SVQ in Beverage Service at SCQF Level 5

SVQ in Food and Beverage Service at SCQF Level 5

Scottish Vocational Qualifications

Specification

First registration July 2017

Pearson

Edexcel, BTEC and LCCI qualifications

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1   Introducing Scottish Vocational Qualifications

What are Scottish Vocational Qualifications?

Scottish Vocational Qualifications (SVQs) are work-based qualifications that give candidates the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates. SVQs are benchmarks of competence so they work as a guarantee that the person who holds an SVQ can do the job the qualification covers.

SVQs are based on national standards for the appropriate sector, which are drawn up by people from industry, commerce and education. These national standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

SVQs allow flexible delivery that meets the individual candidate's needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement in order to demonstrate the competencies required for work.

Most candidates will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Levels and sizes of SVQs

SVQs are recognised on the Scottish Credit and Qualifications Framework (SCQF), Scotland's national qualifications framework. The SCQF uses two measures to describe qualifications within the framework:

- level , and
- credit points.

'Level' indicates the level of difficulty and complexity of a qualification based on a single set of level descriptors that outline the general outcomes of learning at each SCQF level. The SCQF has 12 levels ranging from SCQF Level 1 up to SCQF Level 12. SVQs are available from SCQF Level 4 up to SCQF Level 11.

At SCQF Level 5 and above SVQs are recognised as the mandatory competence component of Modern Apprenticeships and, where appropriate, can also contribute to Graduate Level Apprenticeships. Full SVQs or units of SVQs from SCQF Level 4 are used within Foundation Apprenticeships which enable progression to Modern or Graduate Level Apprenticeships. For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of Apprenticeship frameworks.

'Credit points' indicate the size of a qualification by showing how much time it takes, on average, to complete. The number of credit points allocated is determined by the amount of time that an average candidate at a specified level might expect to take to achieve all the outcomes of a qualification. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a candidate has to do to achieve a qualification, including the assessment. There is no fixed number of credit points required for SVQs so they can be of varying sizes to reflect the specific needs of different sectors and occupations.

2 Qualification summary and key information

Qualification title	SVQ in Beverage Service at SCQF Level 5
Qualification code	GM5R 45
Operational start date	01/07/2017
Minimum age	16
Number of required units	10
Credit points	Min 26 – max 40
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	N/A
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk

and

the Scottish Funding Council at:

www.sfc.ac.uk

Information is also available on the Scottish Qualifications Authority (SQA) website: www.sqa.org.uk |

Qualification title	SVQ in Food and Beverage Service at SCQF Level 5
Qualification code	GM5T 45
Operational start date	01/07/2017
Minimum age	16
Number of required units	10
Credit points	Min 25 – max 40
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	N/A
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk and the Scottish Funding Council at: www.sfc.ac.uk Information is also available on the Scottish Qualifications Authority (SQA) website: www.sqa.org.uk

The qualification title, unit titles and qualification code will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information on certification in our UK Information Manual, available on our website, qualifications.pearson.com

3   Qualification rationale

Qualifications objectives

The SVQ in Beverage Service at SCQF Level 5 is for candidates who work in or who want to work in the Hospitality sector. The qualification is assessed through candidates gathering a portfolio of evidence, supporting both the knowledge and competence elements of the content.

The qualification gives learners the opportunity to:

● develop and demonstrate competence in serving both alcoholic and non-alcoholic drinks including teas and coffees in roles such as bar tender, coffee shop assistant

● develop technical skills, knowledge and understanding related to the specified job roles such as a service position or bartender serving alcoholic and soft drinks, preparing and serving cocktails, beers and wines, preparing and serving hot drinks, set up of a coffee station

● develop own personal growth and transferable skills and competencies such as: health and safety, working effectively as part of a team

● have existing skills and knowledge recognised

● achieve a nationally-recognised Level 5 qualification.

The SVQ in Food and Beverage Service at SCQF Level 5 is for candidates who work in or who want to work in the Hospitality sector. The qualification is assessed through candidates gathering a portfolio of evidence, supporting both the knowledge and competence elements of the content.

The qualification gives candidates the opportunity to:

● develop and demonstrate competence in serving food, hot and cold beverages, alcoholic and non-alcoholic drinks in roles such as a waiter, or serving drinks behind a bar or in a coffee shop or restaurant

● develop technical skills and knowledge and understanding related to the specified job roles, such waiter/waitress, bartender, host to include serving food at a table in both formal and casual dining, providing a silver service, providing a buffet service

● develop personal growth and transferable skills and competencies such as: health and safety in hospitality, working as a team, impact of personal behaviour

● have existing skills and knowledge recognised

● achieve a nationally-recognised Level 5 qualification.

Relationship with previous qualifications

These qualifications replace the current qualifications: SVQ 2 in Beverage Service at SCQF Level 5 (GC9D) and SVQ 2 in Food and Beverage Service at SCQF Level 5 (GC9E).

Apprenticeships

Candidates can complete either the SVQ in Beverage Service at SCQF Level 5 or the SVQ Food and Beverage Service at SCQF Level 5 as the mandatory component for the Modern Apprenticeship in Hospitality.

Progression opportunities

Candidates who achieve the SVQ in Beverage Service at SCQF Level 5 and SVQ Food and Beverage Service at SCQF Level 5 can progress to a supervisory and leadership qualification at SCQF Level 7 or sideways into Food Production, Hospitality Services or Kitchen Services at SCQF Level 5, and into employment within the hospitality sector.

Industry support and recognition

These qualifications are supported by People 1st the Sector Skills Council for Hospitality.

Relationship with National Occupational Standards

These qualifications are based on the National Occupational Standards (NOS) in Hospitality, which were set and designed by People 1st, the Sector Skills Council for the sector.

4   Qualification structures

SVQ in Beverage Service at SCQF Level 5

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

Minimum number of credits that must be achieved	26
Number of mandatory units that must be achieved	3
Number of optional units that must be achieved	7

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
1	PPL1GEN1	Maintain health and safety in hospitality	3	4
2	PPL1GEN4	Work effectively as part of a hospitality team	2	4
3	PPL2GEN1	Impact of personal behaviour in hospitality	3	5
Unit	SQA unit code	Optional units	Credit points	SCQF Level
5	PPL2FBS1	Prepare and clear the bar area	3	5
6	PPL2FBS2	Serve alcoholic and soft drinks	5	5
7	PPL2FBS3	Prepare and serve cocktails [mixology]	4	5
8	PPL2FBS4	Prepare and serve beer/cider	4	5
9	PPL2FBS5	Prepare and serve wine	5	5
10	PPL2FBS6	Maintain cellars and kegs	2	5
11	PPL2FBS7	Clean drink dispense lines	4	5
12	PPL2FBS8	Prepare and serve dispensed and instant hot drinks	3	5
13	PPL2FBS9	Set up a specialist coffee station	3	5
14	PPL2FBS10	Prepare and serve beverages from a specialist coffee station	3	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
15	PPL2FBS11	Clean and close a specialist coffee station	4	5
16	PPL2FBS12	Receive, store and issue drinks stock	2	5
23	PPL2GEN7	Resolve customer service problems	5	6
24	PPL2GEN8	Promote additional services or products to customers	5	6
25	PPL2GEN11	Maintain customer service through effective handover	2	4
26	PPL2GEN12	Maintain and deal with payments	3	5

SVQ in Food and Beverage Service at SCQF Level 5

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

Minimum number of credits that must be achieved	25
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	6

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
1	PPL1GEN1	Maintain health and safety in hospitality	3	4
2	PPL1GEN4	Work effectively as part of a hospitality team	2	4
3	PPL2GEN1	Impact of personal behaviour in hospitality	3	5
4	PPL2GEN5	Maintain food safety in a hospitality environment	3	5
Unit	SQA unit code	Optional units	Credit points	SCQF Level
5	PPL2FBS1	Prepare and clear the bar area	3	5
6	PPL2FBS2	Serve alcoholic and soft drinks	5	5
7	PPL2FBS3	Prepare and serve cocktails [mixology]	4	5
8	PPL2FBS4	Prepare and serve beer/cider	4	5
9	PPL2FBS5	Prepare and serve wine	5	5
10	PPL2FBS6	Maintain cellars and kegs	2	5
11	PPL2FBS7	Clean drink dispense lines	4	5
12	PPL2FBS8	Prepare and serve dispensed and instant hot drinks	3	5
13	PPL2FBS9	Set up a specialist coffee station	3	5
14	PPL2FBS10	Prepare and serve beverages from a specialist coffee station	3	5
15	PPL2FBS11	Clean and close a specialist coffee station	4	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
16	PPL2FBS12	Receive, store and issue drinks stock	2	5
17	PPL2FBS13	Prepare and clear areas for table service	4	5
18	PPL2FBS14	Serve food at table (formal dining)	5	5
19	PPL2FBS15	Serve food at table (casual dining)	3	5
20	PPL2FBS16	Provide a silver service	4	5
21	PPL2FBS17	Provide a buffet service	2	5
22	PPL2FBS19	Promote new menu items	4	5
23	PPL2GEN7	Resolve customer service problems	5	6
24	PPL2GEN8	Promote additional services or products to customers	5	6
25	PPL2GEN11	Maintain customer service through effective handover	2	4
26	PPL2GEN12	Maintain and deal with payments	3	5

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of a unit at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit.

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a work programme or placement so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website, qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Candidate recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme

- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs

- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. For example, the induction should include the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme

- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios

- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning

- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed

- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs

- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor

- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

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 qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualifications.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7, Access and recruitment*. For full details on the Equality Act 2010 go to www.legislation.gov.uk or www.scotland.gov.uk

7 Access and recruitment

Our policy on 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 barriers that restrict access and progression

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

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. For information on reasonable adjustments and special consideration, see *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualifications, the learner must achieve all the units required in the stated qualification structures.

Language of assessment

Assessment of the units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of candidate registration.

A candidate taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, qualifications.pearson.com

Internal assessment

The competence units in these qualifications are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified assessment outcomes and standards that outline the required skills and techniques and knowledge and understanding. To pass each unit the learner must:

- achieve **all** the specified outcomes and standards
- satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the outcomes and standards that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards, is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Consistent   achieved on more than one occasion

Current   usually not more than two years old

Sufficient   fully meets the requirements of the performance, behaviour and knowledge outcomes and standards.

Learners can provide evidence of occupational competence from:

● **current practice** – where evidence is generated from a current job role

● a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Learners must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification

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

● a combination of these.

Assessment requirements/strategy

The assessment strategy for these qualifications is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- products of the learner's work (P)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different outcomes and standards and/or across different units. It is not necessary for learners to have each standard assessed separately. They should be encouraged to reference evidence to the relevant standard. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website, qualifications.pearson.com

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,* available on our website, qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the Joint Council for Qualifications (JCQ) *General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures*. Centres should follow their policy in dealing with learner malpractice. There is no need to inform Pearson of learner malpractice unless the learner(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to pqsmalpractice@pearson.com. It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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 *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 *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

Credit transfer

Credit transfer is a process whereby qualifications or part qualifications are given appropriate recognition to enable candidates to progress without having to repeat any learning they have already undertaken. Where appropriate, candidates can use the SCQF credit points gained from one qualification towards achieving all or part of another qualification. The amount of credit that a candidate is allowed to use is decided on by staff in colleges, universities and other educational institutions based on the notion of 'best curriculum fit' between the prior learning and the new learning content.

Further information on credit transfer can be found in the document *SCQF Credit Accumulation and Transfer policy,* available on our website, qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

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 Pearson SVQs is available on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement, which 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

● number of assessment sites

● number and throughput of learners

● number and turnover of assessors

● number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Handbook NVQ/SVQ* and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the Scottish Credit and Qualifications Framework (SCQF) and this form of words will appear on the candidate's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

SCQF level

All units and qualifications within Scottish qualifications have an SCQF level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

Unit summary

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

Unit assessment requirements/evidence requirements

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

Terminology

Key terms and concepts that feature in the unit.

Assessment outcomes and standards

The requirements the candidate is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

Knowledge and understanding

The knowledge that the candidate needs to be able to understand what they are doing and why.

Performance criteria

The level of competence the candidate has to achieve.

Unit 1: Maintain health and safety in hospitality

Unit code:	**PPL1GEN1**
SCQF level:	**4**
Credit points:	**3**

Unit summary

This standard is about basic health and safety in a hospitality environment. The standard covers the following procedures to maintain a healthy and safe workplace, helping to spot workplace hazards promptly and dealing with them in line with workplace procedures, and following emergency procedures if incidents or accidents occur.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● maintain health and safety in hospitality.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Safe; secure; working; environment

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole unit	
1	Your responsibilities under the Health and Safety at Work Act
2	Why it is important to work in a healthy and safe way
3	The types of personal protective equipment to be worn
4	Where you can get information about health and safety in your workplace
Help to maintain a healthy and safe workplace	
5	The types of hazards that you may find in your workplace and how to deal with these within your limit of authority
6	How to warn other people about hazards and why this is important
7	Why and how you should report accidents and near accidents and who you should report these to
8	Types of incidents and emergencies that may happen in your workplace
9	How to follow your organisation's procedures for dealing with incidents and emergencies and why it is important to do so
10	Where to find first aid equipment and who the appointed first-aider is in your workplace
11	Ways of working safely that are relevant to your job, including safe lifting and handling techniques, and why these are important
12	The possible causes of fire in your workplace and what you can do to minimise the risk of fire
13	Where to find fire alarms, when and how to set them off

Knowledge and understanding	
14	Why you should never approach a fire unless it is safe to do so
15	Why it is important to follow fire safety regulations

Performance criteria	
Help to maintain a hygienic, safe and secure workplace	
1	Identify any hazards or potential hazards in your work area
2	Deal with identified hazards correctly
3	Report any accidents or near accidents quickly and accurately to the appropriate person
4	Follow your organisation's health and safety procedures in all your work
5	Practise emergency procedures correctly
6	Follow your organisation's security procedures

Scope/range related to performance criteria

1 Hazards

1 1 relating to equipment

1.2 relating to areas where you work

1.3 relating to personal clothing

2 Ways to deal with hazards

2.1 putting them right yourself

2.2 reporting them to appropriate colleagues

2.3 warning other people

3 Emergency procedures

3.1 fire

3.2 threat

3.3 security

Unit 2: Work effectively as part of a hospitality team

Unit code:	**PPL1GEN4**
SCQF level:	**4**
Credit points:	**2**

Unit summary

This standard is about making a useful contribution to the work of a team, i.e. the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself. The standard includes accurately following instructions; working on time; helping others when they need help; communicating with the people you work with; getting feedback on what you do well and where you could improve and continuing to learn and develop yourself.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● work effectively as part of a hospitality team.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Work; hospitality; team

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Plan and organise your work	
1	Why it is essential to understand the requirements of the work
2	The benefits to you and your team of planning and organising your work
3	How to make the most efficient use of your time and avoid things that may unnecessarily disrupt it
4	The benefits of keeping everything you need for your work organised and available
5	How working safely and hygienically contributes to effective teamwork
6	When to ask for help and who you can ask
Work effectively with team members	
7	Why effective teamwork is important
8	The people in your team and how they fit into the organisation
9	The responsibilities of the team and why it is important to the organisation as a whole
10	How to maintain good working relationships and co-operate with team members
11	How to determine if helping a team member will prevent you from completing your own work on time
12	The limits of your job role and what you can and cannot do when helping team members

Knowledge and understanding	
13	What could be important information that needs to be passed on to a team member and why you need to pass it on as soon as possible
14	The types of positive behaviour that help the team to work well and the types that do not
15	When, how and why you should report any problems with working relationships
16	How to communicate clearly and why it is important

Develop your own skills

17	Why it is important to improve your knowledge and skills
18	How to get feedback and how this can help you
19	How a development plan should help to improve your work
20	Why it is important to review your development plan regularly

Performance criteria	
Plan and organise your work	
1	Check that you understand the requirements of the work
2	Ask questions about things you do not understand
3	Follow instructions accurately
4	Complete required tasks to the agreed level
5	Organise everything you need for your work
6	Keep your work area as clean and tidy as possible
7	Ask for help or support from the relevant person if you need it
Work effectively with team members	
8	Assist team members
9	Pass on important information to team members as soon as possible
10	Maintain good working relationships with team members
11	Report any problems with working relationships to the relevant person
12	Communicate clearly and effectively with team members
Develop your own skills	
13	Seek feedback on your work, receive and deal with this feedback positively
14	Identify, with the relevant person, aspects of your work which are up to standard and areas that you could improve upon
15	Agree what you have to do to improve your work

Performance criteria	
16	Agree a development plan with the relevant person
17	Review and develop your plan

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 3: Impact of personal behaviour in hospitality

Unit code:	**PPL2GEN1**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about how your own behaviour impacts on customers and the organisation you work for.

When you have completed this standard you will have demonstrated your understanding of and the ability to positively manage your:

● impact of personal behaviour in hospitality.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Behaviour; customer

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	What the brand/organisational values and guidelines are and why it is important to comply with them
2	How to organise own work and when to ask for guidance
3	What behaviour is acceptable both on and off the organisation's premises and why it is important to behave in this way
4	How your own behaviour impacts positively and negatively on customer experience and business reputation
5	How to promote brand/organisational values and guidelines both inside and outside the organisation
6	How social media can impact on brand/organisational values and guidelines
7	How to keep up to date with current technological developments in own area of responsibility

Performance criteria	
1	Present yourself professionally, in line with brand/organisational requirements
2	Organise own work and have the confidence to ask for guidance
3	Participate fully
4	Act on feedback relating to personal performance
5	Use feedback from customers to improve own customer service in line with brand/organisational standards
6	Use technology responsibly in line with organisational requirements and keep up to date with developments which relate to your role
7	Promote brand/organisational values and guidelines inside and outside the organisation
8	Work with integrity in a safe, honest and trustworthy way
9	Work in a fair and professional manner
10	Take responsibility for own role

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 4: Maintain food safety in a hospitality environment

Unit code:	**PPL2GEN5**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard-based procedures to maintain food safety in their department.

Separate standards are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● maintain food safety in a hospitality environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Food safety; hazards; cleaning

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
(a) Risks to food safety	
1	The types of contamination and cross-contamination of food and surfaces and how they can occur
2	Vehicles of contamination including surfaces
3	The types of food poisoning and how food poisoning organisms can contaminate food
4	The common symptoms of food poisoning
5	The factors which enable the growth of food poisoning organisms
6	How personal hygiene and behaviour affect the safety of food
7	Your role in spotting and dealing with hazards, and in reducing the risk of contamination
8	The importance of identifying food hazards promptly
9	The potential impact on health if hazards are not spotted and dealt with promptly
10	The importance of risk assessments
11	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
12	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of non-compliance and the role of enforcement officers

Knowledge and understanding	
(b) How to control risks to food safety	
13	The importance of, and methods for, separation of raw and cooked foods, separation of finished dishes
14	The temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this
15	What procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them
16	Why it is important to keep work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
17	How the methods and frequency of cleaning and maintenance of equipment, surfaces and environment affect food safety in the workplace
18	The actions that should be taken in response to spotting a potential hazard, including the correct person to whom issues should be reported
19	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
20	The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them, how to prevent them
(c) Keep your working area clean and hygienic	
21	Why surfaces and equipment must be clean before beginning a new task and how to do so
22	Why it is important only to use clean and suitable cloths and equipment when cleaning between tasks and how to do so
23	Why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
24	The types of damaged surfaces and equipment that can cause food safety hazards and what to do about them
25	Why it is important to clear and dispose of waste promptly and safely and how to do so

Knowledge and understanding	
26	How damage to walls, floors, ceilings, furniture and fittings can cause food safety hazards and the type of damage you should look for
27	The types of pests that you may find in catering operations and how to identify the signs that they may be there

Performance criteria	
Keep yourself and your working area clean and hygienic	
1	Comply with legal and organisational requirements for personal hygiene and behaviour
2	Ensure surfaces and equipment are clean and in good condition
3	Use clean and suitable cloths and equipment for wiping and cleaning between tasks
4	Remove from use any surfaces and equipment that are damaged or have loose parts and report them to the person responsible
5	Dispose of waste promptly, hygienically and appropriately
6	Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings
7	Identify, take appropriate action on and report to the appropriate person any signs of pests
8	Keep necessary records accurate and up to date

Scope/range related to performance criteria

1   Hazards/Sources of contamination

1.1   microbial

1.2   chemical

1.3   physical

1.4   allergenic

2   Vehicles of contamination

2.1   hands

2.2   cloths and equipment

2.3   hand contact surfaces

2.4   food contact surfaces

2.5   contamination routes

3   Personal hygiene and behaviour

3.1   wearing protective clothing and headgear

3.2   direct handling of food should be kept to a minimum

3.3   following recommended procedures for washing hands, including when to wash your hands (after going to the toilet, when going into food preparation, cooking and service areas, after touching raw food and waste, and before serving food)

3.4   reporting cuts, boils, grazes and injuries

3.5   treating and covering cuts, boils, skin infections and grazes

3.6   reporting illnesses and infections, particularly stomach illnesses, before entering the food preparation, cooking and service areas

3.7   having clean hair, skin, nails and clothing

3.8   wearing jewellery only in line with organisational procedures

3.9   recording incidents

3.10 avoid behaviours including: touching face, nose or mouth; chewing gum; eating; smoking – when you are working with food

4   Surfaces and equipment

4.1   surfaces and utensils used in the department

4.2   appropriate cleaning equipment

Unit 5: Prepare and clear the bar area

Unit code:	**PPL2FBS1**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about how you prepare the bar area ready for service. It covers creating a welcoming environment for your customers, making sure that all the necessary service items and equipment are available and concludes with the efficient clearing of the bar area.

This standard focuses on the technical knowledge and skills required to prepare and clear the bar area; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● prepare and clear the bar area.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; clear; bar area

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare customer and bar service areas	
1	Safe and hygienic working practices when preparing the customer and bar service areas
2	Why it is essential to check expiry dates on stock items
3	Why a constant stock of drinks and accompaniments must be maintained
4	Why a stock rotation system must be used
5	Why service areas must be secured from unauthorised access at all times
6	Why electrical equipment must be properly maintained by experts
7	Why and to whom damaged equipment and breakages must be reported
8	The types of unexpected situations that may occur when preparing the customer and bar areas and how to deal with these
Clear customer and bar service areas	
9	Safe and hygienic working practices when clearing customer and bar service areas
10	Why customer and bar service areas should be left tidy and free from rubbish after service
11	Why waste must be handled and disposed of correctly
12	Why correct storage procedures must be followed for food and drink stock
13	The types of unexpected situations that may occur when clearing the customer and bar service areas and how to deal with these

Knowledge and understanding	
Clean and store glassware	
14	Safe and hygienic working practices when cleaning and storing glassware
15	What the proper procedure is for disposing of damaged or broken glass
16	How to maintain glass washing equipment
17	How to safely store glassware
18	The types of unexpected situations that may occur when cleaning and storing glassware

Performance criteria	
Prepare customer and bar service areas	
1	Check that the customer and bar service area is clean, undamaged and ready for use according to your workplace standard
2	Check that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Prepare a sufficient supply of service equipment that is clean, undamaged, ready for use and stored appropriately
4	Prepare a sufficient supply of drinks stock ready for service and store appropriately and at the correct temperature
5	Ensure that bar menus and promotional items are available, clean and correct
6	Check that the customer area is appealing and welcoming to customers according to your workplace standard
Clear customer and bar service area	
7	Assemble service items ready for cleaning and store reusable food garnish items according to your workplace standard and food safety regulations
8	Dispose of rubbish and waste appropriately keeping all areas clean and tidy
9	Ensure that all service equipment is clean, turned off and stored away correctly
10	Ensure that the customer and bar service area is clean, welcoming and ready for the continuing service
Clean and store glassware	
11	Ensure that the glass washing equipment is clean, undamaged and ready for use
12	Stack glasswasher safely and clean glassware at the recommended temperature
13	Check the finished glassware is clean, undamaged and dry before storing according to your workplace standard
14	Dispose of broken or damaged glassware following the recommended procedures
15	Leave the glass washing equipment clean and ready for continuing use

Scope/range related to performance criteria

1 Stock for drinks service

    1.1   bottled

    1.2   draught

    1.3   optic

    1.4   free-poured

    1.5   in cartons

    1.6   in cans

    1.7   hot drinks

2 Service equipment

    2.1   bottle openers/corkscrews

    2.2   optics/measures/pourers

    2.3   glassware

    2.4   drip trays/mats

    2.5   ice bucket and tongs

    2.6   chopping board/knife

    2.7   coasters/drink mats

    2.8   decorative items/stirrers

3 Condiments and accompaniments

    3.1   ice

    3.2   food garnishes

    3.3   accompaniments for hot drinks

4 Electrical equipment

    4.1   refrigerated units

    4.2   ice machine

    4.3   glass washer

    4.4   hot beverage equipment

5 Service area

    5.1   counters and shelves

    5.2   floor

    5.3   waste bins/bottle container

6 Glassware

    6.1   glasses

    6.2   jugs/pitchers

Unit 6:   Serve alcoholic and soft drinks

Unit code:	**PPL2FBS2**
SCQF level:	**5**
Credit points:	**5**

Unit summary

This standard is about how you provide your customers with a range of drinks during service. It covers alcoholic and non-alcoholic drinks served by a variety of methods including optics, draught and free-pouring. It also covers how you interact with customers to provide a professional and welcoming environment.

This standard focuses on the technical knowledge and skills required to serve alcoholic and soft drinks; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● serve alcoholic and soft drinks.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; drinks; bar

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole standard	
1	Current, relevant legislation relating to licensing, weights and measures and trades description
Take customer orders	
2	Why all information given to customers must be accurate, particularly in relation to strength of drinks, special offers and promotions
3	Your workplace customer service standard
4	Why you should deal with customers in order of arrival where possible
Serve alcoholic and soft drinks	
5	Why it is important to check glassware for damage and cleanliness
6	Why drinks should be stored and served at the correct temperature
7	The correct techniques and equipment for opening drinks
8	The correct techniques and your workplace service standard for pouring and serving drinks
9	The correct glassware to use for each drink according to your workplace service standard
10	How to respond to someone who may be under the influence of excess alcohol or drugs and why it should be reported to the appropriate person
11	Why and to whom all customer incidents should be reported

Knowledge and understanding	
12	Why and to whom all breakages should be reported
13	Why customer and service areas should be kept clean, tidy and free from rubbish
14	The types of unexpected situations which may occur when serving drinks and how to deal with these

Performance criteria
Take customer drink orders

1	Acknowledge your customers on arrival at the bar
2	Deal with customers in order of arrival at the bar where possible
3	Provide customers with assistance as necessary
4	Ensure your customers have the correct drinks menu to choose from
5	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
6	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
7	Identify your customers' orders correctly and process them promptly and efficiently

Serve alcoholic and soft drinks

8	Provide alcoholic drinks to permitted people only
9	Select the appropriate glass, making sure that it is clean and undamaged
10	Pour the drink according to the product that you are serving and serve at the correct temperature with the appropriate garnish or accompaniment
11	Deal with customer incidents efficiently and inform the appropriate person where necessary
12	Keep the preparation/service areas clean

Scope/range related to performance criteria

1   Customer information

1.1   price

1.2   alcohol content/abv%

1.3   name and type of drink

1.4   style and characteristics

2   Drinks

2.1   bottled

2.2   draught

2.3   optic

2.4   free-poured

2.5   in cartons

2.6   in cans

2.7   hot

3   Drink accompaniments

3.1   ice

3.2   food garnishes

3.3   decorative items/stirrers

3.4   accompaniments for hot drinks

4   Customers

4.1   with routine needs

4.2   with non-routine needs

5   Service style

5.1   at the bar

5.2   at the table

6   Equipment

6.1   glassware

6.2   jugs/pitchers

6.3   crockery

6.4   cutlery

6.5   hot beverage containers

6.6   trays

Unit 7: Prepare and serve cocktails (mixology)

Unit code:	**PPL2FBS3**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard is about preparing and serving cocktails, or mixology (the art of preparing mixed drinks). The standard covers how you prepare equipment and ingredients, mixing methods and presentation methods used when providing your customer with an attractive mixed drink to suit their needs.

This standard focuses on the technical knowledge and skills required to prepare and serve cocktails (mixology); however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare and serve cocktails (mixology).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; cocktails; mixology

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service area and equipment for making cocktails	
1	Safe and hygienic working practices when preparing areas and equipment for making cocktails
2	Why it is important to follow food safety requirements when preparing cocktails
3	Why it is important to prepare ingredients and accompaniments in advance
4	The types of unexpected situations that may occur when preparing the area and equipment for making cocktails
Mix and serve cocktails	
5	Current relevant legislation relating to licensing and weights and measures
6	Safe and hygienic working practices when mixing and serving cocktails
7	Why and to whom all customer incidents should be reported
8	Where and from whom health and safety, food safety and licensing legislation can be obtained
9	Why it is important to give customers accurate information about the ingredients, basic characteristics and strength of their drink
10	Why is it important to give customers accurate information about special offers and promotions
11	What the techniques for making a range of alcoholic and non-alcoholic cocktails are
12	Why it is important to follow a recipe and use the correct measures when making cocktails

Knowledge and understanding	
13	When it is permissible to free-pour cocktail ingredients
14	What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this
15	How to deal with violent or disorderly customers
16	The types of unexpected situations that may occur when mixing and serving cocktails and how to deal with these

Performance criteria

Prepare service area and equipment for making cocktails

1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Ensure that you have prepared sufficient ingredients and accompaniments ready for service and stored them appropriately
4	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard

Mix and serve cocktails

5	Acknowledge your customers and provide customers with assistance as necessary
6	Ensure your customers have the correct cocktail menu to choose from
7	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
8	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
9	Assemble cocktails using the recommended measures, techniques and equipment and finish with the appropriate accompaniments
10	Serve alcoholic cocktails to permitted people only
11	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Equipment

    1.1 blenders

    1.2 shakers/mixers

    1.3 pourers

    1.4 stirrers

    1.5 squeezers/strainers

    1.6 chopping board and knife

    1.7 glasses/jugs/pitchers

    1.8 ice scoops

    1.9 cocktail list menu

2 Ingredients

    2.1 fruit

    2.2 fruit juices/soft drinks/mixers

    2.3 cream/milk

    2.4 alcohol

    2.5 syrup

3 Accompaniments

    3.1 ice

    3.2 food garnish

    3.3 salt/sugar

    3.4 decorative items/stirrers

4 Information

    4.1 price

    4.2 ingredients

    4.3 measures/relative strength

5 Base ingredient

    5.1 spirit based

    5.2 cream based

    5.3 champagne based

    5.4 fruit based

6 Method

6.1 shaken/mixed

6.2 stirred

6.3 blended

6.4 muddled/churned

6.5 built/poured

6.6 layered

Unit 8: Prepare and serve beer/cider

Unit code: PPL2FBS4

SCQF level: 5

Credit points: 4

Unit summary

This standard is about preparing and serving a range of types of beer/cider. The standard covers how you prepare service equipment and ensure that there is fresh beer/cider available, in the correct condition for your customers. It also covers the pouring and service methods for each type of beer/cider.

This standard focuses on the technical knowledge and skills required to prepare and serve beer/cider; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● prepare and serve beer/cider.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Pour; serve beer

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service area and equipment for serving beer/cider	
1	Safe and hygienic working practices when preparing areas and equipment for serving beer/cider
2	Why it is important to follow food safety requirements when preparing beer/cider
3	Why it is important to prepare beer casks/kegs in advance
4	The types of unexpected situations that may occur when preparing the area and equipment for serving beer/cider
Pour and serve beer/cider	
5	Current relevant legislation relating to licensing and weights and measures
6	Safe and hygienic working practices when pouring and serving beer/cider
7	Why and to whom all customer incidents should be reported
8	Where and from whom health and safety, food safety and licensing legislation can be obtained
9	Why it is important to give customers accurate information about the ingredients, basic characteristics and strength of their drink
10	Why is it important to give customers accurate information about accompaniments, special offers and promotions
11	What the techniques for pouring and serving a range of beer/cider are
12	What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this
13	How to deal with violent or disorderly customers
14	The types of unexpected situations that may occur when pouring and serving beer/cider and how to deal with these

Performance criteria
Prepare service area and equipment for serving beer/cider
1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged and where it should be, switched on ready for use
3	Ensure restocked refrigerated units are stocked with sufficient supplies and accompaniments and store them appropriately ready for service
4	Ensure the customer area looks appealing and welcoming to customers according to your organisation/brand standard
Pour and serve beer/cider
5	Acknowledge your customers and provide customers with assistance as necessary
6	Ensure your customers have the correct information relating to style and strength of beer/cider available to them
7	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
8	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
9	Pour beer/cider using the recommended measures, techniques and equipment and offering accompaniments when relevant
10	Serve alcoholic drinks to permitted people only
11	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Equipment

    1.1 barrels/kegs/casks

    1.2 pumps

    1.3 glasses/jugs/pitchers

    1.4 refrigerated units

2 Accompaniments

    2.1 ice

    2.2 food garnish

3 Information

    3.1 price

    3.2 ingredients

    3.3 measures/relative strength

4 Types of beer/cider

    4.1 keg beer

    4.2 lager

    4.3 cask ale

    4.4 cider

    4.5 stout/porter

    4.6 cream flow

5 Service style

    5.1 draught

    5.2 bottled

    5.3 canned

Unit 9: Prepare and serve wine

Unit code:	**PPL2FBS5**
SCQF level:	**5**
Credit points:	**5**

Unit summary

This standard is about how you prepare for the service of wine in your workplace, including organising the equipment and stock necessary. It also covers how you interact with your customer to determine their requirements and finally how you present and serve the wine.

This standard focuses on the technical knowledge and skills required to prepare and serve wine; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare and serve wine.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Pour; serve; wines

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service areas, equipment and stock for wine service	
1	Safe and hygienic working practices when preparing service areas, equipment and stock for wine service
2	What service equipment is required for different types of wine
3	What glassware is required for different types of wine
4	What temperature different types of wine should be stored and maintained at before service
5	The types of unexpected situations that may occur when preparing service areas, equipment and stock for wine service and how to deal with these
Determine customer requirements for wine	
6	Current, relevant legislation relating to licensing and trades description when selling wine
7	The basic characteristics of the wines on the wine list in your workplace, including grape varieties and styles
8	What factors to consider when providing advice to customers on choice of wine; food matching, meeting the customers' expressed requirements, maximising sales for your workplace

Knowledge and understanding	
Present and serve wine	
9	Safe and hygienic practices when presenting and serving wine
10	Current, relevant legislation relating to licensing and trades description when serving wine
11	The appropriate glassware to use when serving wine
12	The recommended temperatures required to maintain wine at its optimum quality
13	The correct method of service for different types of wines
14	What the indicators are in wine if unsuitable for drinking
15	The types of unexpected situations that may occur when serving wine and how to deal with these

Performance Criteria
Prepare service areas, equipment and stock for wine service
1	Ensure that you have sufficient stock of clean, undamaged service linen, equipment and wine lists ready for use
2	Ensure that you have sufficient supply of wine bottles clean, undamaged, and stored at the appropriate temperature ready for use
Determine customer requirements for wine
3	Greet your customers and provide with the correct wine list to choose from
4	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Record your customers' order accurately
Present and serve wine
7	Present the clean, undamaged wine to the customer at the correct temperature and according to your workplace service style
8	Open the wine using the appropriate method and equipment
9	Offer the customer the opportunity to taste the wine, then serve the wine to your customers
10	Refill customers' wine glasses as required in a professional yet unobtrusive manner

Scope/range related to performance criteria

1   Service equipment

   1.1   glassware

   1.2   trays

   1.3   service cloths/linen

   1.4   corkscrew/bottle opener

   1.5   ice bucket/stands

   1.6   chillers/coolers

2   Wine types

   2.1   red

   2.2   white

   2.3   sparkling

   2.4   fortified

3   Information

   3.1   name and type of wine

   3.2   price

   3.3   characteristics

   3.4   country of origin

   3.5   abv

4   Customer requirements

   4.1   occasion

   4.2   food matching

   4.3   price

   4.4   customer taste and style

5   Style of service

   5.1   by the glass

   5.2   by the bottle

   5.3   by the carafe/decanter

Unit 10: Maintain cellars and kegs

Unit code:	**PPL2FBS6**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard is about how you maintain the condition of your cellar and kegs. It covers the maintenance of all equipment and how you retain the quality of the drinks for your customers.

This standard focuses on the technical knowledge and skills required to maintain cellars and kegs; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- maintain cellars and kegs.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Maintain; cellars; kegs

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Maintain cellars	
1	Safe and hygienic working practices when maintaining cellars
2	Why it is important to keep the cellar secure from unauthorised access
3	Why cellar temperature and environmental control is important and what ideal conditions are
4	The types of unexpected situations that may occur when maintaining the cellar and how to deal with these
Prepare kegs and gas for use	
5	Safe and hygienic working practices when preparing kegs and gas for use
6	What the risks of mishandling kegs and gas are and how to spot signs of leakage
7	Why and to whom any signs of damage to kegs or gas must be reported
8	What the safety considerations are when dealing with mixed gas and what your workplace procedure for dealing with an emergency is
9	How to tell if stock is out of condition or out of date and why this is important
10	The types of unexpected situations that may occur when preparing kegs and gas for use and how to deal with these

Performance Criteria
Maintain cellars
1	Keep cellar surfaces free from dirt, rubbish, spillages and mould
2	Check that drains, gullies and sumps are clean and free-flowing
3	Keep all cellar equipment clean and in good working order
4	Use the correct cleaning equipment, personal protective equipment and chemicals and ensure that they are stored correctly
5	Maintain the temperature and environmental conditions of your cellar in accordance with your workplace standards
6	Secure the cellar from unauthorised access at all times
Prepare kegs and gas for use
7	Store and position full kegs and gas supply safely and ensure that they are convenient for use
8	Follow safe and correct procedures when disconnecting kegs or gas supply
9	Check that the new keg or gas supply is the correct product and within date before connecting
10	Follow safe and correct procedures when connecting the new keg or gas supply
11	Store used kegs or gas safely and conveniently for dispatch
12	Deal with leakages in keg or gas supply immediately and efficiently making sure that you report any incidents to the appropriate person

Scope/range related to performance criteria

1   Environmental conditions

1.1   temperature

1.2   lighting

1.3   ventilation

1.4   humidity

2   Equipment

2.1   racks/shelves/cradles

2.2   refrigeration/cooling units

2.3   environmental conditioning units

2.4   cleaning systems equipment

3   Drinks/Gas

3.1   beer/lager

3.2   cider

3.3   ale

3.4   wine

3.5   soft drinks

3.6   gas cylinders

3.7   bulk gas

Unit 11: Clean drink dispense lines

Unit code: PPL2FBS7

SCQF level: 5

Credit points: 4

Unit summary

This standard is about how you safely clean and maintain the conduit of pipes and taps that are used to dispense a variety of drinks in your workplace, for example soft drinks, wine and beer.

This standard focuses on the technical knowledge and skills required to clean drink dispense lines; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● clean drink dispense lines.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Clean; drink; dispense lines

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Clean drink dispense lines	
1	Current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
2	Why it is important to clean the drink dispense lines
3	What the dangers are of mishandling kegs and gas supplies
4	Why it is important to follow the correct procedures when handling chemicals
5	The specific equipment and techniques required to clean the drink dispense lines at your workplace
6	Why lines should be thoroughly rinsed after cleaning
7	The types of unexpected situations that may occur when cleaning drink dispense lines and how to deal with these

Performance Criteria	
Clean drink dispense lines	
1	Prepare the drink dispense lines ready for cleaning, taking care to follow procedures for disconnecting kegs and gas supply
2	Use the correct procedures, measured chemicals and personal protective equipment to carry out the process of cleaning the drinks dispense lines
3	Follow the correct procedure and timings to soak the dispense lines and taps
4	Follow the correct procedures to flush the dispense lines, leaving them clean, undamaged, free from chemicals and in good working order
5	Make sure that you have pulled through the reconnected drink and that you have checked its quality before resuming service
6	Store all dispense line cleaning equipment and chemicals in the correct place according to your workplace standard
7	Check that the drinks service area is clean and tidy

Scope/range related to performance criteria

1 Drink dispense lines

   1.1 stout

   1.2 cider

   1.3 ale

   1.4 wine

   1.5 soft drinks

Unit 12: Prepare and serve dispensed and instant hot drinks

Unit code:	**PPL2FBS8**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about how you prepare basic equipment such as dispensing machines, kettles, urns, and coffee and tea pots. It covers the preparation methods and how you serve hot drinks such as tea, coffee and hot chocolate.

This standard focuses on the technical knowledge and skills required to prepare and serve dispensed and instant hot drinks; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● prepare and serve dispensed and instant hot drinks.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; dispensed; instant hot drinks

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare work area and equipment for hot drink service	
1	Safe and hygienic working practices when preparing the work area and equipment for the service of hot drinks
2	Why drinks and accompaniments must be ready for immediate use
3	Why it is important to check for damage in all work areas and equipment before service
Prepare and serve hot drinks	
4	Safe and hygienic working practices when preparing and serving hot drinks
5	Why information given to customers must be accurate
6	What the different techniques are for preparing different types of hot beverages
7	Why and to whom all customer incidents should be reported
8	Why and to whom all breakages should be reported
9	Why customer and service areas should be kept clean, tidy and free from rubbish
10	The types of unexpected situations which may occur when preparing and serving hot drinks

Performance Criteria	
Prepare work area and equipment for hot drink service	
1	Ensure that the drink service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored correctly
4	Prepare sufficient drink ingredients ready for service and store appropriately
5	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard
Prepare and serve hot drinks	
6	Acknowledge your customers
7	Provide customers with assistance as necessary
8	Ensure your customers have the correct drinks menu to choose from
9	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
10	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
11	Identify your customers' orders and process them promptly and efficiently
12	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Preparation equipment

1.1 small vending machine

1.2 urn/kettle

1.3 filter (pour and serve)

1.4 coffee/tea pots

2 Service equipment

2.1 crockery

2.2 cutlery

2.3 glassware

2.4 trays

2.5 paper cups

2.6 filter papers

3 Other equipment

3.1 dishwasher

3.2 fridges/freezers

4 Drinks

4.1 coffee

4.2 tea

4.3 hot chocolate

5 Drink ingredients

5.1 coffee bags/pods/capsules

5.2 instant coffee

5.3 pre-ground coffee beans

5.4 syrup

5.5 chocolate powder

5.6 loose tea

5.7 tea bags

5.8 fruit/herbal infusions

6 Accompaniments

6.1 sugar

6.2 milk

6.3 cream

6.4 dusting powder

Unit 13: Set up a specialist coffee station

Unit code:	**PPL2FBS9**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about how you prepare for the service of specialist coffee in your workplace, including setting up the specialist equipment, such as espresso machine and grinder. It covers how you prepare the necessary stock for service and the checks that should be carried out to ensure the high quality of the coffee drinks that you will be producing.

This standard focuses on the technical knowledge and skills required to set up a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● • set up a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; serve; hot drinks; specialist equipment; coffee; barista

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Set up a specialist coffee station	
1	Safe and hygienic working practices when preparing a specialist coffee station
2	The component parts of the espresso machine and how they fit together correctly
3	The correct water temperature and pressure required to set the espresso machine to produce a quality espresso coffee
4	The correct setting for the grinder and the effect this may have on the coffee drink and the espresso machine
5	The correct storage conditions for coffee beans and ground coffee
6	Why it is important to understand sales trends and demand when setting up a specialist coffee station
7	The types of unexpected situations that may occur when preparing a specialist coffee station
Check the extraction of an espresso coffee	
8	Safe and hygienic working practices when using an espresso coffee machine
9	The main types of coffee bean used and their characteristics
10	The production methods of coffee and the effect that these processes have on the end flavour of the coffee drink
11	The correct extraction time and flow of an espresso coffee and the characteristics you would expect in appearance, volume and flavour
12	The types of unexpected situations that may occur when using an espresso coffee machine and how to deal with these

Performance Criteria
Set up a specialist coffee station
1	Ensure that the service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Stock service areas and refrigerated units with sufficient stock, service items and accompaniments and store them appropriately ready for service
4	Ensure the customer area looks appealing and welcoming to customers according to your workplace standard
Check the extraction of an espresso coffee
5	Check that the grinder is at the correct setting and is dispensing the correct dose of coffee according to your workplace standard
6	Check that the espresso machine is displaying the correct water temperature and pressure
7	Test the quality of the espresso produced by checking the time of extraction, flow, flavour, volume and appearance meets your workplace standard
8	Report any problems with the equipment or the extraction to the proper person

Scope/range related to performance criteria

1 Equipment

    1.1 espresso machine

    1.2 grinder

    1.3 knock box

    1.4 tamp

    1.5 refrigerated units

2 Stock

    2.1 coffee beans

    2.2 ground coffee sachets (decaf)

    2.3 tea bags

    2.4 loose tea

    2.5 hot chocolate powder/syrup

    2.6 fresh fruit items

3 Service items

    3.1 crockery

    3.2 cutlery

    3.3 glassware

    3.4 napkins

    3.5 disposable cups/lids

    3.6 stencils

4 Accompaniments

    4.1 milk

    4.2 sugar

    4.3 dusting powder

    4.4 marshmallows

    4.5 cream

    4.6 syrups

Unit 14: Prepare and serve beverages from a specialist coffee station

Unit code:	**PPL2FBS10**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about how you prepare and serve beverages from a specialist coffee station. It covers how you interact with your customer to determine their requirements, how you make and present a variety of drinks, such as coffee, tea, hot chocolate and smoothies.

This standard focuses on the technical knowledge and skills required to prepare and serve beverages from a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare and serve beverages from a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Team member; waiter/waitress; bar staff; hot drinks; coffee; barista

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare and serve beverages from a specialist coffee station	
1	Safe and hygienic working practices when preparing and serving beverages from a specialist coffee station
2	Where and from whom health and safety and food safety legislation can be obtained
3	Why it is important to give customers accurate information about the ingredients, basic characteristics, appropriate accompaniments and strength of their drink
4	Why is it important to give customers accurate information about special offers and promotions
5	Why it is important to understand the range of beverages on your menu
6	The correct method and temperature for steaming milk and the techniques required to prepare a range of coffee based beverages
7	The range of tea products available, their production methods and how this affects their characteristics and flavours
8	What the techniques and temperatures are for preparing and serving the range of tea products
9	The correct method for preparing and serving hot chocolate
10	What a smoothie is and the techniques required to produce one
11	Why and to whom all customer incidents should be reported
12	The types of unexpected situations that may occur when preparing and serving beverages and how to deal with these

Performance Criteria	
Prepare and serve beverages from a specialist coffee station	
1	Acknowledge your customers and provide them with assistance as necessary
2	Ensure your customers have the correct information and menu to choose from
3	Provide your customers with accurate information which enhances their experience, answering questions and promoting your company's products and services
4	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
5	Offer accompaniments appropriate to the beverage ordered
6	Prepare beverages using the recommended measures, techniques and equipment in a timely manner and according to your workplace standard
7	Keep the preparation/service area and equipment clean and tidy and free from rubbish and debris

Scope/range related to performance criteria

1 Coffee

1.1 espresso

1.2 americano

1.3 cappuccino

1.4 latte

1.5 mocha

1.6 flat white

2 Tea

2.1 black tea

2.2 green tea

2.3 white tea

2.4 oolong tea

2.5 herbal/fruit infusions

3 Hot chocolate

3.1 powder

3.2 syrup

4 Smoothies

4.1 fresh fruit based

4.2 syrup based

5 Service items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 disposable cups/lids

5.5 napkins

5.6 stencils

6 Accompaniments

6.1 milk

6.2 cream

6.3 sugar

6.4 dusting powder

6.5 marshmallows

6.6 syrups

Unit 15: Clean and close a specialist coffee station

Unit code:	PPL2FBS11
SCQF level:	5
Credit points:	4

Unit summary

This standard is about how you clean specialist equipment and close down the station after service.

This standard focuses on the technical knowledge and skills required to clean and close a specialist coffee station; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- clean and close a specialist coffee station.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Team member; waiter/waitress; bar staff; hot drinks; coffee; barista

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Clean and close down specialist coffee station after service	
1	Safe and hygienic working practices when closing station after service
2	Why all service items and equipment should be cleaned and stored correctly following use
3	The importance of following manufacturers' and workplace procedures for turning off, unplugging and cleaning equipment following use
4	The safe storage procedures for all food stock items
5	The correct disposal method for coffee grounds and tea products
6	Why and to whom any problems should be reported
7	The types of unexpected situations that may occur when closing the specialist coffee station after service and how to deal with these

Performance Criteria	
Clean and close down specialist coffee station after service	
1	Prioritise work and carry it out in an efficient manner
2	Clean all specialist equipment according to the manufacturer's and your workplace requirements
3	Ensure that all service items are cleaned and stored correctly ready for the next service
4	Check that specialist equipment is turned off and unplugged where necessary
5	Dispose of coffee grounds and used tea products according to your workplace standard
6	Check and record that food storage equipment meets your workplace and legal requirements and that food is stored correctly
7	Report any problems with equipment to the appropriate person
8	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the station after service

Scope/range related to performance criteria

1 Equipment

    1.1 espresso machine

    1.2 grinder

    1.3 knock box

    1.4 tamp

    1.5 refrigerated units

2 Stock

    2.1 coffee beans

    2.2 ground coffee sachets (decaf)

    2.3 tea bags

    2.4 loose tea

    2.5 hot chocolate powder/syrup

    2.6 fresh fruit items

3 Service items

    3.1 crockery

    3.2 cutlery

    3.3 glassware

    3.4 napkins

    3.5 disposable cups/lids

    3.6 stencils

4 Accompaniments

    4.1 milk

    4.2 sugar

    4.3 dusting powder

    4.4 marshmallows

    4.5 cream

    4.6 syrups

Unit 16: Receive, store and issue drinks stock

Unit code:	**PPL2FBS12**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard is about how you prepare for and check drinks deliveries, completing all necessary documents and safe storage of the stock. It also covers how you monitor and control storage conditions and stock levels.

This standard focuses on the technical knowledge and skills required to receive, store and issue drinks stock; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- receive, store and issue drinks stock.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Receive; store; issue; drinks stock

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Receive drinks deliveries	
1	Safe and hygienic working practices when receiving drinks deliveries
2	Where and from whom health and safety information can be obtained
3	Why receiving areas should be secured from unauthorised access
4	Why and to whom any discrepancies or damage should be reported
5	What records should be retained for audit purposes
6	The types of unexpected situations that may occur when receiving drinks stock and how to deal with these
Store and issue drinks stock	
7	Safe and hygienic working practices when storing and issuing drinks stock
8	Why storage areas should be secured from unauthorised access at all times
9	Why storage and stock rotation procedures should be followed
10	Why a minimum level of stock must be maintained and your workplace standard for reporting and deviance in these
11	Why the correct procedures should be followed and the correct documentation produced before stock may be issued
12	The types of unexpected situations that may occur when storing and issuing drinks stock and how to deal with these

Performance Criteria

Receive drinks deliveries

1	Prepare for the delivery and ensure that the receiving and storage areas are clean, clear and secured against unauthorised access
2	Check that the delivery documents agree with the stock you are receiving and report any discrepancies to the appropriate person
3	Check that the stock is undamaged, of the correct quality and within date
4	Complete and retain any delivery records accurately and according to your workplace standard
5	Use safe procedures to transport the stock to the storage area taking care not to damage it on the way

Store and issue drinks stock

6	Maintain the storage area conditions and use stock rotation procedures to ensure the quality of the stock is retained
7	Record details of stock received, stored and issued according to your workplace standard
8	Issue stock in line with your workplace requirements and inform the appropriate person if stock levels are low
9	Keep all storage areas clean, tidy, free from rubbish and secured against unauthorised access

Scope/range related to performance criteria

1 Deliveries

    1.1 crated drinks

    1.2 boxed drinks

    1.3 kegs

    1.4 gas

    1.5 bar equipment

    1.6 glasses

2 Storage conditions

    2.1 lighting

    2.2 ventilation

    2.3 temperature

    2.4 cleanliness

3 Drinks

    3.1 crated bottles

    3.2 boxed bottles

    3.3 individual bottles

    3.4 kegs

    3.5 casks

    3.6 cans

    3.7 cartons

Unit 17: Prepare and clear areas for table service

Unit code:	**PPL2FBS13**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard is about how you prepare the customer dining areas ready for table service. It covers creating a welcoming environment for your customers, laying up the tables, making sure that all the necessary service items and equipment are available and concludes with the efficient clearing of the dining area.

This standard focuses on the technical knowledge and skills required to prepare and clear areas for table service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● prepare and clear areas for table service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Prepare; clear; table service

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Prepare service areas and equipment for table service	
1	Safe and hygienic working practices when preparing service areas and equipment for table service
2	Your workplace service style standards and procedures for stock control
3	Why it is important to check expiry dates and how to do so
4	Why a constant stock of food service items and equipment must be maintained
5	Why service equipment must be switched on before service
6	Why waste must be handled and disposed of correctly
7	Where and from whom health and safety and food safety information can be obtained
8	The types of unexpected situations that may occur when you are preparing the service areas and equipment and how to deal with these
Prepare customer and dining areas for table service	
9	Safe and hygienic working practices when preparing customer and dining areas for table service
10	Why it is essential to check table coverings, napkins and table items before service
11	Why menus and promotional information must be checked before service
12	Why heating, air conditioning, ventilation and lighting should be checked before service

Knowledge and understanding		
Knowledge and understanding		
13	The types of unexpected situations that may occur when you are preparing the customer and dining areas for table service and how to deal with these	
Clear customer, dining and service areas after table service		
14	Safe and hygienic working practices when clearing customer, dining and service areas after table service	
15	Why all customer, dining and service areas must be left clean after service	
16	Why particular electrical equipment should be turned off after service	
17	Why waste must be handled and disposed of correctly	
18	How to dispose of broken glass and crockery correctly	
19	The security procedures you should follow	
20	The types of unexpected situations that may occur when you are clearing areas after table service and how to deal with these	

Performance Criteria	
Prepare service areas and equipment for table service	
1	Ensure that the food service area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the service equipment (including waste containers) is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored appropriately
4	Prepare condiments and accompaniments ready for service and store them appropriately
Prepare customer and dining areas for table service	
5	Ensure that customer and dining furniture, table coverings and table items are clean, undamaged and ready for use
6	Arrange the dining area furniture and lay up the tables according to the required service style and number of covers
7	Ensure that menus and promotional items are available, clean and correct
8	Check that condiments and the appropriate accompaniments are filled, clean and ready for customers' use
9	Ensure the customer area is appealing and welcoming to customers according to your workplace standard
Clear customer, dining and service areas after table service	
10	Assemble service items, food items, condiments and accompaniments for cleaning or store reusable items according to your workplace standard and food safety regulations
11	Dispose of rubbish and waste food appropriately
12	Check that all service equipment is clean, turned off and stored away correctly
13	Keep the service area clean and ready for the continuing service
14	Keep the customer areas and furniture clean, tidy and ready for the continuing service

Scope/range related to performance criteria

1 Service operation

1.1 restaurant table

1.2 function

2 Service equipment

2.1 service cutlery

2.2 service dishes/flats

2.3 refrigerated units

2.4 warmers

2.5 hot plates

2.6 sideboards/service stations

2.7 trays/trolleys

2.8 hot/cold beverage service containers

3 Condiments and accompaniments

3.1 dry seasonings/flavourings

3.2 sauces/dressings

3.3 prepared bread items

4 Table items

4.1 crockery

4.2 cutlery

4.3 glassware

4.4 menus and promotional items

4.5 table decorations

4.6 table coverings and napkins

4.7 condiments and accompaniments

5 Cover lay-up

5.1 à la carte menu

5.2 table d'hôte menu

5.3 function

6 Food service areas

6.1 customer dining

6.2 sideboards/service station/trolleys

6.3 service preparation

Unit 18: Serve food at table (formal dining)

Unit code:	**PPL2FBS14**
SCQF level:	**5**
Credit points:	**5**

Unit summary

This standard is about providing customers with a formal dining service experience. It covers greeting, seating and assisting customers, providing customers with information to enhance their visit, serving food at the table and the maintenance of a welcoming customer dining area.

This standard focuses on the technical knowledge and skills required to serve food at the table (formal dining); however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● serve food at table (formal dining).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; food; table; formal

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Greet customers and take orders	
1	Your workplace standard for customer service
2	Why menus and promotional items should be checked before service
3	Why information regarding the menu, availability, dish composition, ingredients and cooking methods given to the customer should be accurate
4	The types of assistance that customers may need and how to deal with these
5	The types of unexpected situations which may occur when greeting customers and processing their orders and how to deal with these
Serve customers and maintain the dining area	
6	Safe and hygienic working practices when serving customers and maintaining the dining area
7	Which service equipment is appropriate for different menu items and food service methods
8	Which condiments and accompaniments are appropriate for each menu item
9	Why a constant stock of service and table items must be maintained
10	Why food should be presented in line with the menu specifications
11	Why and to whom all customer incidents should be reported

Knowledge and understanding	
12	Why customer dining and service areas must be kept free from rubbish and food debris
13	Why waste must be handled and disposed of correctly
14	The types of unexpected situations which may occur when serving food at the table and how to deal with these

Performance Criteria

Greet customers and take orders

1	Acknowledge your customers on arrival, check any booking records and help with their requirements in line with your workplace service standard
2	Provide customers with assistance as necessary
3	Ensure your customers have the correct choice of menu(s) available
4	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Identify your customers' orders correctly and process them promptly and efficiently

Serve customers and maintain the customer dining area

7	Provide your customers with correct, clean and undamaged table items, at the appropriate times
8	Serve your customers using clean, undamaged and appropriate service equipment
9	Serve your customers with the correct quality food items, at the correct temperature and according to your workplace service style and standards
10	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers where necessary
11	Clear finished courses from the table at the appropriate time according to your workplace standards
12	Clear the customer area of soiled, used or unused table items at appropriate times according to your workplace service style and standard
13	Keep the customer area appealing and welcoming to customers according to your workplace standard
14	Restock and replenish table items when necessary during the service
15	Keep the customer service area clean and tidy and free from rubbish and food debris

Scope/range related to performance criteria

1 Customers

1.1 with special requirements

1.2 without special requirements

2 Customer requirements

2.1 number of place settings

2.2 special seating requirements

2.3 nominated seating

2.4 dietary requirements

3 Service operation

3.1 restaurant

3.2 formal function

4 Information

4.1 dishes available

4.2 dish composition, ingredients and method of cooking

4.3 prices

4.4 special offers and promotions

5 Table items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 napkins

5.5 condiments and accompaniments

6 Service equipment

6.1 cutlery

6.2 dishes, flats

6.3 service cloths, linen, gloves

6.4 trays, trolleys

7 Service method

7.1 plated

7.2 served

Unit 19:   Serve food at table (casual dining)

Unit code:	**PPL2FBS15**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about providing customers with an excellent food and beverage service experience in a casual dining environment. It covers greeting and assisting customers, providing customers with information to enhance their visit, serving food at the table and the maintenance of a welcoming customer dining area.

This standard focuses on the technical knowledge and skills required to serve food at the table (casual dining); however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- serve food at table (casual dining).

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Serve; food; casual

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Greet customers and take orders	
1	Your workplace standard for customer service
2	Why menus and promotional items should be checked before service
3	Why information regarding the menu, availability, dish composition, ingredients and cooking methods given to the customer should be accurate
4	The types of assistance that customers may need and how to deal with these
5	The types of unexpected situations which may occur when greeting customers and processing their orders and how to deal with these
Serve customers and maintain the dining area	
6	Safe and hygienic working practices when serving customers and maintaining the dining area
7	Which service equipment is appropriate for different menu items and food service methods
8	Which condiments and accompaniments are appropriate for each menu item
9	Why a constant stock of service and table items must be maintained
10	Why food should be presented in line with the menu specifications
11	Why and to whom all customer incidents should be reported

Knowledge and understanding	
12	Why customer dining and service areas must be kept free from rubbish and food debris
13	Why waste must be handled and disposed of correctly
14	The types of unexpected situations which may occur when serving food at the table and how to deal with these

Performance Criteria

Greet customers and take orders

1	Acknowledge your customers on arrival, check any booking records and help with their requirements in line with your workplace service operation
2	Provide customers with assistance as necessary
3	Ensure your customers have the correct menu to choose from
4	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
5	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
6	Identify your customers' orders correctly and process them promptly and efficiently

Serve customers and maintain the customer dining area

7	Provide your customers with correct, clean and undamaged table items, at the appropriate times
8	Serve your customers using clean, undamaged and appropriate service equipment
9	Serve your customers with the correct quality food items, at the correct temperature and according to your workplace service style and standards
10	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers where necessary
11	Clear the customer area of soiled, used or unused table items at appropriate times according to your workplace service style and standard
12	Keep the customer area appealing and welcoming to customers according to your workplace standard
13	Restock and replenish table items when necessary during the service
14	Keep the customer service area clean and tidy and free from rubbish and food debris

Scope/range related to performance criteria

1 Customers

   1.1 with special requirements

   1.2 without special requirements

2 Customer requirements

   2.1 number of place settings

   2.2 special seating requirements

   2.3 dietary requirements

3 Service operation

   3.1 restaurant

   3.2 function

4 Information

   4.1 dishes available

   4.2 dish composition, ingredients and method of cooking

   4.3 prices

   4.4 special offers and promotions

5 Table items

   5.1 crockery

   5.2 cutlery

   5.3 glassware

   5.4 napkins

   5.5 condiments and accompaniments

6 Service equipment

   6.1 cutlery

   6.2 dishes, flats

   6.3 service cloths, linen, paper alternatives

   6.4 trays, trolleys

7 Service method

   7.1 plated

SVQ in Beverage Service and in Food and Beverage Service at SCQF Level 5
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Unit 20: Provide a silver service

Unit code:	PPL2FBS16
SCQF level:	5
Credit points:	4

Unit summary

This standard is about the silver service of a variety of food items. It covers the equipment that you will need to provide a silver service, the types of foods that may be served in this way from soups and sauces to meat, poultry, vegetables and desserts. This standard also covers how you clear the table in between finished courses in order to maintain an appealing environment for your customers.

This standard focuses on the technical knowledge and skills required to provide a silver service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- provide a silver service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Silver service

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Silver serve food	
1	Safe and hygienic working practices when providing a silver service
2	Why it is important to have correct information regarding the menu, availability, dish composition, ingredients and cooking methods
3	What your workplace procedures for the serving of each courses are
4	The importance of correctly portioning food
5	The importance of food presentation
6	Why and to whom all customer incidents should be reported
7	The types of unexpected situations that may occur when providing a silver service and how to deal with these
Clear finished courses	
8	Safe and hygienic working practices when clearing finished courses
9	Your workplace procedure for clearing finished courses
10	Why customer dining and service areas must be kept free from rubbish and food debris
11	Why waste must be handled and disposed of correctly
12	The types of unexpected situations that may occur when clearing finished courses and how to deal with them

Performance Criteria
Silver serve food
1	Ensure that your prepared, clean and undamaged service equipment is ready for service according to your workplace service standards
2	Ensure that the food you are going to serve is the correct type, quantity and quality required and that it is arranged in a way that allows easy service
3	Portion, serve and present the food items in an appealing manner, using the appropriate service equipment
4	Handle and dispose of surplus food items and equipment appropriately in order to maintain the appearance and ambience of the customer dining area
5	Carry out your work with the minimum of disturbance to customers, whilst remaining available to assist your customers as required
Clear finished courses
6	Clear finished courses from the table at the appropriate time, systematically, with the assistance of other staff members and according to your workplace service standards
7	Check crockery, cutlery and other table items in between courses. Replace or remove items as necessary
8	Maintain the appearance of the table by clearing waste and food debris according to your workplace service standards

Scope/range related to performance criteria

1 Service equipment

1.1 dishes/liners/flats

1.2 service cutlery

1.3 service cloths/linen/gloves

2 Service operation

2.1 function

2.2 restaurant

2.3 buffet/carvery

3 Food items

3.1 soups

3.2 sauces/gravies

3.3 solid items (meat/poultry/potatoes/bread rolls)

3.4 small chopped items (vegetables/rice)

3.5 sliced meat/poultry

3.6 wedged items (pies/tarts/gateaux)

3.7 spooned desserts/puddings

3.8 cheese

4 Courses

4.1 starter

4.2 main course

4.3 dessert/cheese

5 Cleared table items

5.1 crockery

5.2 cutlery

5.3 glassware

5.4 condiments and accompaniments

5.5 table items/napkins

Unit 21: Provide a buffet service

Unit code:	**PPL2FBS17**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard is about how you prepare a buffet food display area. It covers the preparation of items such as crockery, cutlery, napkins and display equipment. Serving of the food follows, which includes your interaction with customers and how you enhance their dining experience, portioning and product knowledge. Finally, the standard is completed by maintaining the food display area to uphold food safety standards and an appealing display for your customers.

This standard focuses on the technical knowledge and skills required to provide a buffet service; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standards:

● Maintain basic food safety in catering

● Maintain food safety in a hospitality environment

● Provide basic advice on allergens to customers

● Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

● provide a buffet service.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Buffet

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
Silver serve food	
1	Safe and hygienic working practices when preparing a buffet display
2	Why service equipment should be turned on before use
3	Why heating, air conditioning, lighting, ventilation should be checked before service
4	Why table items should be checked for damage and cleanliness before service
5	The types of unexpected situations that may occur when preparing a buffet display and how to deal with these
Serve customers at the buffet	
6	Safe and hygienic working practices when serving customers at a buffet area
7	Why information given to customers should be correct
8	Why portions should be controlled when serving food to customers
9	Why and to whom all customer incidents should be reported
10	The types of unexpected situations that may occur when serving food to customers and how to deal with these

Knowledge and understanding	
Maintain the buffet	
11	Safe and hygienic working practices when maintaining a buffet display area
12	Why maintaining food at the correct temperature is important and how you can achieve this
13	Why food items should be replenished and displayed correctly throughout service
14	Why buffet areas should be kept free from rubbish and food debris

Performance Criteria
Prepare a buffet display
1	Clean the buffet display area ensuring it is undamaged and positioned in a way that meets your workplace service standard as well as giving the customers the best view of the food on offer
2	Check that heated/refrigerated units are switched on in time ready for service
3	Ensure that table items are clean, undamaged and readily accessible to your customers
4	Clean service equipment ensuring it is un-damaged and positioned ready for use
5	Display food items in an appealing manner and in accordance with food safety requirements
Serve customers at the buffet
6	Acknowledge your customers on arrival at the buffet and provide them with assistance as necessary
7	Ensure your customers have the correct choice of dishes available
8	Provide your customers with information which enhances their experience, answering questions and promoting your company's products and services
9	Assist your customers to make choices where appropriate and take opportunities to maximise the order using sales techniques
10	efficiently while taking care to portion and present food according to your workplace standards

Performance Criteria	
Maintain the buffet area	
11	Replenish food items according to your workplace standards and following food safety requirements
12	Keep the buffet area free from food debris or unwanted items

Scope/range related to performance criteria

1 Service equipment

   1.1 dishes/liners/flats

   1.2 service cutlery

   1.3 service cloths/linen/gloves

2 Service operation

   2.1 function

   2.2 restaurant

   2.3 buffet/carvery

3 Food items

   3.1 soups

   3.2 sauces/gravies

   3.3 solid items (meat/poultry/potatoes/bread rolls)

   3.4 small chopped items (vegetables/rice)

   3.5 sliced meat/poultry

   3.6 wedged items (pies/tarts/gateaux)

   3.7 spooned desserts/puddings

   3.8 cheese

4 Courses

   4.1 starter

   4.2 main course

   4.3 dessert/cheese

5 Cleared table items

   5.1 crockery

   5.2 cutlery

   5.3 glassware

   5.4 condiments and accompaniments

   5.5 table items/napkins

Unit 22: Promote new menu items

Unit code:	**PPL2FBS19**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard is about promoting menu items that have been recently introduced, and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. This standard also reflects the competencies required to highlight new dishes that may appeal to the customer.

This standard focuses on the technical knowledge and skills required to promote new menu items; however, it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standards:

- Maintain basic food safety in catering
- Maintain food safety in a hospitality environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- promote new menu items.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Promote; menu; items

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	Why organisations use promotional activities
2	The types of promotional material that can be used and their relative advantages and disadvantages
3	Where promotional material can be obtained from and the organisational requirements for using it
4	When promotions might commonly be used, including around public holidays and sporting/cultural events
5	How menu items can be promoted by staff when communicating with customers
6	The key features that can be highlighted when describing new/promoted menu items to customers
7	Why it is important to know the ingredients contained within new/promoted menu items
8	The customer groups that might not be attracted to the new/promoted menu items and why

Performance Criteria	
1	Liaise with colleagues and senior staff to identify what menu items are to be promoted
2	Obtain relevant promotional material
3	Assemble and display promotional material in a manner that makes it clear and attractive to the customer
4	Ensure that service areas are clean and set up correctly
5	Inform customers of new menu items in a manner which is helpful and clear
6	Answer questions regarding the flavour, ingredients and nature of the menu item clearly and in a manner that is helpful to the customer
7	Refer to promotional material and displays to highlight the features of the menu items
8	Provide feedback to the appropriate people regarding the impact of the promotion

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 23: Resolve customer service problems

Unit code: PPL2GEN7

SCQF level: 6

Credit points: 5

Unit summary

This standard is about the effective handling of customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

It is sometimes difficult to meet customer expectations. Even if the service you give is excellent, some customers experience problems. Part of your job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This standard is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● resolve customer service problems.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Resolve; customer service; problems; service recovery; complaints; customer satisfaction; customer needs

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	Organisational procedures and systems for dealing with customer service problems
2	How and when to use own initiative
3	How to have confidence in discussing customers' needs
4	How to defuse potentially stressful situations
5	How to negotiate
6	The limitations of what you can offer your customer
7	Types of action that may make a customer problem worse and should be avoided

Performance criteria

Spot customer service problems

1	Listen carefully to your customers about any problem they have raised
2	Ask your customers about the problem to check your understanding
3	Recognise repeated problems and alert the appropriate authority
4	Share customer feedback with others to identify potential problems before they happen
5	Identify problems with systems and procedures before they begin to affect your customers

Pick the best solution to resolve customer service problems

6	Identify the options for resolving a customer service problem within organisational systems and procedures
7	Work with others to identify and confirm the options to resolve a customer service problem within the 'ethos' of the organisation
8	Work out the advantages and disadvantages of each option for your customer and your organisation
9	Discuss the best option(s) with your customer and your organisation
10	Identify for your customer other ways that problems may be resolved if you are unable to help

Take action to resolve customer service problems

11	Discuss and agree the options for solving the problem with your customer
12	Implement the option agreed with your customer
13	Work with others and your customer to make sure that any promises related to solving the problem are kept
14	Keep your customer fully informed about what is happening to resolve the problem
15	Check with your customer to make sure the problem has been resolved to their satisfaction
16	Give clear reasons to your customer when the problem has not been resolved to their satisfaction

Scope/range related to performance criteria

1 Organisational systems and procedure

1.1 time

1.2 cost

1.3 brand standard/standard operating procedure

1.4 culture

Unit 24: Promote additional services or products to customers

Unit code:	**PPL2GEN8**
SCQF level:	**6**
Credit points:	**5**

Unit summary

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products your organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world.

This standard is about your need to keep pace with new developments and to encourage your customers to take an interest in them both face to face and through media such as social networking sites. Customers expect more and more services or products to be offered to meet their own growing expectations; from offering dinner reservations at check-in to providing a coffee and liqueurs service at the end of a meal. They need to be made aware of what is available from your organisation.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● promote additional services or products to customers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Promote; additional services; products; customers; upselling; selling; sales

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's procedures and systems for encouraging the use of additional services or products
2	Your organisation's policy on using social media and networking sites to promote additional services or products
3	How additional services or products will benefit your customers
4	How your customer's use of additional services or products will benefit your organisation
5	The main factors that influence customers to use your services or products
6	How to introduce additional services or products to customers, outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
7	How to give appropriate, balanced information to customers about services or products

Performance criteria	
Identify additional services or products that are available	
1	Update and develop your knowledge of your organisation's services or products
2	Check with others when you are unsure about new service or product details
3	Identify appropriate services or products that may interest your customer
4	Spot opportunities for offering your customer additional services or products that will improve their customer experience
Pick the best solution to resolve customer service problems	
6	Identify the options for resolving a customer service problem within organisational systems and procedures
7	Work with others to identify and confirm the options to resolve a customer service problem within the 'ethos' of the organisation
8	Work out the advantages and disadvantages of each option for your customer and your organisation
9	Discuss the best option(s) with your customer and your organisation
10	Identify for your customer other ways that problems may be resolved if you are unable to help
Inform customers about additional services or products	
11	Choose the best time to inform your customer about additional services or products
12	Choose the best method of communication to introduce your customer to additional services or products
13	Give your customer accurate and sufficient information to enable them to make a decision about the additional services or products
14	Give your customer time to ask questions about the additional services or products

Performance criteria	
Gain customer commitment to using additional services or products	
15	Close the conversation if your customer shows no interest
16	Give information to move the situation forward when your customer shows interest
17	Secure customer agreement and check customer understanding of the delivery of the service or product
18	Ensure prompt delivery of the additional services or products to your customer
19	Refer your customer to others or to alternative sources of information, if the additional services or products are not your responsibility

Unit 25: Maintain customer service through effective handover

Unit code:	**PPL2GEN11**
SCQF level:	**4**
Credit points:	**2**

Unit summary

Customer service delivery in a team involves many situations when you are unable to see actions through and you pass on responsibility to a colleague, for example, during a shift change. This sharing of responsibility should be organised and follow a recognised pattern. Most of all you need to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with your colleagues that customer service actions have been completed. This standard is for you if your job involves service delivery as part of a team and you regularly pass on responsibility for completion of a customer service action to a colleague.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- maintain customer service through an effective handover.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Customer service; effective handover; teamwork handover; shift handover

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your organisation's handover procedures for the services or products you are involved in delivering
2	Your organisation's handover procedures and how these vary during and between shifts
3	Your role and responsibilities in the organisation's handover procedure
4	The appropriate colleagues to pass responsibility to for completing particular customer service actions
5	Ways of ensuring that information is passed between you and your colleagues effectively
6	The importance of checking tactfully with a colleague whether they have completed the customer service actions according to organisational handover procedures
7	Opportunities for contributing to review the way customer service actions are shared in customer service processes

Performance criteria	
Agree joint responsibilities in a customer service team	
1	Identify services or products you are involved in delivering that rely on effective teamwork
2	Identify steps in the handover process that rely on exchange of information between you and your colleagues
3	Agree with colleagues when it is right to pass responsibility for completing a customer service action to another
4	Agree with colleagues how information should be exchanged between you to enable another to complete a customer
5	Identify ways of reminding yourself when you have passed responsibility to a colleague for completing a customer service action
Check that customer service actions are seen through by working together with colleagues	
6	Identify when to check that a customer service action has been completed
7	Ensure that you are aware of all details of customer service actions your colleague was due to complete
8	Ask your colleague about the outcome of completing the customer service action as agreed
9	Identify the next customer service actions if your colleagues have been unable to complete the actions you had previously agreed
10	Work with colleagues to review the way in which customer service actions are shared

Scope/range related to performance criteria

There is no specific scope/range for this unit.

Unit 26: Maintain and deal with payments

Unit code:	**PPL2GEN12**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

● maintain and deal with payments.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Maintain; deal; payments

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
1	Legal requirements for operating a payment point and taking payments from customers
2	Different types of payment equipment and processes used by an organisation and accepted methods of payment
3	Your organisation's security procedures for cash and other types of payments
4	How you should set up your payment point
5	How to get stocks of materials you need to set up and maintain the payment point
6	Why it is important to tell the customer about any delays and how you should do so
7	The types of problems that might happen with your payment point and how to deal with these
8	The procedure for changing the till/card
9	The correct procedures for handling payments
10	What you should do if there are errors in handling payments
11	The procedures for dealing with handheld payment devices
12	What procedure you must follow with regard to a payment that has been declined
13	What might happen if you do not report errors
14	The types of problems that may happen when you are taking payments and how to deal with these
15	The procedures for collecting the contents of the payment point, including who you should add payments to

Knowledge and understanding	
16	The procedures for signing off and handover at the end of a shift
17	What VAT is and how it is applied to the bill
18	How to handle tips in cash and via electronic payments

Performance criteria	
1	Ensure your payment point is working and that you have all the materials you need
2	Maintain the payment point and restock it when necessary
3	Enter/scan information into the payment point correctly
4	Tell the customer how much they have to pay
5	Acknowledge the customer's payment and validate it where necessary
6	Follow correct procedure for chip and pin and contactless transactions
7	Put the payment in the right place according to your organisation's procedures
8	Give correct change for cash transactions
9	Carry out transactions without delay and give relevant confirmation to the customer
10	Make the payment point contents available for authorised collection when asked to
11	Follow organisational procedures to sign off from shut down payment point and conduct a handover at the end of a shift

Scope/range related to performance criteria

1 Materials

1.1 cash float

1.2 cash equivalents

1.3 relevant stationery

1.4 till/card machine rolls

1.5 handheld devices

2 Payments

2.1 cash

2.2 credit/debit cards

2.3 contactless, e.g. cards/tablets/watches/mobile phones

2.4 cash equivalents

Authorised collection

The correct person coming to pick up the payments from the till

Cash equivalents

For example, vouchers, discounts, currency cards

Payment point

A till, card machine, electronic (e.g. tablet/computer) or handheld device

12 Further information and useful publications

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

- 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.

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website, qualifications.pearson.com

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

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our 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.

Training and support for the lifetime of the qualifications

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

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website, qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is on our website, qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

Assessment Strategy:	For Scottish Vocational Qualifications (SVQs) for the Hospitality Sector
Sector:	Hospitality
Qualification Titles:	SVQ Beverage Service at SCQF level 5
	SVQ Food and Beverage Service at SCQF level 5
	SVQ Food Production at SCQF level 5
	SVQ Hospitality Services at SCQF level 4
	SVQ Hospitality Services at SCQF level 5
	SVQ Hospitality Supervision and Leadership at SCQF level 7
	SVQ Kitchen Services at SCQF level 5
	SVQ Professional Cookery at SCQF level 4
	SVQ Professional Cookery at SCQF level 5
	SVQ Professional Cookery at SCQF level 6
	SVQ Professional Cookery at SCQF level 7
Developed by:	People 1st
Approved by ACG:	1 March 2017
Version:	1

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Appendices

1. Introduction

This assessment strategy applies to all hospitality sector Scottish Vocational Qualifications (SVQs). It comes into force on the 1st July 2017 and will apply to any new SVQ units and qualifications for the hospitality sector and will replace other assessment strategies currently used for existing SVQs

There are four components to the hospitality sector assessment strategy which set out requirements and guidance relating to:

● external quality control

● assessment principles

● occupational expertise of assessors and verifiers

● continuous professional development.

The purpose of this assessment strategy is for People 1st and awarding bodies to work in partnership to:

● maximise the quality assurance arrangements for the hospitality sector's SVQ units and qualifications and maintain standardisation across assessment practice

● assure employers and candidates that the sector's competence SVQ units and qualifications are consistently assessed to the national occupational standard

● promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience is awarding bodies that offer SVQ units and qualifications for the hospitality industry.

The assessment strategy should be used alongside the generic principles that awarding bodies must meet for the delivery of SVQs, as required by the relevant sections of the current SQA Accreditation's Regulatory Requirements.

2. External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding bodies to:

● ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding body

● supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding body's data will be published

● report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements

● highlight specific issues relating to the assessment of the sector's SVQ units and qualifications that require immediate attention, as and when they arise

● contribute to awarding body forums to review and discuss matters relating to the assessment of hospitality SVQ units and qualifications

● resolve issues relating to the assessment and verification of the sector's SVQ units and qualifications with the action(s), and in the timeframe, agreed.

3. Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidates' supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's SVQ units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or a RWE approved by an awarding body, (see section 3.4).

- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Please note: External tests do not form part of People 1st's assessment strategy.

3.1 Witness Testimony

People 1st recognise the use of *witness testimony* and *expert witness testimony* as appropriate methods for assessors to collect evidence of candidates' performance.

Witness testimonies can be obtained from people who are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, e.g. customers and suppliers. The assessor must judge the validity of the witness testimony and this may vary depending on the source.

Witness testimonies can support the assessment process but should not be used as the main form of evidence, (e.g. witness testimony may be useful to authenticate a candidate's work, confirm consistency over time or confirm that a candidate has covered all of the required scope/range for a unit). In all cases the awarding body's minimum evidence requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- approved assessors for other sectors who are also familiar with the relevant occupational standards

- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees has current occupational competence, knowledge and expertise to make a judgement of a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications and/or practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than 12 months. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding body's requirements.

3.2 Professional Discussion

Professional discussion could be used in addition to performance evidence to confirm a candidate's overall competence. Professional discussion could also be used as a form of evidence for assessing underpinning knowledge; such discussions should enable the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed, rather than using a prescribed list of questions.

3.3 Simulation

Simulation can only be used to assess candidates for the sector's SVQ units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. Where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices. Partial simulation would be accepted as long as it meets the set requirements.

See *Appendix A* for SVQ units which permit the use of simulation.

Awarding bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- the candidate should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found at *Appendix B*.

4. Occupational Expertise of Assessors and Verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in *Appendix C.* Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in *Appendix D.*

5. Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at *Appendix E.*

Appendix A

SVQ units in Hospitality that permit simulation

There are no People 1st units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the units listed in the table below.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

● there is a high risk to the security or safety

● the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating candidates

● there would otherwise be a breach of confidentiality or privacy.

People 1st Unit Number	Unit Title	SVQ qualifications that the unit is used in
PPL1Gen1	Maintain health and safety in hospitality	SVQ Professional Cookery at SCQF 4 SVQ Hospitality Services at SCQF 4 SVQ Hospitality Services at SCQF 5 SVQ Food and Beverage Service at SCQF 5 SVQ Beverage Service at SCQF 5 SVQ Kitchen Services at SCQF 5 SVQ Food Production at SCQF 5 SVQ Professional Cookery at SCQF 5
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL23	Improve the customer relationship	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL19	Monitor and solve customer service problems	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL5	Lead a team to improve customer service	SVQ in Hospitality Supervision and Leadership at SCQF 7

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in a RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding body's criteria for this purpose. External verifiers (EV) are expected to ensure RWEs meet the criteria set out below on at least one visit.

1	The work situation being represented is relevant to the competence based units and qualifications being assessed	- The type of work situation being represented mirrors the relevant setting, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. - Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. - Industry trends are considered in the product and service offer.
2	The candidate's work activities reflect those found in the situation being represented	- Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. - Candidates are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner as a real work situation	- Customers are not prompted to behave in a particular manner. - Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities.	- Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure, taking into account supervisory requirements. - There is evidence of business planning, e.g. product/service plans, staffing/rotas, costing, promotions. - Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage. - Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description. - Consumer information is provided on products and services, e.g. allergy advice on food products.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers.

✓ **= mandatory**

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications which are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as identified by SQA Accreditation, qualifications regulator, confirming their competence to assess or verify SVQ units and qualifications assessment as follows:			
● Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD)	✓	✓	✓
● Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD)	✓	✓	✓
● Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s) ● In the case that an assessor or verifier is working towards their assessor/verifier unit, a representative sample of their assessment/verification decisions must be counter-signed by a colleague who has achieved an appropriate assessor/verifier unit. This colleague should have the same occupational expertise.	✓	✓	✓
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and/or verifying which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding body's assessment requirements and practice standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.	✓	✓	
Have supervisory/management, interpersonal and investigative skills; including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓

Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See *Annex D*).	✓	Good practice	
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see *Annex E*).	✓	✓	✓

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, internal verifiers and external verifiers should either receive training or achieve qualifications. People 1st is **not** stipulating that assessors, internal verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ **= mandatory**

Qualification/Training	SVQ unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	
Food Safety	Kitchen Services	✓	Good Practice	
	Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Beverage Service	✓		
	Beverage service	✓		
	Hospitality Supervision and Leadership (with food and beverage units)	✓		
Licensing	Food and Beverage Service	✓	Good Practice	
	Beverage Service	✓		
	Hospitality Supervision and Leadership (with food and beverage units)	✓		

Appendix E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides examples of a variety of methods that could be used for CPD purposes.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (eg within associated departments) • External visits to other organisations • Updated and new training and qualifications http://hospitalityguild.co.uk/uksp • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	• Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events), webinars, social media • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding body meetings/seminars

Downloadable guidance on CPD can be found at CPD Guidance (https://set.et-foundation.co.uk/professionalism/cpd/)

Core Skills Signposting:	HOSPITALITY NOS UNITS 2016
Sector:	Hospitality
Qualification Titles:	SVQ Beverage Service at SCQF level 5
	SVQ Food and Beverage Service at SCQF level 5
	SVQ Food Production at SCQF level 5
	SVQ Hospitality Services at SCQF level 4
	SVQ Hospitality Services at SCQF level 5
	SVQ Hospitality Supervision and Leadership at SCQF level 7
	SVQ Kitchen Services at SCQF level 5
	SVQ Professional Cookery at SCQF level 4
	SVQ Professional Cookery at SCQF level 5
	SVQ Professional Cookery at SCQF level 6
	SVQ Professional Cookery at SCQF level 7
Developed by:	People 1st
Approved by ACG:	1 March 2017
Version:	1

HOSPITALITY NOS UNITS 2016 – Core Skills Signposting						
		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Generic Units						
PPL1GEN1	Maintain health and safety in hospitality	SCQF3	SCQF3		SCQF3	SCQF3
PPL1GEN2	Maintain excellent standards of personal behaviour in hospitality	SCQF3		SCQF3		SCQF3
PPL1GEN3	Maintain customer care	SCQF4	SCQF3		SCQF3	SCQF3
PPL1GEN4	Work effectively as part of a hospitality team	SCQF4	SCQF3		SCQF4	SCQF4
PPL1GEN5	Clean and store crockery and cutlery	SCQF3	SCQF3		SCQF3	
PPL2GEN1	Impact of personal behaviour in hospitality	SCQF4		SCQF3	SCQF3	SCQF4
PPL2GEN2	Order stock	SCQF4	SCQF3	SCQF3	SCQF3	SCQF4
PPL2GEN3	Maintain and handle knives	SCQF3			SCQF3	SCQF3
PPL2GEN4	Maintain food safety in a kitchen environment	SCQF4	SCQF4		SCQF4	SCQF4
PPL2GEN5	Maintain food safety in a hospitality environment	SCQF4	SCQF3		SCQF4	SCQF4
PPL2GEN6	Minimise the risk of allergens to customers	SCQF5	SCQF4		SCQF3	SCQF4
PPL2GEN7	Resolve customer service problems	SCQF5			SCQF4	SCQF5
PPL2GEN8	Promote additional services or products to customers	SCQF4		SCQF3		SCQF4
PPL2GEN9	Deal with customers across a language divide	SCQF4			SCQF3	SCQF4
PPL2GEN10	Deal with customers across a cultural divide	SCQF4			SCQF3	SCQF4
PPL2GEN11	Maintain customer service through effective handover	SCQF4			SCQF3	SCQF4

HOSPITALITY NOS UNITS 2016 – Core Skills Signposting						
		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPL2GEN12	Maintain and deal with payments	SCQF3	SCQF3		SCQF4	SCQF4
PPL2GEN13	Use social media in hospitality	SCQF4		SCQF3	SCQF3	SCQF3
PPL2GEN14	Complete kitchen documentation	SCQF4	SCQF4	SCQF4	SCQF3	
PPL2GEN15	Set up and close kitchen	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
Front of House Reception Units						
PPL1FOH1	Process information for the reception function	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH2	Assist in handling mail	SCQF3			SCQF3	SCQF3
PPL1FOH3	Communicate information in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL1FOH4	Make and receive telephone calls	SCQF3			SCQF3	SCQF3
PPL1FOH5	Receive, move and store customer and organisation property	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH6	Service public areas at front of house	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH7	Collect and deliver items for customers and staff	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH8	Prepare, service and clear meeting and conference rooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH9	Use a filing system	SCQF3	SCQF3	SCQF3	SCQF3	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
PPL1FOH10	Contribute to solving business problems	SCQF4			SCQF4	SCQF4
PPL2FOH1	Deal with communications as part of the reception function	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH2	Deal with the arrival of customers	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH3	Deal with bookings	SCQF4	SCQF3	SCQF4	SCQF3	SCQF3
PPL2FOH4	Prepare customer accounts and deal with departures	SCQF3	SCQF3	SCQF4	SCQF3	SCQF3
PPL2FOH5	Produce documents in a business environment	SCQF3	SCQF3	SCQF3		
PPL2FOH6	Use office equipment	SCQF3		SCQF3	SCQF3	
PPL2FOH7	Communicate in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL2FOH8	Handle customer communications and book external services	SCQF4		SCQF3	SCQF4	SCQF4
PPL2FOH9	Provide reception services	SCQF4		SCQF3	SCQF3	SCQF3
PPL2FOH10	Store and retrieve information	SCQF3	SCQF3	SCQF3	SCQF3	
PPL2FOH11	Provide tourism information services to customers	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
Accommodation/Housekeeping Units						
PPL1HK1	Collect linen and make beds	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK2	Clean windows from the inside	SCQF3	SCQF3		SCQF3	SCQF3

HOSPITALITY NOS UNITS 2016 – Core Skills Signposting

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HOSPITALITY NOS UNITS 2016 – Core Skills Signposting						
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
PPL1HK3	Help to service toilets and bathrooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK4	Help to clean and maintain furnished areas	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	SCQF4	SCQF3		SCQF3	
PPL2HK1	Clean and service a range of areas	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK2	Work using different chemicals, liquids and equipment	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK3	Maintain housekeeping supplies	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK4	Clean, maintain and protect hard floors	SCQF3	SCQF3		SCQF4	SCQF3
PPL2HK5	Clean and maintain soft floors and furnishings	SCQF3	SCQF3		SCQF4	SCQF3
PPL2HK6	Provide a linen service	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK7	Carry out periodic room servicing and deep cleaning	SCQF3	SCQF3		SCQF4	SCQF4
Food and Beverage Service Units						
PPL1FBS1	Prepare and clear areas for food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FBS2	Provide a food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL2FBS1	Prepare and clear the bar area	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS2	Serve alcoholic and soft drinks	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS3	Prepare and serve cocktails (mixology)	SCQF3	SCQF3		SCQF4	SCQF4

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SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
PPL2FBS4	Prepare and serve beer/cider	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS5	Prepare and serve wine	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS6	Maintain cellars and kegs	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS7	Clean drink dispense lines	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS8	Prepare and serve dispensed and instant hot drinks	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS9	Set up a specialist coffee station	SCQF3	SCQF3		SCQF4	
PPL2FBS10	Prepare and serve beverages from a specialist coffee station	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS11	Clean and close a specialist coffee station	SCQF3	SCQF3		SCQF4	
PPL2FBS12	Receive, store and issue drinks stock	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS13	Prepare and clear areas for table service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS14	Serve food at table (formal dining)	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS15	Serve food at table (casual dining)	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS16	Provide a silver service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS17	Provide a buffet service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS18	Convert an area for dining	SCQF4	SCQF3		SCQF4	SCQF4
PPL2FBS19	Promote new menu items	SCQF4				SCQF3

HOSPITALITY NOS UNITS 2016 – Core Skills Signposting						
		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Food Production Units						
PPL1PRD1	Prepare hot and cold sandwiches	SCQF4	SCQF4		SCQF3	
PPL1PRD2	Produce basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL1PRD3	Maintain an efficient use of resources in the kitchen	SCQF4	SCQF4		SCQF3	
PPL1PRD4	Prepare meals for distribution	SCQF4	SCQF4	SCQF3	SCQF4	SCQF4
PPL1PRD5	Prepare meals to meet relevant nutritional standards set for school meals	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
PPL1PRD6	Present menu items according to brand/organisation standards	SCQF4	SCQF4		SCQF3	SCQF4
PPL1PRD7	Assemble meals for distribution via conveyor belt	SCQF3	SCQF3		SCQF4	SCQF3
PPL2PRD1	Produce basic fish dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD2	Produce basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD3	Produce basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD4	Produce basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD5	Cook-chill food	SCQF4	SCQF4		SCQF3	
PPL2PRD6	Cook-freeze food	SCQF4	SCQF4		SCQF3	
PPL2PRD7	Produce basic hot sauces	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
PPL2PRD8	Produce basic cereal, pulse and grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD9	Produce basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD10	Produce cold starters and salads	SCQF4	SCQF4		SCQF3	
PPL2PRD11	Produce basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PRD12	Produce basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PRD13	Produce basic cakes, sponges and scones	SCQF4	SCQF4		SCQF4	
PPL2PRD14	Produce basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PRD15	Produce flour, dough and tray baked products	SCQF4	SCQF4		SCQF3	
PPL2PRD16	Produce products from pre-mixed ingredients	SCQF3	SCQF4		SCQF4	
PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	SCQF4	SCQF4		SCQF4	
PPL2PRD18	Prepare, operate and clean specialist equipment	SCQF4	SCQF4		SCQF4	
PPL2PRD19	Maintain an efficient use of food resources	SCQF4	SCQF3		SCQF4	
PPL2PRD20	Liaise with care team to ensure that individuals' nutritional needs are met	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Professional Cookery Units						
PPL1PC1	Prepare vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC2	Cook vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC3	Prepare and cook fish	SCQF4	SCQF4		SCQF3	
PPL1PC4	Prepare and cook meat and poultry	SCQF4	SCQF4		SCQF3	
PPL1PC5	Prepare and finish simple salad and fruit dishes	SCQF4	SCQF4		SCQF3	
PPL1PC6	Prepare and cook rice	SCQF4	SCQF4		SCQF3	
PPL1PC7	Prepare and cook pasta	SCQF4	SCQF4		SCQF3	
PPL1PC8	Prepare and cook pulses	SCQF4	SCQF4		SCQF3	
PPL1PC9	Prepare and cook grain	SCQF4	SCQF4		SCQF3	
PPL1PC10	Prepare and cook vegetable protein	SCQF4	SCQF4		SCQF3	
PPL1PC11	Prepare and cook eggs	SCQF4	SCQF4		SCQF3	
PPL1PC12	Cook and finish simple bread and dough products	SCQF4	SCQF4		SCQF3	
PPL1PC13	Package food for delivery	SCQF4	SCQF4		SCQF3	

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPL2PC1	Prepare vegetables for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC2	Cook and finish basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PC3	Prepare fish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC4	Cook and finish basic fish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC5	Prepare shellfish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC6	Cook and finish basic shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC7	Prepare meat for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC8	Cook and finish basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PC9	Prepare poultry for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC10	Cook and finish basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PC11	Prepare game for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC12	Cook and finish basic game dishes	SCQF4	SCQF4		SCQF4	
PPL2PC13	Prepare offal for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC14	Cook and finish basic offal dishes	SCQF4	SCQF4		SCQF4	
PPL2PC15	Make basic stocks	SCQF4	SCQF4		SCQF4	
PPL2PC16	Prepare, cook and finish basic hot sauces	SCQF4	SCQF4		SCQF4	
PPL2PC17	Prepare, cook and finish basic soups	SCQF4	SCQF4		SCQF4	

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPL2PC18	Prepare, cook and finish basic rice dishes	SCQF4	SCQF4		SCQF4	
PPL2PC19	Prepare, cook and finish basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PC20	Prepare, cook and finish basic pulse dishes	SCQF4	SCQF4		SCQF4	
PPL2PC21	Prepare, cook and finish basic vegetable protein dishes	SCQF4	SCQF4		SCQF4	
PPL2PC22	Prepare, cook and finish basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL2PC23	Prepare, cook and finish basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PC24	Prepare, cook and finish basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PC25	Prepare, cook and finish basic cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL2PC26	Prepare, cook and finish basic grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PC27	Prepare, cook and finish basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PC28	Prepare and present food for cold presentation	SCQF4	SCQF4		SCQF4	
PPL2PC29	Prepare, cook and finish dim sum	SCQF4	SCQF4		SCQF4	
PPL2PC30	Prepare, cook and finish noodle dishes	SCQF4	SCQF4		SCQF4	
PPL2PC31	Prepare and cook food using a tandoor	SCQF4	SCQF4		SCQF4	
PPL2PC32	Process dried ingredients prior to cooking	SCQF4	SCQF4		SCQF4	

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPL2PC33	Prepare and mix spice and herb blends	SCQF4	SCQF4		SCQF4	
PPL2PC34	Contribute to sustainable practice in kitchens	SCQF3	SCQF3		SCQF4	
PPL3PC1	Cook and finish complex vegetarian dishes	SCQF4	SCQF4		SCQF4	
PPL3PC2	Prepare fish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC3	Cook and finish complex fish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC4	Prepare shellfish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC5	Cook and finish complex shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC6	Prepare meat for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC7	Cook and finish complex meat dishes	SCQF4	SCQF4		SCQF4	
PPL3PC8	Prepare poultry for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC9	Cook and finish complex poultry dishes	SCQF4	SCQF4		SCQF4	
PPL3PC10	Prepare game for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC11	Cook and finish complex game dishes	SCQF4	SCQF4		SCQF4	
PPL3PC12	Prepare, cook and finish complex hot sauces	SCQF4	SCQF4		SCQF4	
PPL3PC13	Prepare, cook and finish complex soups	SCQF4	SCQF4		SCQF4	
PPL3PC14	Prepare, cook and finish fresh pasta dishes	SCQF4	SCQF4		SCQF4	

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SSC CODE	**NOS UNIT TITLE (2016)**	**Communication**	**Numeracy**	**ICT**	**Problem Solving**	**Working with others**
PPL3PC15	Prepare, cook and finish complex bread and dough products	SCQF4	SCQF4		SCQF4	
PPL3PC16	Prepare, cook and finish complex cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL3PC17	Prepare, cook and finish complex pastry products	SCQF4	SCQF4		SCQF4	
PPL3PC18	Prepare, process and finish complex chocolate products	SCQF4	SCQF4		SCQF4	
PPL3PC19	Prepare, process and finish marzipan, pastillage and sugar products	SCQF4	SCQF4		SCQF4	
PPL3PC20	Prepare, cook and present complex cold products	SCQF4	SCQF4		SCQF4	
PPL3PC21	Prepare, finish and present canapés and cocktail products	SCQF4	SCQF4		SCQF4	
PPL3PC22	Prepare, cook and finish complex dressings and cold sauces	SCQF4	SCQF4		SCQF4	
PPL3PC23	Prepare, cook and finish complex hot desserts	SCQF4	SCQF4		SCQF4	
PPL3PC24	Prepare, cook and finish complex cold desserts	SCQF4	SCQF4		SCQF4	
PPL3PC25	Produce sauces, fillings and coatings for complex desserts	SCQF4	SCQF4		SCQF4	
PPL3PC26	Maintain sustainable practice in commercial kitchens	SCQF5	SCQF4		SCQF5	SCQF5

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Hospitality Supervision and Leadership Units						
PPLHSL1	Provide leadership for your team	SCQF5			SCQF5	SCQF6
PPLHSL2	Develop productive working relationships with colleagues	SCQF5			SCQF5	SCQF6
PPLHSL3	Contribute to the control of resources	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SCQF6			SCQF6	SCQF6
PPLHSL5	Lead a team to improve customer service	SCQF5			SCQF6	SCQF6
PPLHSL6	Contribute to promoting hospitality services and products	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL7	Supervise food production operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL8	Supervise functions	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL9	Contribute to the development of recipes and menus	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL10	Supervise food services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL11	Supervise drink services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL12	Supervise off-site food delivery services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL13	Supervise cellar and drink storage operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL14	Manage the receipt, storage or dispatch of goods	SCQF6	SCQF4	SCQF4	SCQF6	SCQF5

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPLHSL15	Supervise the wine store/cellar and dispense counter	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL16	Supervise vending services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL17	Supervise housekeeping services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL18	Supervise linen services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL19	Monitor and solve customer service problems	SCQF6	SCQF5		SCQF6	SCQF6
PPLHSL20	Supervise portering and concierge services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL21	Supervise reception services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL22	Supervise reservations and booking services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL23	Improve the customer relationship	SCQF6	SCQF4		SCQF6	SCQF6
PPLHSL24	Provide learning opportunities for colleagues	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL25	Support the use of technological equipment in hospitality services	SCQF6	SCQF5	SCQF6	SCQF6	SCQF6
PPLHSL26	Supervise practices for handling payments	SCQF5	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL27	Contribute to the development of a wine list	SCQF6	SCQF4	SCQF4	SCQF5	SCQF5
PPLHSL28	Manage the environmental impact of your work	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL29	Contribute to the selection of staff for activities	SCQF6	SCQF5	SCQF4	SCQF6	SCQF5

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SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
PPLHSL30	Ensure food safety practices are followed in the preparation and serving of food and drink	SCQF6	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL31	Lead meetings	SCQF5				SCQF5