# Pearson
# BTEC Level 2 Diploma in Professional Food and Beverage Service (QCF)

## Specification

BTEC Specialist qualification

First teaching September 2015

ALWAYS LEARNING

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# Contents

# 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 qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. 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.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

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

The credit value of a unit is based on:

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

# 2   Qualification summary and key information

| Qualification title | Pearson BTEC Level 2 Diploma in Professional Food and Beverage Service (QCF) |
| --- | --- |
| QCF Qualification Number (QN) | 601/6944/8 |
| Qualification framework | Qualifications and Credit Framework (QCF) |
| Accreditation start date | 31/07/2015 |
| Operational start date | 01/09/2015 |
| Approved age ranges | 16-18<br>19+ |
| Credit value | 42 |
| Assessment | Centre-devised assessment (internal assessment) |
| Guided learning hours | 305 |
| 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 *Section 10 Access and recruitment*).<br><br>Centres must also follow our access and recruitment policy (see *Section 10 Access and recruitment*). |

## QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

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 Diploma in Professional Food and Beverage Services (QCF) is for learners who work in, or who want to work in the food and beverage services industry in roles such as front of house specialist or food service.

It gives learners the opportunity to:

- gain the specific types of knowledge needed to underpin the learner's competence as well as the wider sector-related knowledge related to job roles in the food and beverage services industry. The following knowledge threads have been included in the separate knowledge units; food safety in catering which includes how individuals can take personal responsibility for food safety, the importance of keeping themselves clean and hygienic, the importance of keeping the work areas clean and hygienic and the importance of keeping food safe; principles of customer service in hospitality, leisure travel and tourism which covers the importance to the organisation in providing excellent customer service, the role of the individual in delivering customer service and the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries; principles of beverage product knowledge which includes the characteristics of non-alcoholic beverages, types of beers, ciders and perrys and how they are served, the characteristics of mixing cocktails, the characteristics of spirits and liqueurs and the characteristics of wine and how they relate to food
- provide the opportunity to learn in the workplace and to develop the underpinning knowledge needed to progress into jobs such as front of house specialist or food service
- provide the opportunity to develop Personal Learning and Thinking Skills (PLTS) such as skills to reflect on their own practice which will support both career and personal progression
- achieve a nationally-recognised Level 2 qualification.

## Relationship with previous qualifications

This qualification is not a replacement. It is a new qualification.

## Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 2 Diploma in Professional Food and Beverage Services (QCF) can progress to the:

- Level 3 Diploma in Food and Beverage Service Supervision (QCF)
- job roles such as front of house or food service roles in a restaurant, hotel, hospitality event organisation or on cruise liners.

## Industry support and recognition

This qualification is supported by a professional body in the Hospitality 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 Diploma in Professional Food and Beverage Service (QCF)

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 | 42 |
|---|---|

| Unit | Unit reference number | Mandatory units | Level | Credit | Guided learning hours |
|---|---|---|---|---|---|
| 1 | Y/507/4091 | Developing Skills for Employment in the Catering and Hospitality Industry | 2 | 5 | 30 |
| 2 | H/502/0132 | Food Safety in Catering | 2 | 1 | 9 |
| 3 | H/500/8935 | Health and Safety in Catering and Hospitality | 2 | 3 | 12 |
| 4 | T/600/1059 | Principles of Customer Service in Hospitality, Leisure, Travel and Tourism | 2 | 1 | 10 |
| 5 | A/600/4271 | Principles of Beverage Product Knowledge | 2 | 4 | 34 |
| 6 | F/600/4269 | Legislation in Food and Beverage Service | 2 | 2 | 12 |
| 7 | F/600/4272 | Service of Hot Beverage | 2 | 5 | 34 |
| 8 | L/600/4274 | Handling Payments and Maintaining the Payment Point | 2 | 3 | 24 |
| 9 | T/600/4270 | Menu Knowledge and Design | 2 | 3 | 21 |
| 10 | J/600/4273 | Food and Beverage Service Skills | 2 | 15 | 119 |

# 4   Assessment

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

| Units | Assessment method |
|---|---|
| All units | Centre-devised assessment |

**Centre-devised assessment (internal assessment)**

Each unit has specified learning outcomes and assessment criteria.  To pass an internally assessed unit, learners must:

● achieve all the specified learning outcomes

● meet the standard determined by the assessment criteria by providing sufficient and valid evidence

● prove that the evidence is their own.

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

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

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

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

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

## Appeals

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

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

## Dealing with malpractice in assessment

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

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

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

### Internal assessment

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

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

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

### External Assessment

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

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

## Learner Malpractice

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

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

## Teacher/Centre Malpractice

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

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

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

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

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

### Sanctions & Appeals

Where malpractice is proven we may impose sanctions or penalties.

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

● Mark reduction for affected external assessments

● Disqualification from the qualification

● Debarment from registration for Pearson qualifications for a period of time

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

● working with you to create an improvement action plan

● requiring staff members to receive further training

● placing temporary blocks on your certificates

● placing temporary blocks on registration of learners

● debarring staff members or the centre from delivering Pearson qualifications

● suspending or withdrawing centre approval status

The centre will be notified if any of these apply.

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

## Reasonable adjustments to assessments

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

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

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

## Special consideration

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

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

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

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

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

# 5  Recognising prior learning and achievement

## Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

Further guidance is available in our policy document Recognition of Prior Learning Policy and Process, available on our website, qualifications.pearson.com

## Credit transfer

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

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

# 6    Centre resource requirements

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

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the 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

# 7   Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

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

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

## Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

# 8    Quality assurance of centres

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

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

1   Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

2   Delivery of the qualification outside the Apprenticeship:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

# 9   Programme delivery

Centres are free to offer 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 legislation is taught, centres must ensure that it is current and up to date.

# 10 Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

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

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

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

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

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

# 11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

● learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

● all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

# 12 Units

Units have the following sections.

## Unit title

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

## Unit reference number

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

## QCF level

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

## Credit value

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

## Guided learning hours

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

## Unit summary

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

## Unit assessment requirements/evidence requirements

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

## Learning outcomes

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

## Assessment criteria

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

# Unit 1: Developing Skills for Employment in the Catering and Hospitality Industry

**Unit reference number:** Y/507/4091

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 30

## Unit summary

This unit will give you an understanding of employment in the catering and hospitality industry and the skills needed.

You will understand the catering and hospitality industry including the key influences on the industry, the scope and size of the industry and the importance of the industry to the national economy.

You will be able to maintain personal appearance and time management, including knowing how to maintain personal hygiene and a professional appearance, the importance of time management, knowing how to manage time and managing time to meet deadlines and targets.

You will be able to produce a plan to develop skills by knowing the purpose of a personal development plan, evaluating current skills against job aims, set and work towards targets and record skills developed and areas for further improvement.

Finally, you will be able to prepare for a job application, by knowing the purpose of a Curriculum Vitae and covering letter, producing a Curriculum Vitae and covering letter and identifying a variety of interview techniques.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Understand the catering and hospitality industry | 1.1 | Describe the key influences on the catering and hospitality industry | | | |
| | | 1.2 | Describe scope and size of the catering and hospitality industry | | | |
| | | 1.3 | Explain the importance of the industry to the national economy | | | |
| | | 1.4 | Use sources of information about the catering and hospitality industry | | | |
| | | 1.5 | Describe the functions of professional associations | | | |
| | | 1.6 | Identify the legal requirements to work within the catering and hospitality industry | | | |
| 2 | Be able to maintain personal appearance and manage time | 2.1 | State the importance of maintaining personal hygiene and a professional appearance | | | |
| | | 2.2 | Describe how to maintain personal hygiene and a professional appearance | | | |
| | | 2.3 | Maintain personal hygiene and a professional appearance | | | |
| | | 2.4 | State the importance of time management | | | |
| | | 2.5 | Describe how to manage time | | | |
| | | 2.6 | Manage time to meet deadlines and targets | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Be able to produce a plan to develop skills | 3.1 | Describe the purpose of a personal development plan | | | |
| | | 3.2 | Describe how development plans are produced | | | |
| | | 3.3 | Evaluate current skills against job aims | | | |
| | | 3.4 | Identify an opportunity to develop a skill | | | |
| | | 3.5 | Set and work towards targets | | | |
| | | 3.6 | Record skills developed and areas for further improvement | | | |
| | | 3.7 | Explain the importance of feedback | | | |
| 4 | Be able to prepare for a job application | 4.1 | Produce a Curriculum Vitae and covering letter | | | |
| | | 4.2 | Identify a variety of interview skills | | | |
| | | 4.3 | State the purpose of a Curriculum Vitae and the information to be included | | | |
| | | 4.4 | Explain the purpose of a covering letter and its importance | | | |
| | | 4.5 | State the importance of professional presentation and quality of content | | | |

Learner name: _____     Date: _____

Learner signature: _____     Date: _____

Assessor signature: _____     Date: _____

Internal verifier signature: _____     Date: _____
(*if sampled*)

# Unit 2: Food Safety in Catering

**Unit reference number:** H/502/0132

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 9

## Unit summary

This unit will introduce you to the knowledge you need 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.

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

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

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

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

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

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

Learner name: _____     Date: _____

Learner signature: _____     Date: _____

Assessor signature: _____     Date: _____

Internal verifier signature: _____     Date: _____
(*if sampled*)

# Unit 3: Health and Safety in Catering and Hospitality

**Unit reference number:** H/500/8935

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 12

## Unit summary

This unit stresses the importance of health and safety in the catering and hospitality industry. You will develop an awareness of key health and safety legislative requirements relating to working in catering.

It provides the opportunity to examine common causes of accidents and learn how to identify and control hazards in the workplace.

In particular, you will develop an understanding of how to maintain a healthy and safe workplace through safe working practices, incident reporting and an awareness of emergency procedures.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Understand the importance of health and safety in the catering and hospitality industry | 1.1 | Identify the groups who have responsibilities in current legislation | | | |
| | | 1.2 | Identify the legal responsibilities of employers and employees | | | |
| | | 1.3 | Discuss the power of enforcement officers | | | |
| | | 1.4 | Identify the action available to the enforcement officers in the event of non-compliance | | | |
| | | 1.5 | State regulations covering specific safety issues | | | |
| | | 1.6 | Identify common causes of ill health and accidents | | | |
| | | 1.7 | List the potential costs of non-compliant health and safety practices | | | |
| | | 1.8 | List the potential benefits of compliant health and safety practices | | | |

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Understand how to control hazards in the workplace | 3.1 | Define the term 'hazard' | | | |
| | | 3.2 | Define the term 'risk' | | | |
| | | 3.3 | List the steps in the risk assessment process | | | |
| | | 3.4 | Identify the benefits of risk assessment | | | |
| | | 3.5 | State the control measures to reduce risk | | | |
| | | 3.6 | State the reasons for reporting accidents | | | |
| | | 3.7 | Explain the legal requirement for accident reporting | | | |
| | | 3.8 | Outline the information to be recorded in the Accident Book | | | |
| | | 3.9 | State the functions of PPE | | | |
| | | 3.10 | State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE | | | |
| | | 3.11 | State how the main types of safety signs can be identified | | | |
| 4 | | 4.1 | Briefly describe the sources of information which can assist in developing health and safety systems in the workplace | | | |
| | | 4.2 | Identify the features in the food preparation area which will affect safe working practices | | | |
| | | 4.3 | Identify the welfare facilities required for the staff in catering and hospitality operations | | | |
| | | 4.4 | Define incident reporting | | | |
| | | 4.5 | Outline the procedure to be followed when an incident is reported | | | |
| | | 4.6 | Identify situations where emergency procedures must be followed | | | |
| | | 4.7 | State the emergency procedure in the event of a serious accident/incident | | | |

Learner name: _____  Date: _____

Learner signature: _____  Date: _____

Assessor signature: _____  Date: _____

Internal verifier signature: _____  Date: _____
(*if sampled*)

## Unit 4: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

**Unit reference number:** T/600/1059

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 10

## Unit summary

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. In this unit, you will look at the importance of providing excellent customer service to the business and the characteristics of excellent customer service. You will look at how this can be achieved by meeting the needs and expectations of the customers.

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

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

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

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries | 1.1 | Describe the role of the organisation in relation to customer service | | | |
| | | 1.2 | Identify the characteristics and benefits of excellent customer service | | | |
| | | 1.3 | Give examples of internal and external customers in the industries | | | |
| | | 1.4 | Describe the importance of product knowledge and sales to organisational success | | | |
| | | 1.5 | Describe the importance of organisational procedures for customer service | | | |
| 2 | Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries | 2.1 | Identify the benefits of excellent customer service for the individual | | | |
| | | 2.2 | Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service | | | |
| | | 2.3 | Describe the importance of personal presentation within the industries | | | |
| | | 2.4 | Explain the importance of using appropriate types of communication | | | |
| | | 2.5 | Describe the importance of effective listening skills | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries | 3.1 | Identify what is meant by customer needs and expectations in the industries | | | |
| | | 3.2 | Identify the importance of anticipating and responding to varying customers' needs and expectations | | | |
| | | 3.3 | Describe the factors that influence the customers' choice of products and services | | | |
| | | 3.4 | Describe the importance of meeting and exceeding customer expectations | | | |
| | | 3.5 | Describe the importance of dealing with complaints in a positive manner | | | |
| | | 3.6 | Explain the importance of complaint handling procedures | | | |

Learner name: _____   Date: _____

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(*if sampled*)

# Unit 5: Principles of Beverage Product Knowledge

**Unit reference number:** A/600/4271
**QCF level:** 2
**Credit value:** 4
**Guided learning hours:** 34

## Unit summary

This unit gives learners an understanding of beverage products. You will know the characteristics of non-alcoholic beverages including identifying the characteristics of a range of mineral waters, describing juices, smoothies, squashes and cordial and defining non-alcohol and low alcohol beverages.

You will know types of beers, ciders and perrys and how they are served, including explaining how beer, cider and perry are produced and packaged, the characteristics of different beers, ciders and perrys, different unit sizes of beers, ciders and perrys and different faults that can occur in beer, cider and perry.

You will understand the characteristics and mixing of cocktails, including identifying equipment used in the mixing of cocktails, the different methods for the mixing of cocktails, describing how to make a range of both alcoholic and non-alcoholic cocktails and explaining the importance of presentation in cocktail making.

You will also understand the characteristics of spirits and liqueurs, including explaining how spirits and liqueurs are produced, the purpose of an aperitif and digestif as part of the meal experience and identifying spirit based and wine based beverages.

Finally, you will understand the characteristics of wine and how they relate to food, by describing the types and styles of wine, the main grape varieties, the information presented on a wine label, the principles of wine tasting and why wine and food are matched.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Know the characteristics of non-alcoholic beverages | 1.1 | Identify the characteristics of a range of mineral waters | | | |
| | | 1.2 | Identify a range of aerated waters | | | |
| | | 1.3 | Describe juices, smoothies, squashes and cordial | | | |
| | | 1.4 | Define non-alcoholic and low alcoholic beverages | | | |
| 2 | Know types of beers, ciders and perrys and how they are served | 2.1 | Explain how beer, cider and perry are produced and packaged | | | |
| | | 2.2 | Describe the characteristics of different beers, ciders and perrys | | | |
| | | 2.3 | Identify the different unit sizes of beers, ciders and perrys | | | |
| | | 2.4 | Identify different considerations when serving different types of beer, cider and perry | | | |
| | | 2.5 | Describe different faults that can occur in beer, cider and perry | | | |
| 3 | Understand the characteristics and mixing of cocktails | 3.1 | Define the terms cocktail and mixology | | | |
| | | 3.2 | Identify equipment used in the mixing of cocktails | | | |
| | | 3.3 | Describe the different methods for the mixing of cocktails | | | |
| | | 3.4 | Describe how to make a range of cocktails (alcoholic and non-alcoholic) | | | |
| | | 3.5 | Explain the importance of presentation in cocktail making | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 4 | Understand the characteristics of spirits and liqueurs | 4.1 | Explain how spirits and liqueurs are produced | | | |
| | | 4.2 | Explain the purpose of an aperitif and digestif as part of the meal experience | | | |
| | | 4.3 | Identify spirit based and wine based beverages | | | |
| 5 | Understand the characteristics of wine and how they relate to food | 5.1 | Describe the types and styles of wine | | | |
| | | 5.2 | Describe the main grape varieties | | | |
| | | 5.3 | Describe the information presented on a wine label | | | |
| | | 5.4 | Describe how different types and styles of wine s are produced | | | |
| | | 5.5 | Define the terms vintage, non-vintage, New Worlds Wines, Old World Wines, unit of alcohol | | | |
| | | 5.6 | Explain the principles of wine tasting | | | |
| | | 5.7 | Explain why wine and food are matched | | | |
| | | 5.8 | Outline the process to follow when at the table | | | |
| | | 5.9 | Describe the different faults that can occur in wine | | | |

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

# Unit 6: Legislation in Food and Beverage Service

**Unit reference number:** F/600/4269

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 12

## Unit summary

This unit will provide you with the knowledge of how legislation impacts on the service of food and beverage, including the purpose and requirements of legislation in the service of food and beverages and law enforcement bodies and the consequences to the employee/employer of non-compliance.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Understand how legislation impacts on the service of food and beverages | 1.1 | Explain the purpose and requirements of legislation in the service of food and beverages | | | |
| | | 1.2 | Identify law enforcement bodies and the consequences to the employee/employer of non-compliance | | | |

Learner name: _____     Date: _____

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(*if sampled*)

# Unit 7: Service of Hot Beverage

**Unit reference number:** F/600/4272
**QCF level:** 2
**Credit value:** 5
**Guided learning hours:** 34

## Unit summary

This unit will give you an understanding of how to be able to make and serve hot beverages. You will learn to identify, check and clean equipment including describing the checks required for equipment, how common faults in equipment are identified, the actions to take to rectify common faults and the importance of leaving the areas clean, tidy and safe.

You will learn how to prepare and serve coffees, including describing the processing of the coffee beans, the importance of roast, blend and grind on taste, the characteristics of a range of coffees and describing how to correct problems with quality when preparing coffee.

You will learn how to prepare and serve hot chocolate, including describing how the origins and production methods of the cocoa bean impact on the final product, storage requirements for hot chocolate, characteristics and effects of a range of hot chocolates and describing how to correct problems with quality when preparing hot chocolate.

Finally, you will learn how to prepare and serve hot teas. You will describe the processing of the tea leaf, the importance of blend and leaf size on the making of tea, the characteristics and effects of a range of teas and describe how to correct problems with quality when preparing tea.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Be able to identify, check and clean equipment | 1.1 | Identify a range of equipment available | | | |
| | | 1.2 | Explain the brewing/production process relevant to equipment | | | |
| | | 1.3 | Describe the checks required for equipment | | | |
| | | 1.4 | Describe cleaning processes for equipment | | | |
| | | 1.5 | Describe how common faults in equipment are identified | | | |
| | | 1.6 | Describe the actions to take to rectify common faults | | | |
| | | 1.7 | Explain the importance of leaving the areas clean, tidy and safe | | | |
| | | 1.8 | Outline methods of dealing with waste and rubbish | | | |
| | | 1.9 | Check and clean equipment before and after use | | | |
| 2 | Be able to prepare and serve coffees | 2.1 | Describe the processing of the coffee bean | | | |
| | | 2.2 | Outline the storage requirements for coffee | | | |
| | | 2.3 | Describe the importance of roast, blend and grind on taste | | | |
| | | 2.4 | Describe the characteristics of a range of coffees | | | |
| | | 2.5 | Describe the range of coffee products available | | | |
| | | 2.6 | Describe how to correct problems with quality when preparing coffee | | | |
| | | 2.7 | Prepare and serve a range of coffees with accompaniments | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Be able to prepare and serve hot chocolate | 3.1 | Describe how the origins and production methods of the cocoa bean impact on the final product | | | |
| | | 3.2 | Outline the storage requirements for hot chocolate | | | |
| | | 3.3 | Describe the characteristics and effects of a range of hot chocolates | | | |
| | | 3.4 | Describe the range of tea products available | | | |
| | | 3.5 | Describe how to correct problems with quality when preparing hot chocolate | | | |
| | | 3.6 | Prepare and serve a range of hot chocolates with accompaniments | | | |
| 4 | Be able to prepare and serve teas | 4.1 | Describe the processing of the tea leaf | | | |
| | | 4.2 | Outline the storage requirements for tea | | | |
| | | 4.3 | Describe the importance of blend and leaf size on the making of tea | | | |
| | | 4.4 | Describe the characteristics and effects of a range of teas | | | |
| | | 4.5 | Describe the range of tea products available | | | |
| | | 4.6 | Describe how to correct problems with quality when preparing tea | | | |
| | | 4.7 | Prepare and serve a range of teas with accompaniments | | | |

Learner name: _____     Date: _____

Learner signature: _____     Date: _____

Assessor signature: _____     Date: _____

Internal verifier signature: _____     Date: _____
(*if sampled*)

# Unit 8: Handling Payments and Maintaining the Payment Point

**Unit reference number:** L/600/4274

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 24

## Unit summary

This unit gives learners an understanding of how to handle payments and maintaining payment points. You will be able to deal with payments, including preparing and presenting customer bills, carrying out payment transactions, balancing payments received, identifying types of problems that might occur when taking payments and explaining procedures for dealing with unexpected situations when processing payments.

You will also be able to open, maintain and close a payment point, including preparing the payment point for service, maintaining a float and equipment and describing the checks required to set up and close a payment point.

Finally, you will understand the security procedures at the payment point, by explaining the role of a cash handler in maintaining the security of the payment point, explaining the procedures for secure handling of payments and explaining the purpose of the control systems used to process customer bills.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Be able to deal with payments | 1.1 | Prepare and present customer bills | | | |
| | | 1.2 | Carry out payment transactions | | | |
| | | 1.3 | Balance payment received | | | |
| | | 1.4 | Explain the responsibilities in preparing a customer bill | | | |
| | | 1.5 | Identify types of problems that might occur when taking payments | | | |
| | | 1.6 | Explain procedures for dealing with unexpected situations when processing payments | | | |
| 2 | Be able to open, maintain and close a payment point | 2.1 | Prepare the payment point for service | | | |
| | | 2.2 | Maintain float and equipment | | | |
| | | 2.3 | Perform close down procedure | | | |
| | | 2.4 | Describe the checks required to set up and close a payment point | | | |
| | | 2.5 | Explain the purpose of a float | | | |
| 3 | Understand the security procedures at the payment point | 3.1 | Explain the role of a cash handler in maintaining the security of the payment point | | | |
| | | 3.2 | Explain the procedures for secure handling of payments | | | |
| | | 3.3 | Explain the purpose of the control systems used to process customer bills | | | |

Learner name: _____  Date: _____

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(*if sampled*)

# Unit 9: Menu Knowledge and Design

**Unit reference number:** T/600/4270

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

## Unit summary

This unit will give you the knowledge of menus and their design.

You will learn about menu styles, including describing how factors impact on menu planning and the information that must be included in a new menu.

You will also learn about service items, including identifying cutlery, crockery and equipment for different types of menu items, accompaniments and sauces for different types of menu items, the benefits of table theatre and the equipment required for table theatre.

You will understand dietary requirements, including describing the requirements of different dietary needs and describing why service staff must know the ingredients of all items on a menu.

Finally, you will understand menus and dish composition, including the benefits of menu knowledge, the ingredients in a range of dishes, dishes that can be cooked or prepared to the customer's taste in the kitchen and the main cooking terms used in a menu and how differently cooked items are presented.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Know menu styles | 1.1 | Describe styles of menus within the hospitality industry | | | |
| | | 1.2 | Describe how factors impact on menu planning | | | |
| | | 1.3 | Identify the information that must be included in a menu | | | |
| 2 | Know service items | 2.1 | Identify cutlery, crockery and equipment for different types of menu items | | | |
| | | 2.2 | Identify accompaniments and sauces for different types of menu items | | | |
| | | 2.3 | Identify the benefits of table theatre | | | |
| | | 2.4 | Identify the equipment required for table theatre | | | |
| 3 | Understand dietary requirements | 3.1 | Describe the requirements of different dietary needs | | | |
| | | 3.2 | Describe why service staff must know the ingredients of all items on a menu | | | |
| 4 | Understand menus and dish composition | 4.1 | Explain the benefits of menu knowledge | | | |
| | | 4.2 | Identify the ingredients in a range of dishes | | | |
| | | 4.3 | Identify dishes that can be cooked or prepared to the customer's taste in the kitchen | | | |
| | | 4.4 | Explain the main cooking terms used in a menu and how differently cooked items are presented | | | |

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

# Unit 10: Food and Beverage Service Skills

**Unit reference number:** J/600/4273

**QCF level:** 2

**Credit value:** 15

**Guided learning hours:** 119

## Unit summary

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

You will learn how to set up, prepare, maintain and clear for bar service, including setting up a bar area, preparing a range of beverages within legal requirements, maintaining, clearing and cleaning the bar area after service and explaining the importance of communicating stock levels in the bar area prior to and during service.

You will learn how to set up, serve, maintain and clear for service of beverages and food at tables, including setting up and clearing tables, interacting with customers, providing information to customers on the beverages available and explaining how different customer's needs impact on the preparation for service.

Finally, you will understand the purpose of different food and beverage establishments, including explaining why customers use food and beverage establishments, explaining customer expectations of the different styles of service in a range of establishments and explaining the staff requirements of different styles of service.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes and assessment criteria

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

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 1 | Be able to set up, prepare, maintain and clear for bar service | 1.1 | Set up a bar area | | | |
| | | 1.2 | Prepare a range of beverages within legal requirements | | | |
| | | 1.3 | Select the glassware, garnishes, equipment and accompaniments for beverages | | | |
| | | 1.4 | Maintain, clear and clean the bar area after service | | | |
| | | 1.5 | Describe the preparation activities for service | | | |
| | | 1.6 | Explain the importance of communicating stock levels in the bar area prior to and during service | | | |
| 2 | Be able to set up, serve, maintain and clear for service of beverages at table | 2.1 | Set up and clear tables | | | |
| | | 2.2 | Provide information to customers on the beverages available | | | |
| | | 2.3 | Provide beverage service at the table | | | |
| | | 2.4 | Provide a wine service at the table | | | |
| | | 2.5 | Describe the preparation activities for service | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Be able to set up, serve, maintain and clear for service of food at table | 3.1 | Set up and clear tables and service stations for different styles of service | | | |
| | | 3.2 | Interact with customers | | | |
| | | 3.3 | Provide table service | | | |
| | | 3.4 | Select the equipment and accompaniments for the food items to be served | | | |
| | | 3.5 | Describe the preparation activities for service | | | |
| | | 3.6 | Explain how different customer's needs impact on the preparation for service | | | |
| 4 | Understand the purpose of different food and beverage establishments | 4.1 | Explain why customers use food and beverage establishments | | | |
| | | 4.2 | Explain customer expectations of the different styles of service in a range of establishments | | | |
| | | 4.3 | Explain the staff requirements of different styles of service | | | |

Learner name: _____     Date: _____

Learner signature: _____     Date: _____

Assessor signature: _____     Date: _____

Internal verifier signature: _____     Date: _____
(*if sampled*)

# 13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*

- *Equality Policy (Pearson)*

- *Recognition of Prior Learning Policy and Process (Pearson)*

- *UK Information Manual (Pearson)*

- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

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

**Additional resources**

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, qualifications.pearson.com

# 14 Professional development and training

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.

## BTEC training and support for the lifetime of the qualifications

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

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

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

## Your Pearson support team

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

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

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

# Annexe A

## Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Professional Food and Beverage Service against the underpinning knowledge of the National Occupational Standards in Hospitality. Centres can use this mapping when planning holistic delivery and assessment activities.

**KEY**

\#   indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

| NOS | BTEC Specialist units | Unit 1 – Developing Skills for Employment in the Catering and Hospitality Industry | Unit 2 – Food Safety in Catering | Unit 3 – Health and Safety in Catering and Hospitality | Unit 4 – Principles of Customer Service in hospitality, Leisure, Travel and Tourism | Unit 5 – Principles of Beverage Product Knowledge | Unit 6 – Legislation in Food and Beverage Service | Unit 7 – Service of Hot Beverage | Unit 8 – Handling Payments and Maintaining the Payment Point | Unit 9 – Menu Knowledge and Design | Unit 10 – Food and Beverage Service Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1GEN1 | Maintain a Safe, Hygienic and Secure Working Environment | | | # | | | | | | | |
| 1GEN2 | Maintain and Deal with Payments | | | | | | | | # | | |
| 1GEN3 | Maintain Customer Care | | | | # | | | | | | |
| 1GEN4 | Work Effectively as Part of a Hospitality Team | # | | | | | | | | | |
| 2GEN1 | Give Customers a Positive Impression of Yourself | # | | | # | | # | | | | |
| 2DS1 | Prepare and Clear Bar Area | | | | | | | | | | # |
| 2DS2 | Serve Alcoholic and Soft Drinks | | | | | # | | | | | |
| 2DS2.1 | Take Customer Orders | | | | | | # | | | | |
| 2DS2.2 | Serve Drinks | | | | | | # | | | | |
| 2DS3 | Prepare and Serve Cocktails | | | | | # | | | | | # |
| 2DS4 | Prepare and Serve Wines | | | | | # | | | | | # |

| NOS | BTEC Specialist units | Unit 1 – Developing Skills for Employment in the Catering and Hospitality Industry | Unit 2 – Food Safety in Catering | Unit 3 – Health and Safety in Catering and Hospitality | Unit 4 – Principles of Customer Service in hospitality, Leisure, Travel and Tourism | Unit 5 – Principles of Beverage Product Knowledge | Unit 6 – Legislation in Food and Beverage Service | Unit 7 – Service of Hot Beverage | Unit 8 – Handling Payments and Maintaining the Payment Point | Unit 9 – Menu Knowledge and Design | Unit 10 – Food and Beverage Service Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2DS7 | Prepare and Serve Dispensed and Instant Hot Drinks | | | | | | | # | | | |
| 2DS8 | Prepare and serve Hot Drinks Using Specialist Equipment | | | | | | | # | | | |
| 1FS3 | Prepare and Clear Areas for Counter/Take Away Service | | | | | | | | | # | |
| 2FS1 | Prepare and Clear Areas for Table Service | | | | | | | | | # | # |
| 2FS2 | Serve Food at the Table | | | | | | | | | # | # |
| 2FS3 | Provide a Silver Service | | | | | | | | | | # |
| 2FS4 | Provide a Carvery/Buffet Service | | | | | | | | | | # |