefit from visiting licensed trade businesses to observe and experience the different practices and procedures that must be followed and to put their knowledge into practice by working alongside staff.

Use of scenarios and practical role plays with peer feedback will broaden learners' knowledge.

Tutors should teach learners about the relationship between cleaning dispense lines, product quality and customer satisfaction. Tutors should explain the impact of careless practice on the quality of the product. They should also explain the importance of testing on-line beverages once they have been cleaned and what will happen to the product if, for example, lines are left to soak too long.

Learners must be taught that if water is left in cleaning bottles between cleans, it will stagnate and become infected and there is also a risk that any line cleaning fluid present will react with the plastic container and weaken it. Tutors should teach learners not to re-use diluted detergent from a previous clean or beyond its best before date as it quickly loses its effectiveness and that using cheap materials can have an adverse effect on the product.

Tutors should introduce learners to the types of possible unexpected situations which might occur when cleaning lines and when using cleaning agents and equipment. Learners could reflect on their own experiences, if applicable.

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.
Preparing and cleaning dispense lines – the importance and objectives of this activity, demonstration, equipment and materials.
Current legislation regarding safe and hygienic working practices – Health and Safety at Work Act, Manual Handling, COSHH, Food Safety Act.
Health and safety issue – identification of the hazards and risks, the dangers of handling kegs and gas cylinders, compiling procedures for safe and hygienic practice.
The checking process – use and care of materials and equipment, testing lines and products.
Dealing with unexpected situations – identification of the situations.
Cleaning dispense lines – practical activity and evaluation of procedures.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service* (S/NVQ Level 1-2) (Cengage Learning, 2009) ISBN 9781408007426

Blyth D – *Pubs, Bars and Clubs Handbook, 6th Edition* (Kogan Page, 2003) ISBN 9780749440534

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

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.barkeeper.co.uk/page.asp?menu=190&page=836 Bar Keeper – the Resource for Hospitality Businesses

www.beerandpub.com British Beer and Pub Association

www.hse.gov.uk/pubns/cais20.pdf Health and Safety Executive – health and safety for waiting staff

www.people1st.co.uk People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

www.thepublican.com *The Publican* – food and drinks news

Unit 19: Principles of Maintaining Cellars and Kegs

Unit reference number: R/502/8307

Level: 2

Credit value: 2

Guided learning hours: 12

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to maintain cellars, keeping them clean, ensuring that equipment such as refrigeration units is in working order, and that conditions are correct, and how to connect and disconnect kegs and gas cylinders and check they are functioning properly.

Although the cellar is hidden away from customers, operators should take pride in its maintenance ensuring that it is clean and tidy and the temperatures are maintained at correct levels. This may involve a lot of work but it pays dividends in the long run as product quality is maintained, wastage is reduced, movement of stock is easier and security is improved.

Maintaining the cellar will increase the operator's chance of serving the perfect pint. Given that today's customers have high expectations of the quality of the drinks they are served and that they can choose from an enormous array of venues, they have no reason to drink in a bar where quality is not maintained.

Learners will be taught safe and hygienic practices when maintaining cellars and working practices when preparing kegs and gas cylinders for use and dealing with mixed gases. They will learn the importance of following specific security procedures for going in and out of the cellar, of securing cellars against unauthorised access at all times, of keeping the cellar clean and tidy and at a recommended temperature at all times, of turning off the gas supply before disconnecting the keg, and of checking the date stamp on stock.

Learners will consider the types of unexpected situations that might happen when maintaining cellars and when preparing kegs and gas cylinders and how to tell if stock is out of condition.

Essential resources

Learners need access to cellars and kegs. They will also need access to current resource materials and, where necessary, access to instructional materials, such as DVDs, training texts, videos and online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to maintain cellars	1.1	Describe safe and hygienic practices when maintaining cellars	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices when maintaining cellars:</i> awareness of risks and hazards; staff training; health and safety obligations; safe lifting (manual handling); slips, trips and falls; ventilation; light; humidity; correct storage; maintaining environment in line with service operations; maintenance of steps and drops; emergency procedures; use of materials and equipment; dealing with spillage; risk assessment; checking and keeping records; use of personal protective equipment (PPE)
		1.2	State the importance of following specific security procedures for going in and out of the cellar	<ul style="list-style-type: none"> □ <i>Importance of following specific security procedures for going in and out of the cellar:</i> keeping kegs and gas cylinders in specified areas to avoid unnecessary physical work; planning movements when handling kegs/gas cylinders to avoid any unnecessary lifting; ensuring awareness of the correct procedures when handling kegs/gas cylinders to avoid injury and accident; ensuring spillages are cleaned up immediately; following connecting and disconnecting procedures to ensure safety and security; following specific cleaning instructions to ensure freshness and quality of the beer and customer satisfaction
		1.3	State the importance of securing cellars against unauthorised access at all times	<ul style="list-style-type: none"> □ <i>Importance of securing cellars against unauthorised access at all times:</i> preventing theft; controlling the movement of stock; health and safety risks to unauthorised individuals; control of keys; effective management of stock

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the importance of keeping the cellar clean and tidy and at a recommended temperature at all times	<ul style="list-style-type: none"> □ <i>Importance of keeping the cellar clean and tidy and at a recommended temperature:</i> cleaning at least once a week; keeping records; cleaning spillages immediately; controlling rat infestation; special treatments to tackle mouldy and damp areas; keeping drains and sump pumps clean; regular scrubbing and hosing down of floors; ensuring drains are clean and free from blockages; maintaining cellar equipment; recommended temperature (11.5°C-13.5°C); testing temperature; allowing one or two days for beer to reach cellar temperature after delivery; thermostatic controls; adequate ventilation; adequate and sufficient storage; avoiding pest infestation; avoiding contamination of products; extending life of equipment; risk of equipment breakdown; health, safety and legal obligations; fobbing; adverse effect on flavour
		1.5	Describe the types of unexpected situations that might happen when maintaining cellars	<ul style="list-style-type: none"> □ <i>Unexpected situations that might happen when maintaining cellars:</i> accidents; \damaged or broken kegs/gas cylinders; faulty or broken connections; insufficient storage areas; breach of security; pest infestation; flooding

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare kegs and gas for use	2.1	Describe safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices when preparing kegs and gas cylinders for use and dealing with mixed gases:</i> awareness of risks and hazards; staff training; health and safety obligations; correct and safe lifting techniques (manual handling); ventilation; maintaining environment in line with service operations; emergency procedures; use of materials and equipment; dealing with spillage; risk assessment; checking and keeping records; use of personal protective equipment (PPE); gas cylinder chained and strapped to the wall; reporting damage
		2.2	State the importance of turning off the gas supply before disconnecting the keg	<ul style="list-style-type: none"> □ <i>Importance of turning off the gas supply before disconnecting the keg:</i> safety considerations of dealing with mixed gas; detecting and dealing with leaking kegs and cylinders; checking date stamps; efficient ordering to prevent spoilage of product; stock rotation; following manufacturer's instructions
		2.3	Describe how to tell if stock is out of condition	<ul style="list-style-type: none"> □ <i>Recognising out of condition stock:</i> beer sour; beer haze; beer flat; beer fobs excessively; floaters in beer
		2.4	State the importance of checking date stamp on stock	<ul style="list-style-type: none"> □ <i>Importance of checking date stamp on stock:</i> efficient stock rotation; compliance with Food Safety Act (1990); spoilage; wastage; cost to business; impact on customers of poor quality products; reputation
		2.5	Describe the types of situations that might happen when preparing kegs and gas cylinders	<ul style="list-style-type: none"> □ <i>Situations that might happen when preparing kegs and gas cylinders:</i> accidents; damaged or broken kegs/gas cylinders; faulty or broken connections; insufficient storage areas; breach of security; pest infestation; flooding; gas leak; out of date products

Information for tutors

Delivery

This unit introduces learners to the principles of the maintenance of cellars and the preparation of kegs and gas cylinders for use.

Adding a practical element to the delivery of the unit will be beneficial to learners. A trip to a working cellar is essential and learning could be enhanced if learners were able to prepare kegs and gas cylinders for use.

The importance of safe and hygienic work procedures must be stressed throughout. Tutors should introduce learners to the importance of following specific security procedures for going in and out of the cellar. Tutors should explain that products stored in the cellar are food products and as such are required to be stored in hygienic conditions which must follow statutory food regulations. A visit and talk by an Environmental Health Office (EHO) is a useful way of conveying the importance of this. Learners could be asked to identify the ideal storage conditions for a given list of products.

Tutors should emphasise that a great deal of costly stock is stored in cellars making it essential that they are secure at all times. Tutors should explain the importance of completing stock records accurately and efficiently to avoid mistakes and of securing the cellar from unauthorised access. Showing learners policies and procedures from industry will reinforce the theoretical aspects of this unit. Learners could be asked to write a list of instructions for employees to follow to maintain the security of stock in the cellar.

Tutors should emphasise that gas is a dangerous product that must be handled carefully and correctly. Tutors should describe the risks involved in preparing kegs and gas cylinders and the procedure for delivery, storage and changing of kegs. Arranging a risk assessment for the preparation of gas cylinders and kegs would be a useful activity. Knowledge of manual handling is vital and wherever possible learners should be given the opportunity to practise their skills in this area. Enabling learners to watch a practical demonstration or to change a keg themselves would be an ideal way to underpin learning.

Learners must be taught the relationship between maintaining the cellar, product quality and customer satisfaction. They should be able to recognise if stock is out of condition and the risks to product quality of a dirty and untidy cellar. The use of case studies to highlight the consequence of poor practice would be beneficial.

Finally, it is important to identify the types of unexpected situations that might happen when maintaining cellars and when preparing kegs and gas cylinders. Learners could reflect on their own experiences, if applicable.

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.
Safe and hygienic practice in cellar maintenance – the importance, the risks, the law, equipment, procedures and checklists.
The importance of security – value of the product, the risks, practices and procedures.
Keeping a clean and tidy cellar – minimum standards, legal obligations, temperature controls, efficient work practices.
Safe and hygienic practice when dealing with gas cylinders and kegs – the risks, guidelines and procedures, dealing with mixed gasses, impact on product quality.
Practical activity – changing a keg, manual handling, storage of empty kegs.
Dealing with unexpected situations – identification of the situations.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service (S/NVQ Level 1-2)* (Cengage Learning, 2009) ISBN 9781408007426

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Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper – The Resource for Hospitality Businesses
www.beerandpub.com	British Beer and Pub Association
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive – health and safety for waiting staff
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican – food and drinks news

Unit 20: Principles of Maintaining Customer Service Through Effective Handover

Unit reference number: K/502/8314

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to gain knowledge of the responsibilities in a customer service team and how this is organised, how to follow up customer service actions and how to maintain customer service through effective handover by checking completion of actions with colleagues.

Customer service, when delivered in a team, often involves situations when actions need to be handed over or escalated to colleagues.

Learners will be taught about the responsibilities of individuals in a customer service team. They will learn about the customer service delivery process stages, the importance of agreeing how information is exchanged with colleagues and ways of retaining information when passing responsibility to colleagues for completing customer service actions.

Learners will gain knowledge of how to follow up customer service actions. They will learn about the importance of checking that a customer service action has been completed, asking colleagues about the outcome of completing the customer service action as agreed and how to review the way customer service actions are shared with colleagues.

Learners will be introduced to customer service procedures for the delivery of services or products. Tutors will introduce learners to the importance of passing responsibility to appropriate colleagues for completing particular customer service actions and checking with a colleague whether the expected customer service actions have been completed. Learners will be taught how to review the way customer service actions are shared in customer service processes.

Essential resources

Although this is a knowledge-based unit, learners should have access to customer service provision environments. Learners should be able to observe responsibilities in a customer service team in a hospitality business by following up customer service actions and maintaining customer service through effective handover.

Centre libraries should have a selection of contemporary customer service-related books available for learners to use. The books should cover a wide range of customer service situations.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about responsibilities in a customer service team	1.1	Identify services or products that rely on effective teamwork	<ul style="list-style-type: none"> □ <i>Hospitality services</i>: level and type of service offered; business services; vending; conferences (meetings, company promotions, seminars); functions (weddings, other services) □ <i>Hospitality products</i>: food; drink; accommodation (public areas, bedrooms)
		1.2	Identify customer service delivery process stages that rely on exchange of information between self and colleagues	<ul style="list-style-type: none"> □ <i>Customer service delivery process stages</i>: matching (getting the customer to meet with the right member of staff/colleague); treatment (executing the prescription following diagnostic, possibly involving other members of staff/colleagues)
		1.3	Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions	<ul style="list-style-type: none"> □ <i>Importance of agreeing how information should be exchanged with colleagues</i>: having a common communication direction when referring to customer service situations; communicating the appropriate quantity of specific/detailed information about customer service situations; communicating to exchange information just to the necessary extent to enable completion of customer service actions
		1.4	Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action	<ul style="list-style-type: none"> □ <i>Ways of keeping information when passing responsibility to colleagues</i>: keeping the information as short as possible while retaining the full sense of the message; recording information in a handover book; emailing the message

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to follow up customer service actions	2.1	State the importance of checking that a customer service action has been completed	<ul style="list-style-type: none"> □ <i>Importance of checking that a customer service action has been completed:</i> customer satisfaction; reviewing any required follow up; business image and reputation
		2.2	State the importance of knowing all details of customer service actions that colleagues were due to complete	<ul style="list-style-type: none"> □ <i>Importance of knowing all details of customer service actions:</i> avoiding duplication of actions; enabling identification of what action was needed and who was responsible for completing the action; being able to respond if any further enquires are received
		2.3	State the importance of asking colleagues about the outcome of completing the customer service action as agreed	<ul style="list-style-type: none"> □ <i>Importance of asking colleagues about outcome of completing customer service action:</i> ensuring appropriate outcome has been reached; reviewing any further action that might be needed; supporting colleagues if outcome was not as expected
		2.4	Describe how to review the way customer service actions are shared with colleagues	<ul style="list-style-type: none"> □ <i>Reviewing the way customer service actions are shared with colleagues:</i> ensuring that responsibility is shared/dealt with by the appropriate members of staff; identifying any training needs; ensuring action is taken in a suitable timeframe/manner

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to maintain customer service through effective handover	3.1	Describe appropriate customer service procedures for the delivery of services or products	<ul style="list-style-type: none"> □ <i>Customer service procedures for the delivery of services or products:</i> establishing mutually satisfying goals between the business and customers; establishing and maintaining customer rapport; producing positive feelings in the business and the customers; potential improvements over time
		3.2	State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions	<ul style="list-style-type: none"> □ <i>Importance of passing responsibility to appropriate colleagues for completing customer service actions:</i> ensuring action is dealt with by a member of staff who can resolve the issue or provide information needed; ensuring situation is dealt with effectively; ensuring action is carried out in a timely manner
		3.3	State the importance of carefully checking with a colleague whether the expected customer service actions have been completed	<ul style="list-style-type: none"> □ <i>Importance of checking with a colleague if expected customer service actions have been completed:</i> ensuring actions have been successfully completed to customer satisfaction; discussing any required follow-up actions
		3.4	Know how to review the way customer service actions are shared in customer service processes	<ul style="list-style-type: none"> □ <i>Reviewing the way customer service actions are shared in customer service processes:</i> giving feedback on systems used; suggesting any improvements

Information for tutors

Delivery

This unit introduces learners to the principles of maintaining customer service through effective handover.

Teamwork is essential to the smooth running of many aspects of hospitality. Learners need to be aware of the importance of effective communication and following the correct handover procedures.

Delivery could be supported by visits to different types of businesses within the hospitality industry, by using guest speakers from the industry and by learners sharing their knowledge and experiences. Guest speakers could give a talk about different handover procedures. It is important that learners appreciate why information given and recorded needs to be accurate and up to date.

Learners could look at case studies to see the impact of giving inaccurate information and of not fully recording information needed by a colleague to complete a customer service action. It will be useful for learners to carry out a task that involves recording the action taken so they can see the importance of recording information for others. This could be done in email format. The emails sent could also be used as an example of checking action has been completed and for discussion of why it is important to ensure action has been taken and know all the details of customer service actions.

Tutors could ask learners to produce a flow diagram following a request or customer service situation to help them understand the stages of dealing with a customer service situation. Learners should take account of shift patterns and working hours when considering the need for handover procedures, record keeping and follow up. Learners will more easily understand the need for each stage of the impact of hospitality working patterns over a 24-hour period.

Tutors should make learners aware of the different approaches required for different situations. An example would be waiting staff working with kitchen staff to make sure that orders placed in a restaurant are processed and served. Another would be the service provided to a guest finding that the towel rail in his room has come away from the wall and needs to be fixed. Learners need to understand that coordination between reception, housekeeping and maintenance needs to happen to fix the rail and ensure that any rubbish is cleared up. Reception then needs to ensure that the guest is happy. This could happen over the change of a shift, to ensure that communication is key to the guest's experience.

Learners should consider the responsibilities of different job roles and suitable roles to deal with different types of situations when reviewing the way customer service actions are shared. They could produce a table identifying examples of situations that could be dealt with by different roles.

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 about the principles of maintaining customer service through effective handover.
Tutors to introduce learners to responsibilities in a customer service team. Learners can be asked about ways of retaining information when passing responsibility to colleagues for completing a customer service action.
Group discussion about services or products that rely on effective teamwork; customer service delivery process stages that rely on exchange of information between self and colleagues; and the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions.
Tutors to introduce learners to how to follow up customer service actions.
Group discussion about the importance of checking that a customer service action has been completed; the importance of knowing all details of customer service actions that colleagues were due to complete; the importance of asking colleagues about the outcome of completing the customer service action as agreed, and how to review the way customer service actions are shared with colleagues.
Tutors to introduce learners to how to maintain customer service through effective handover.
Visits to hospitality businesses – learners identify appropriate customer service procedures for the delivery of services or products; the importance of passing responsibility to appropriate colleagues for completing particular customer service actions; the importance of carefully checking with a colleague whether the expected customer service actions have been completed, and how to review the way customer service actions are shared in customer service processes.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

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

Websites

www.customerfirst.org

Customer First – The National Standard for Customer Service

www.people1st.co.uk

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

Unit 21: Principles of Preparing and Clearing Areas for Table Service

Unit reference number: R/502/8260

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear areas and equipment for table service including checking stock levels, prepare customer dining areas for table service including laying tables and clearing dining and service areas such as stacking cutlery for cleaning.

Food and drink service is an important area of the hospitality and catering industry, in that it is the 'shop window' for the food produced in the kitchen. This is the area, for example a restaurant or bar, that customers will see, so it is essential that the area is properly prepared before opening.

Learners need to know how to prepare the area for food and drink service and will also learn how to leave the area clean and hygienic after service.

All staff working in the food industries must have an understanding of hygiene and safety for their working environments. In this unit learners will have the opportunity to develop their understanding of why personal presentation and hygiene are so important for food and drink handlers and also why they must work safely and dispose of waste correctly.

Many restaurants are noted for their ambience and learners will develop their knowledge of how to provide appropriate ambience and atmosphere in the food service area, as well as ensuring that the correct equipment and condiments are available for their customers.

After customers have left, the area has to be cleared. Learners will look at how to clear the area safely and how to ensure that security procedures are followed, as well as being able to deal with unexpected situations.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. Learners should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare service areas and equipment for table service	1.1	Describe safe and hygienic working practices when preparing areas and equipment for table service	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when preparing for table service:</i> personal hygiene (washing hands, correct clean uniform, headwear); personal protective equipment (PPE) (gloves, safety glasses, shoes, face masks); use of equipment; transporting of equipment (trays, trolleys, dumb waiter); manual handling (safe movement of people, lifting, carrying, pushing and pulling, using correct techniques); identifying hazards (observation, risk assessment); sources of bacteria (people, equipment); cross-contamination (chemical, physical)
		1.2	Describe procedures for storage and stock rotation of food service items	<ul style="list-style-type: none"> □ <i>Procedures for storage and stock rotation:</i> prevention of cross-contamination; keeping food for future use; chilling/freezing; wrapping; storage times; defrosting; use-by dates; deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation (first in, first out)
		1.3	Describe procedures for maintaining service equipment	<ul style="list-style-type: none"> □ <i>Procedures for maintaining service equipment:</i> equipment (service cutlery, silverware, glassware, service dishes, flats, hot plates, plate warmers, refrigerated units, ice machines, hot and cold beverage containers, trays, trolleys, sideboards, side tables, service tables, kettles, urn, specialist coffee equipment, espresso machine, cafetières); safe practices (no running, careful handling of equipment); following manufacturers' instructions; checking all equipment is in working order and clean; stocking up service equipment (linen, crockery, cutlery, glassware and menus); checking crockery and glassware is not cracked or chipped

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe the types of unexpected situations that might occur when preparing service areas and equipment	<ul style="list-style-type: none"> □ <i>Unexpected situations when preparing service areas and equipment:</i> shortage of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority; unfinished work from colleagues

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prepare customer and dining areas for table service	2.1	Describe safe and hygienic working practices when preparing customer dining areas for table service	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when preparing dining areas:</i> customer dining areas (restaurants, bars, garden areas, patios, marquees); keeping all areas tidy; cleaning up any spillages; turning on and checking electrical equipment; ensuring cutlery, glassware and crockery is clean; good personal hygiene (wash hands, cover cuts, clean uniform, hair tied back); using correct practices when moving furniture
		2.2	State the importance of checking table items and menus before service	<ul style="list-style-type: none"> □ <i>Checking table items and menus before service:</i> equipment (tables, chairs, linen, lay-up, stock, table decorations, glassware, cutlery, crockery, menus, condiments, accompaniments); importance of checking table items and menus before service (customer satisfaction, departmental procedures, reduce customer complaints, improve work efficiency)
		2.3	State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service	<ul style="list-style-type: none"> □ <i>Checking heating/air conditioning/ventilation and lighting:</i> ensuring all environmental equipment works; reporting any faults as necessary; creating a comfortable dining area; importance of checking before use (comfort of customers, reduce customer complaints)
		2.4	Describe the types of unexpected situations that might occur when preparing customer dining areas	<ul style="list-style-type: none"> □ <i>Checking heating/air conditioning/ventilation and lighting:</i> ensuring all environmental equipment works; reporting any faults as necessary; creating a comfortable dining area; importance of checking before use (comfort of customers, reduce customer complaints)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to clear dining and service areas after table service	3.1	Describe safe and hygienic working practices when clearing dining and service areas	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when clearing dining and service areas:</i> manual handling (movement of people, movement of equipment, lifting of equipment); correct disposal of waste (food and drink debris, paper waste, cardboard and boxes, soiled linen, recycling); hygienic procedures (washing hands at appropriate times, correct personal protective equipment (PPE))
		3.2	Describe the procedures for handling and disposing of waste correctly	<ul style="list-style-type: none"> □ <i>Procedures for handling and disposing of waste:</i> minimising accidents; maintaining personal hygiene to prevent cross-contamination; using correct bins to avoid pest infestation and smells; wrapping broken glass in paper
		3.3	Identify the security procedures that should be followed	<ul style="list-style-type: none"> □ <i>Security procedures to be followed:</i> locking food and equipment storage areas; locking premises; storing any keys in the correct place; banking any cash according to company policy
		3.4	Describe the types of unexpected situations that might occur when clearing dining and service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations when clearing dining and service areas:</i> spillages; breakages; damage; lost property; security problems; remaining calm (tone of voice, body language); limit of authority (provide alternative solution, request assistance, contact appropriate person); explain situation (inform and update)

Information for tutors

Delivery

This unit introduces learners to the principles of preparing and clearing areas for table service. It underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of staff and service areas. It is important to encourage learners to draw on their own experience of the hospitality and catering industry, especially any experience they have in food and drink service, for example from their working experience. Starting the learning with discussions of what learners expect from a food service business will help to develop knowledge of what is expected in a successful business.

Much of the unit could be delivered using practical situations with learners taking part in role play, for example laying tables with various lay-ups. This would give learners the opportunities to develop their knowledge and understanding of the preparation of the service area, and they would also have the opportunity to maintain the various items of equipment needed.

Tutors should introduce learners to the storage and rotation of stock, security issues and the disposal of waste. Where possible, electronic media could be used for this purpose and to encourage a learner-centred approach.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the 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 – hygiene, safety and appearance requirements of a food and drink service business. Complete a personal hygiene checklist.
Preparing service-area role play. Setting up and maintaining equipment ready for use. Returning equipment to be stored correctly after use and closing area down.
Tutor input of stock storage and rotation.
Preparing the dining area for service. Role play of various table lay-ups and checking that all equipment and menus are available for service.
Tutor input of correct disposal of waste.
Role plays of unexpected situations. Teams of learners to plan unexpected situations for the other teams.
Tutor input of security matters followed by role play to include unexpected situations.
Team discussion of the need to create atmosphere and ambience in the restaurant and using the environmental equipment appropriately for this.

Topic and suggested activities
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service S/NVQ Levels 1 and 2* (Cengage Learning, 2009) ISBN 9781408007426

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

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.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper – the resource for hospitality businesses
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search – the complete information source for hospitality
www.catersource.com	Catersource – education, products and news for caterers
www.cookeryclub.co.uk	Cookery Club – cookery information of the web

www.food.gov.uk

Food Standards Agency – safer food, better business

www.hse.gov.uk/pubns/cais20.pdf

Health and Safety Executive – health and safety for waiting staff

www.nhs.uk/Livewell/Goodfood

NHS Choices – good food and healthy diet

www.people1st.co.uk

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

Unit 22: Principles of Preparing and Clearing Bar Areas

Unit reference number: Y/502/8261

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear customer and service areas by preparing stock and equipment before service and clearing down and how to clean and store glassware and deal with broken glass in a safe and hygienic manner.

Bar staff deal directly with customers, serving drinks, snacks and sometimes meals during business' opening hours. However, bar staff must also work behind the scenes to make sure customer and service areas are clean and well stocked.

There are many duties to be carried out before, during and after service, they will vary according to the products and services offered. Yet the purpose of carrying out these duties remains the same: to provide an efficient and effective service to customers. To do this it is essential that bar areas are well prepared before service begins and cleared efficiently after service.

Learners will be taught the correct practices and procedures to use when preparing, maintaining and clearing the bar area. They will identify how to clean and store glassware. Learners will benefit from visiting a variety of hospitality businesses to observe and experience the different procedures used and the standards expected.

Learners will develop their knowledge of safe and hygienic working practices, the need for security and the importance of following policies and procedures. They will learn about the processes and methods used in day-to-day operations and identify how to maintain bar areas to meet the needs of customers and the business.

Learners will look at ways to deal with unexpected situations when preparing and clearing the bar areas. They will explore how standards can be maintained and customer complaints avoided.

Essential resources

Although this is a knowledge-based unit, learners should have access to suitable practical bar areas and relevant experienced staff. Learners will need access to current resource materials and also, where necessary, access to instructional materials such as DVD training videos or online materials.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to prepare customer and service areas	1.1	Describe safe and hygienic working practices when preparing customer and service areas	<ul style="list-style-type: none"> □ <i>Customer and service areas:</i> restaurants; bars; garden areas; patios; marquees □ <i>Safe and hygienic working practices when preparing customer and service areas:</i> personal hygiene (washing hands, correct clean uniform, headwear); personal protective equipment (PPE) (gloves, safety glasses, shoes, face masks); use of equipment; transporting of equipment (trays, trolleys, dumb waiter); manual handling (safe movement of people, lifting, carrying, pushing and pulling, using correct techniques); identifying hazards (observation, risk assessment); sources of bacteria (people, equipment); cross-contamination (chemical, physical)
		1.2	State the importance of securing service areas from unauthorised access at all times	<ul style="list-style-type: none"> □ <i>Importance of securing service areas from unauthorised access:</i> preventing theft; keeping control of stock movement; adhering to health-and-safety legislation; reducing costs
		1.3	Describe the procedures for maintaining service and electrical equipment	<ul style="list-style-type: none"> □ <i>Procedures for maintaining service and electrical equipment:</i> equipment (service cutlery, silverware, glassware, service dishes, flats, refrigerated units, ice machines, hot and cold beverage containers, trolleys, sideboards, side tables, service tables, mixers, food processors, kettles, urn, specialist coffee equipment, espresso machine, cafetières, bottle openers, corkscrews, optics, measures, pourers, trays, drip trays, drip mats, ice buckets and tongs, knives, colour coded chopping boards, coasters, drinks mats, glass washers); looking for visible signs of damage or faults, getting them fixed; following manufacturers' instructions

Learning outcomes		Assessment criteria		Unit amplification
		1.4	State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of drinks and accompaniments	<ul style="list-style-type: none"> □ <i>Importance of storage, stocking, restocking and rotating of drinks and accompaniments:</i> applying stock rotation; using within 'use-by date'; preventing cross-contamination; preventing pest infestation; maintaining adequate stock levels; reducing costs due to wastage; maintaining quality of product; meeting customer requirements; ensuring customer satisfaction; enabling quick and efficient work
		1.5	Describe the types of unexpected situations that may occur when preparing the customer and service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations that may occur when preparing customer and service areas:</i> shortages/breakdown of equipment; shortages/out-of-date stock; spillages; breakages; unexpected customers; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; limit of authority; customer special requirements

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to clear customer and service areas	2.1	Describe safe and hygienic working practices when clearing customer and service areas	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when clearing customer and service areas:</i> manual handling (movement of people, movement of equipment, lifting of equipment); correct disposal of waste (food and drink debris, paper waste, cardboard and boxes, soiled linen, recycling); hygienic procedures (washing hands at appropriate times, correct personal protective equipment (PPE)); arranging areas and equipment for cleaning; storing food items; disposal of rubbish and waste; dispatching linen; leaving areas clean and tidy; turning off equipment; importance of safe and hygienic working practices (reducing accidents, reducing risk of pests and vermin, reducing costs, improving efficiency)
		2.2	State the importance of turning off selected electrical equipment after service	<ul style="list-style-type: none"> □ <i>Importance of turning off selected electrical equipment after service:</i> avoiding danger to self/others; saving energy; reducing costs; environmental responsibilities
		2.3	State the importance of securing service areas from unauthorised access after service	<ul style="list-style-type: none"> □ <i>Importance of securing service areas from unauthorised access after service:</i> preventing theft; keeping control of stock movement; adhering to health-and-safety legislation; reducing costs
		2.4	State the importance of following correct storage procedures for food and drink stocks	<ul style="list-style-type: none"> □ <i>Importance of following correct storage procedures for food and drink stocks:</i> preventing quality deterioration; appropriate temperature for safe food storage; retaining fresh appearance, pleasant aroma and texture of food; preserving food quality (including retention of natural nutrition, flavour and texture); preventing spoilage/reducing wastage; ensuring food safety; preventing food-borne illnesses; categorising food items into raw, cooked or convenience foods; using appropriate containers (tin, plastic, wraps)
		2.5	Describe the types of unexpected situations that may occur when clearing the customer and service areas	<ul style="list-style-type: none"> □ <i>Unexpected situations that may occur when clearing customer and service areas:</i> shortages of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to clean and store glassware	3.1	Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials	<ul style="list-style-type: none"> □ <i>Safe and hygienic practices for handling glassware, cleaning equipment and materials:</i> washing glassware at required temperatures to kill bacteria; awareness of proximity of electricity and water; following manufacturers' instructions; using clean and undamaged equipment (cloths, glass-washers, trays); dealing with spillages as they happen; safe disposal of broken glass; storing cleaning materials correctly and safely; use of personal protective clothing (PPE)
		3.2	State the importance of handling glassware with care	<ul style="list-style-type: none"> □ <i>Importance of handling glassware with care:</i> avoiding accidents; reducing damage; reducing spread of bacteria; maintaining standards; reducing costs; recording procedure for breakages
		3.3	Identify the correct procedure for disposing of broken glass	<ul style="list-style-type: none"> □ <i>Procedure for disposing of broken glass:</i> for small quantity wrapping in paper marked 'broken glass'; for large quantity using a special container; following recording procedure
		3.4	Describe how to maintain glass washing equipment	<ul style="list-style-type: none"> □ <i>Maintaining glass-washing equipment:</i> checking the equipment is not broken; emptying equipment if appropriate; following manufacturers' instructions; dismantling and reassembling if appropriate; reporting loose parts to supervisor if appropriate; wiping over, washing and rinsing; sanitising and drying; routine maintenance; correct storage after each use
		3.5	Describe the types of unexpected situations that may occur when handling and cleaning glassware	<ul style="list-style-type: none"> □ <i>Unexpected situations that may occur when handling and cleaning glassware:</i> accidents or injuries (reporting to supervisor, recording all injuries); work-area obstructions (not leaving rubbish or bottles where people are working, wiping spillages as they occur, watching for ice on the floor); equipment failure (reporting breakdowns or failures to supervisor or maintenance person, reporting strange noises coming from machines); shortages or lack of equipment (informing supervisor, checking for stock levels at the start of shift); customer complaints

Information for tutors

Delivery

This unit introduces learners to the principles of preparing and clearing bar areas. It underlines the importance of safe and hygienic working practices when preparing customer and service areas. It is important to encourage learners to draw on their own experience of the hospitality industry, especially any experience they have in food and drink service. Starting the learning with discussions of what learners would expect from a bar area will help to develop knowledge of what is expected in a successful business.

The importance of securing service areas from unauthorised access at all times must be stressed throughout. Learners should be introduced to the procedures for maintaining service and electrical equipment. They can review possible unexpected situations that may occur when preparing the customer and service areas.

Learners should be shown the correct procedures for preparing the bar for service. Enabling them to investigate the standards of performance, checklists and work procedures of a range of different food and drink providers will underpin the theory learned in class. Learners should be encouraged to draw on their own experiences of service problems due to poor preparation procedures and the consequences of the problems. Learners could draw up checklists for a bar area that they are familiar with, helping them to appreciate the full extent of pre-service checks and environmental controls.

The unit also should give learners the knowledge required to ensure that the bar area is kept secure. Learners should understand that many of the supplies and equipment they work with are expensive and valuable commodities. Learners should investigate storage procedures and how stock is maintained, and show that they recognise what makes a storage system effective. Tutors can deliver this information, and learners could produce a set of guidelines for staff working in a bar.

Learners will need to know the importance of handling glassware safely and hygienically. They should know how to clean a range of glassware using different cleaning methods. Practical demonstrations of different glass-cleaning procedures, together with an investigation and discussion about potential risks and problems, will develop their understanding of best practice. Examples of poor practice and the consequences will raise interest and awareness of safe and effective glass-handling.

Learners will need to know the correct clear-down procedures for a bar. They could compare their own experiences and consider the effects that poor working practices could have on the overall success of the operation.

Learners could look at possible unexpected situations they may face when preparing for and clearing up after service and how they should respond. Role playing different situations could develop learners' skills in this area.

Throughout the delivery of the unit learners should be encouraged to draw on their own experiences. Research into customer feedback in this area could help learners to understand the relationship between preparing the bar area for service, product quality and customer satisfaction.

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 — safe and hygienic practice: the importance, the risks, the law, equipment, maintaining standards, procedures and checklists.
Group discussion — maintenance of service and electrical equipment: importance, practices and procedures.
Tutor input — importance of security and storage systems: value of the product, the risks, practices and procedures.
Practical activity — cleaning and storing glassware: health and safety considerations, maintaining standards, practices and procedures.
Practical activity — setting up and clearing a bar area.
Dealing with unexpected situations.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Bruning T — *Pubs, Bars and Clubs Handbook, 6th Edition* (Kogan Page, 2003)
ISBN 9780749440534

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

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

Leaflet

Health and Safety Executive — *Maintaining portable electrical equipment in hotels
and tourist accommodation* — (HSE INDG237, 2006)

Journal

Caterer and Hotelkeeper — Reed Business Information

Websites

www.barkeeper.co.uk/page.asp?menu=190&page=836	Bar Keeper — the resource for hospitality businesses
www.beerandpub.com	British Beer and Pub Association
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search — complete information source for hospitality
www.catersource.com	Catersource — education, products and news for caterers
www.cookeryclub.co.uk	Cookery Club — cookery information on the web
www.food.gov.uk	Food Standards Agency — safer food, better business
www.hse.gov.uk/pubns/cais20.pdf	Health and Safety Executive — health and safety for waiting staff
www.nhs.uk/Livewell/Goodfood	NHS Choices — good food and healthy diet
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.thepublican.com	The Publican — food and drinks news

Unit 23: Principles of Promoting Additional Services or Products to Customers

Unit reference number: Y/502/8311

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.

Promoting is the communication link between businesses and their customers for the purpose of influencing, informing or persuading a potential customer's buying decision.

Learners will be introduced to the principles of promoting additional services or products to customers. They will learn about the importance of accurate services and products knowledge when dealing with customers and of checking with colleagues when unsure about new service or product details. Learners will be taught about the importance of identifying appropriate services or products that may interest customers and of informing customers of additional services or products that will improve the customer experience.

Learners will consider the appropriate procedures and systems for encouraging customers to use additional services or products. They will learn how the use of additional services or products will benefit businesses and customers and the factors that influence customers to use additional services or products.

Learners will gain knowledge of how to introduce additional services or products to customers, outlining their benefits, overcoming any reservations and agreeing to provide the additional services or products.

Essential resources

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

Centre libraries should have a selection of contemporary customer service-related books available for learners to use. The books should cover a wide range of customer service situations.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the importance of promoting additional services or products that are available	1.1	State the importance of accurate services or products knowledge when dealing with customers	<ul style="list-style-type: none"> □ <i>Importance of accurate services or products knowledge:</i> quality assurance; efficient administration; meeting legal requirements; safe practice; business reputation; customer experience/satisfaction; improved decision making; security
		1.2	State the importance of checking with colleagues when unsure about new service or product details	<ul style="list-style-type: none"> □ Importance of checking with colleagues about new service or product details: providing accurate/current information; limit of authority; security
		1.3	State the importance of identifying appropriate services or products that may interest customers	<ul style="list-style-type: none"> □ <i>Importance of identifying appropriate services or products that may interest customers:</i> keeping customer's interest; providing relevant information about services or products; time saving; upselling; recording customer's preferences; increasing business profits
		1.4	State the importance of informing customers of additional services or products that will improve the customer experience	<ul style="list-style-type: none"> □ <i>Importance of informing customers of additional services or products:</i> increasing customer satisfaction; exceeding customer expectation; increasing business profits

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to promote additional services or products to customers to benefit organisations and its customers	2.1	Describe appropriate procedures and systems for encouraging customers to use additional services or products	<ul style="list-style-type: none"> □ <i>Procedures and systems for encouraging customers to use additional services or products:</i> advertising additional services or products; personal testimonials; sales promotions; merchandising; personal selling; listening; identifying opportunities; using appropriate communication methods
		2.2	Describe how the use of additional services or products will benefit organisations and its customers	<ul style="list-style-type: none"> □ <i>How the use of additional services or products will benefit organisations and its customers:</i> keeping customer's interest; providing relevant information about services or products; time saving; upselling; recording customer's preferences; increasing business profits; increasing repeat business; competitiveness
		2.3	Identify factors that influence customers to use additional services or products	<ul style="list-style-type: none"> □ <i>Factors that influence customers to use additional services or products:</i> buying power; price; ease of use; buying mood; emotional purchase; attractiveness of product; sense stimulation; persuasion from seller; building rapport with customers; access to business; word of mouth; competitive edge
		2.4	Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products	<ul style="list-style-type: none"> □ <i>Introducing additional services or products to customers:</i> benefits (enjoyment, relaxing, value for money, ease of use); overcoming any reservations (describing in detail, testimonials, exceeding expectations, value for money); agreeing to provide the additional services or products (negotiation to ensure the right products and services are offered at the right price, gaining customer commitment, discounts offered, closing sale)

Information for tutors

Delivery

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

Learners need to recognise the difference between offering an additional service or offering an additional product. Often a service enhances the customer's experience without incurring an additional cost, while an additional product normally has a cost implication. However, in some instances a service and a product can be offered that encourages customers to spend more money. For example offering to book a table in a restaurant for a customer while the customer is checking into a hotel is a service but can result in the customer spending money in the restaurant. Whereas offering to book a taxi for a customer is a service that is offered free of charge, but it will enhance the customer's experience and could lead to the customer returning to the hospitality provider and telling others of their positive experience thus creating free word of mouth advertising.

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the 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 about the principles of promoting additional services or products to customers.
Tutors to introduce learners to the importance of accurate services or products knowledge when dealing with customers.
Group discussion about the importance of checking with colleagues when unsure about new service or product details, of identifying appropriate services or products that may interest customers, and of informing customers of additional services or products that will improve the customer experience.
Whole-class exercise – tutor presentation on appropriate procedures and systems for encouraging customers to use additional services or products, followed by directed research. Case studies and guest speakers can also be used.
Group discussion about how the use of additional services or products will benefit organisations and its customers, and factors that influence customers to use additional services or products.
Tutors explain how to introduce additional services or products to customers, outlining their benefits, overcoming any reservations and agreeing to provide the additional services or products.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

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

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

Websites

www.bized.co.uk/educators/16-19/tourism/industry/activity/products1.htm	Biz/ed – Products and Services for Consumers and Industry
www.customerfirst.org	Customer First – The National Standard for Customer Service
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 24: Principles of Receiving, Storing and Issuing Drinks Stock

Unit reference number: M/502/8315

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare for and check drinks deliveries, the documentation that should be received and the importance of stock rotation.

Drinks are an important area of the hospitality industry. The amount sold can contribute to over 50 per cent of sales, so accuracy and security are essential in the cellar or beverages store.

Learners need to know how to prepare the area for receiving stock, including the cleanliness of the area and the documentation that is required. Learners' enthusiasm for the alcoholic beverages sector of the industry should be encouraged throughout this unit.

All staff working in the food industries must have an understanding of hygiene and safety for their working environments and this is particularly true of cellar work, where not only is hygienic presentation important, staff must also wear suitable protective clothing. In this unit learners will have the opportunity to develop their knowledge of why hygiene and safety are so important for drinks handlers.

Security is especially important in the cellar to protect against theft and abuse of expensive commodities. This will involve securing the cellar area and also checking that goods received are correct so that there can be no loss because of short or inappropriate deliveries. This unit also covers the rotation of stock and the issue of drinks given to other staff members in the hospitality business to further ensure that drinks are not wasted or stolen.

Finally, learners will look in detail at the documentation needed and how to deal with unexpected situations that might arise.

Essential resources

For this unit learners should have access to a suitable hospitality teaching environment and the internet for research. Centre libraries should have books and journals and case studies available for learners to use.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to receive drinks deliveries	1.1	Describe safe and hygienic working practices when receiving drinks deliveries	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when receiving drinks deliveries:</i> keeping all areas tidy; cleaning up any breakages/spillages; using appropriate lifting techniques; using appropriate personal protective equipment (PPE) (gloves, aprons, goggles, safety shoes, safety helmets); hygienic practices (washing hands, clean clothing)
		1.2	State the importance of securing receiving areas from unauthorised access	<ul style="list-style-type: none"> □ <i>Importance of securing receiving areas from unauthorised access:</i> preventing theft; controlling the movement of stock; health and safety risks to unauthorised individuals; control of keys; effective management of stock
		1.3	State the importance of checking that deliveries match the order and delivery documentation	<ul style="list-style-type: none"> □ <i>Importance of checking that deliveries match the order and delivery documentation:</i> tallying with documentation; returning damaged goods; correct best before dates; reducing financial losses
		1.4	Identify what documentation must be retained for records	<ul style="list-style-type: none"> □ <i>Documentation to be retained for records:</i> stock taking sheets; order sheets; delivery notes; invoices; departmental requisitions; credit notes; automatic stock ordering
		1.5	Describe the types of unexpected situations that might occur when receiving drinks stock	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when receiving drinks stock:</i> shortages in deliveries; alternative items delivered; unordered items delivered; breakages; staff shortages; fire alarm going off

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to store and issue drinks stock	2.1	Describe safe and hygienic working practices when storing and issuing drinks	<ul style="list-style-type: none"> □ <i>Safe and hygienic working practices when storing and issuing drinks:</i> keeping all areas tidy; cleaning up any breakages/spillages; using appropriate lifting techniques; using appropriate personal protective equipment (PPE) (gloves, aprons, goggles, safety shoes, safety helmet); hygienic practices (washing hands, clean clothing)
		2.2	State the importance of securing storage areas from unauthorised access at all times	<ul style="list-style-type: none"> □ <i>Importance of securing storage areas from unauthorised access at all times:</i> preventing theft; controlling the movement of stock; health and safety risks to unauthorised individuals; control of keys; effective management of stock
		2.3	State the importance of following correct storage and rotation procedures and maintaining a minimum stock of drink items	<ul style="list-style-type: none"> □ <i>Importance of following correct storage and rotation procedures and maintaining a minimum stock of drink items:</i> efficient stock rotation; compliance with Food Safety Act 1990; spoilage; wastage; cost to business; impact on customers of poor quality products; customer satisfaction; reputation
		2.4	State the importance of receiving the correct documentation before stock is issued	<ul style="list-style-type: none"> □ <i>Importance of receiving the correct documentation before stock is issued:</i> maintaining profitability; ensuring stock is used appropriately; avoiding theft
		2.5	Describe the types of unexpected situations that might occur when storing and issuing drinks	<ul style="list-style-type: none"> □ <i>Unexpected situations that might occur when storing and issuing drinks:</i> breakages; expired stock; unusual requests; insufficient stock available; staff shortages; fire alarm going off

Information for tutors

Delivery

This unit introduces learners to the principles of receiving, storing and issuing drinks stock. It underlines the importance of the professional approach and the high standards of hygiene and safety required. It is important to encourage learners to draw on their own experience of the hospitality industry, especially any experience they have in alcoholic beverages, for example from their working experience.

Much of the unit could be delivered in practical situations with learners taking part in role plays, for example receiving and issuing drinks stock. This would give learners the opportunity to develop their knowledge of the cellar or beverages store area, and how to maintain the equipment used in the area. Learners can use role plays designed by tutors or peers, to deal with unexpected situations.

Documentation is an important part of stock control and this could be covered by tutor input. Some learners may also be able to supply examples from their own workplaces. Although many larger businesses use electronic systems, many smaller businesses, which are in the majority in the UK hospitality industry, still use paper-based stock controlling systems. Learners could role play completing documentation when stock is ordered, received and issued from the cellar. Role play could also be used for the rotation of stock to support learners' study.

Centres can deliver the hygiene and safety outcomes of the unit in an integrated way to take advantage of the hygiene and safety requirements that run through the whole unit and other units.

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.
Tutor input on documentation and procedures for stock checking.
Group discussion – hygiene, safety and appearance requirements of a cellar. Complete a personal hygiene and safety checklist.
Role play receiving goods in the cellar, rotating stock and issuing goods to other departments.
Role plays of unexpected situations. Teams of learners to plan unexpected situations for the other teams.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

If the unit is assessed through an externally set onscreen test, Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*. The assessment must be taken by the learner under examination conditions.

The onscreen test assesses all the learning outcomes in the unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

Adjey Z and Hunter G – *Food and Beverage Service (S/NVQ Level 1-2)* (Cengage Learning, 2009) ISBN 9781408007426

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

Elliott M – *How to Run a Successful Pub, 2nd Edition* (How to Books, 2010) ISBN 9781845284251

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.barkeeper.co.uk/menu.asp?menu=104 Bar Keeper – Bar and Beverage Management

www.beerandpub.com British Beer and Pub Association

www.bha.org.uk British Hospitality Association

www.caterersearch.com Caterer Search – the complete information source for hospitality

www.catersource.com Catersource – education, products and news for caterers

www.howto.co.uk/business/run-a-pub/cellar-management Cellar Management – How to Run a Successful Pub

www.hse.gov.uk/pubns/cais20.pdf Health and Safety Executive – health and safety for waiting staff

www.people1st.co.uk

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

www.thepublican.com

The Publican – food and drinks news

Unit 25: Principles of Resolving Customer Service Problems

Unit reference number: A/502/8317

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems.

Dealing with a customer service problem successfully creates a positive outcome for customers and businesses. It is essential that learners understand the principles of dealing with customer service problems and how important it is for a business to have procedures in place to deal with them.

Learners need to be aware of how important it is to make a record of problems as well as how they are actually dealt with. They need to recognise that some problems need consultation with others and that sometimes there is a limited number of available practical solutions. Learners also need to know that the action of those involved in dealing with the problem can help or hinder the outcome.

Essential resources

Although this is a knowledge-based unit, learners should have access to customer service provision environments. They should be able to see hospitality employees dealing with a variety of customer service situations, in particular resolving customer service problems.

Centre libraries should have a selection of contemporary customer service-related books available for learners to use. The books should cover a wide range of customer service situations.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about customer service problems	1.1	Describe how to respond to a customer service problem when it is raised	<ul style="list-style-type: none"> □ <i>Responding to customer service problems</i>: identifying with the customer (putting oneself in the customer's position and thinking about the right thing to do); listening to the customer and acknowledging the customer's point of view; asking the customer what resolution they would like to see; asking colleagues' or supervisors' opinions
		1.2	State the importance of recognising repeated problems and alerting the appropriate person	<ul style="list-style-type: none"> □ <i>Recognising repeated problems</i>: if customer problems are not recorded and analysed they will be repeated and there will not be the opportunity to take action to avoid them happening again; appropriate people (team member, supervisor) contribute to the process of recognising and avoiding repeated problems; minimising business costs
		1.3	State the importance of sharing customer feedback with others to identify potential problems before they happen	<ul style="list-style-type: none"> □ <i>Sharing customer feedback to anticipate potential problems</i>: meeting customers' needs and expectations; identifying customer service issues; recording customer service issues; discussing feedback with others and taking action on issues; monitoring the results
		1.4	Identify options for resolving a customer service problem	<ul style="list-style-type: none"> □ <i>Options for resolving customer service problems</i>: customer's expected outcome; instant resolution (refund, alternative product, apology); escalating problem to appropriate person
		1.5	State the importance of keeping the customer fully informed about what is happening to resolve the problem	<ul style="list-style-type: none"> □ <i>Importance of keeping customers informed</i>: increasing consumers' confidence; ensuring customers have access to a minimum amount of information; responding to queries in the shortest possible time; making best efforts to find a satisfactory solution; keeping business; gaining repeat business; satisfying customers; ensuring word of mouth referrals; maintaining reputation

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to resolve customer service problems	2.1	Describe organisational procedures and systems for dealing with customer service problems	<ul style="list-style-type: none"> □ <i>Organisational procedures and system for dealing with customer service problems</i>: complaints procedure (steps that should be followed); consistency; timeliness/responsiveness when dealing with customer service problems; providing information to customers; interacting with customers; using appropriate documentation relating to service; using corrective action in response to problems
		2.2	Describe how to resolve potentially difficult situations	<ul style="list-style-type: none"> □ <i>Resolving potentially difficult situations</i>: determining the reason for the situation; identifying the cause of the problem; telling the customer what can be done to solve the problem; determining what to say when acknowledging the problem; determining what needs to be done to rectify the situation
		2.3	Describe how to negotiate with others to resolve problems	<ul style="list-style-type: none"> □ <i>Negotiating with others to resolve problems</i>: identifying the options for resolving the problem; working with others to identify and confirm the options for resolving the problem; working out the advantages and disadvantages of each option for the customer and own organisation; picking the best option for the customer and own organisation; escalating the problem; discussing and agreeing the options for solving the problem with the customer; taking action to implement the option agreed with the customer; working with others and the customer to ensure that any promises related to solving the problem are kept; keeping the customer informed about what is happening to resolve the problem; checking with the customer to ensure the problem has been resolved to their satisfaction; giving clear reasons to the customer when the problem has not been resolved to their satisfaction

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Describe the limitations of what can be offered to a customer to resolve a problem	<ul style="list-style-type: none"> □ <i>Limitations of what can be offered to a customer to resolve a problem:</i> limit of authority (offering solution, asking for help, referring to appropriate person); lack of resources (staff, stock, time, cost to the business); what cannot be offered because of any limitations that may exist
		2.5	Describe types of action that may make a customer problem worse and that should be avoided	<ul style="list-style-type: none"> □ <i>Types of action that may make a customer problem worse:</i> behaviour (attitude, tone of voice, body language); angry responses; unsympathetic and apathetic attitude; unwillingness to resolve the problem

Information for tutors

Delivery

This unit introduces learners to the principles of resolving customer service problems. Learners may benefit from carrying out role play or observation in a hospitality business to highlight 'how to' and 'how not to' deal with a customer problem. This could give learners a clearer idea of how behaviour and following procedures can affect the outcome of difficult customer service situations.

Visiting speakers from front line professions could offer learners the opportunity to obtain some 'real life' examples of problems that have been encountered in the workplace and how they were resolved – successfully and unsuccessfully. Learners need to appreciate that some problems cannot be resolved to the complete satisfaction of the customer if customer expectations are too high.

The impact of employees' behaviour and company procedures play an important part in this unit, and learners could find it useful to look at company handbooks that include complaint-handling guidance. This information could also be used as part of the teaching and learning for this unit as different procedures could be compared. The similarities and differences could help learners appreciate the need for flexibility within set boundaries when dealing with customer problems, and that some solutions are simple, while other situations need a lot of tact, diplomacy and negotiation skills.

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 about the principles of resolving customer service problems.
Tutors to introduce learners to customer service problems. Learners can be asked how to respond to a customer service problem when it is raised.
Group discussion about the importance of recognising repeated problems and alerting the appropriate person, sharing customer feedback with others to identify potential problems before they happen, the options for resolving a customer service problem, and the importance of keeping the customer fully informed about what is happening to resolve the problem.
Tutors to introduce learners to how to resolve customer service problems.
Group discussion about: organisational procedures and systems for dealing with customer service problems; how to resolve potentially difficult situations; how to negotiate with others to resolve problems; the limitations of what can be offered to a customer to resolve a problem; and the types of action that may make a customer problem worse and that should be avoided.

Topic and suggested activities
Tutorial support and feedback.
Self-initiated learning time.

Assessment

This unit may be assessed EITHER through centre-devised assessment OR through a Pearson-devised onscreen test.

If the unit is assessed through centre-devised assessment, the centre will devise and mark the assessment for this unit and learners must meet all assessment criteria to pass the unit.

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Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Suggested resources

Books

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

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

Websites

www.ausomejobs.com/hospitality-jobs-how-to-deal-with-a-complaint-N16015.html Hospitality jobs – how to deal with a complaint

www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1074301501 Business Link – how to deal with customer complaints

www.clearlybusiness.co.uk/advice-and-support/marketing-e-business/sales-service/how-to-deal-with-customer-complaints-and-provide-good-customer-service/?q=advice-and-support/marketing-e-business/sales-service/how-to-deal-with-customer-complaints-and-provide-good-customer-service Clearlybusiness – how to deal with customer complaints and provide a good customer service

www.customerfirst.org Customer First – The National Standard for Customer Service

www.people1st.co.uk

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

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

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: qualifications.pearson.com

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.

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- 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 2 Extended Certificate in Principles of Working in Hospitality and Catering (Food and Beverage Service) against the underpinning knowledge of the Level 2 NVQs in Hospitality. 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

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Level 2 NVQs in Hospitality																									
1GEN1/09	#																								
1GEN4/09		#																							
2GEN1/10			#		#																				
2FOH2/10					#																				
2FS1/10																#					#				
2FS2/10							#																		
2BS2/10											#														
2GEN9/10																	#								
2GEN3/10				#																					
2GEN4/10				#																					
2GEN5/10					#																				

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2GEN6/10					#																				
2GEN7/10					#																				
2GEN8/10					#															#					
2BS6/10																		#							
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2GEN6/10																							#		
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1FS3/10									#																
2FS3/10										#															
2BS9/10																								#	
2GEN5/10																									#

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