City & Guilds Level 2 Technical Certificate in Food and Beverage Service (450) (6103-20)

Version 1.3 (August 2018)

Qualification Handbook

Qualification at a glance

Industry area	Hospitality and Catering
City & Guilds number	6103-20
Age group	16-18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the What is this qualification about? section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 2 Technical Certificate in Food and Beverage Service	450	720	6103-20	603/0370/0

Version and date	Change detail	Section
1.1 August 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
1.2 August 2017	Addition of learning outcomes	5. Assessment
1.3 August 2018	City & Guilds added to the title	Throughout

Contents

1   Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Food and Beverage Service**

Area	Description
OVERVIEW	
Who is the qualification for?	This City & Guilds Level 2 Technical Certificate in Food and Beverage Service is for you if you are 16 or over and would like to work in the hospitality sector specialising in the food and beverage sector. The qualification provides you with a good understanding of the service side of hospitality, providing you with the opportunity to learn essential skills in serving food and beverages, product knowledge, customer service and financial element of running a hospitality business
What does this qualification cover?	By undertaking this qualification you will cover skills and techniques required to deliver food and beverage service to guests/customers. You will develop both the hard and soft skills that will allow you to work in a variety of establishments and settings including hotels, restaurants, and specialist events catering. The mandatory content of this qualification includes: • Introduction to the industry • Customer service • Working safely • Menu knowledge • Food and beverage service • Food and beverage product knowledge • Food and beverage business finance Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with relevant establishments, such as those identified below, include: • structured work-experience or work-placements within their business • your attendance at classes or lectures given by industry experts • employers input into projects and exercises, or are involved with setting assessments and examinations

Area	Description
	• employers who act as 'expert witnesses' to contribute to the assessment of your work. This practical based training is ideal preparation for gaining employment in the hospitality sector or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Area	Description

Will the qualification lead to employment, and if so, in which job role and at what level?	Achieving this qualification will enable you to gain employment in the front of house area, typically in any of the following roles:
	
	• Food and beverage staff
	• Waiting staff
	• Bar staff
	• Host/hostess
	
	These roles could be undertaken in a range of establishments where guests wish to have different dining experiences:
	
	• Restaurants
	  o Independent
	  o Fine dining e.g. Michelin
	  o High street restaurant chains/branded
	• Hotels
	  o Large chains
	  o Independent hotels
	  o Boutique hotels
	  o Country house hotels
	• Contract catering (fine dining)
	• Conferencing and events

Why choose this qualification over similar qualifications?	You are likely to choose this qualification rather than the Level 2 Technical Certificate in Professional Cookery or the level 2 Technical Certificate in Food Preparation and Service as this will focus specifically on delivering food & beverage service. The alternative qualifications are designed for those wishing to undertake a career as a chef or those wanting a broader qualification to allow flexibility of working in both sides of the catering sector. The skills and knowledge gained in this qualification will enable you to deliver quality food and beverage service in a range of establishments.
Will the qualification lead to further learning?	You will have the opportunity to enter employment, or undertake further learning such as:

Area	Description
	• City & Guilds Level 3 Advanced Technical Diploma in Supervision of Food & Beverage Services • City & Guilds Level 3 Advanced Technical Diploma in Professional Cookery • City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie & Confectionary) There are a number of new and exciting apprenticeships currently being developed, so you could progress to an apprenticeship in Hospitality Supervision

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions	AFWS (Academy of Food & Wine Service)

Qualification structure

For the **City & Guilds Level 2 Technical Certificate in Food and Beverage Service** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Introduction to the hospitality industry	30
202	Principles of customer service	60
203	Safe working practices for food & beverage services	30
204	Menu knowledge	60
205	Food service	90
206	Beverage product knowledge	60
207	Beverage service	90
208	Finance for food & beverage businesses	30

Total qualification time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Technical Certificate in Food and Beverage Service	450	720

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Food and Beverage Service** candidates must successfully complete **both** mandatory assessment components

Component number	Title
Mandatory	
021	Level 2 Food and Beverage Service - Theory exam (1)*
022	Level 2 Food and Beverage Service - Synoptic assignment (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement.*

Component number	Title
Mandatory	
820	Employer involvement

Number of mandatory assessments per assessment types

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme, as detailed under the following headings.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:
- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver the qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

These qualifications are approved for learners aged 16 -18, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:
- if the learner has any specific learning or training needs
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at key stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Guidance for delivery	
Guidance on use of marking grids	

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.
[Technical qualifications] must:
• require all students to undertake meaningful activity involving employers during their study; and
• be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

Extract from: **Vocational qualifications for 16 to 19 year olds 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an employer involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged. As part of the approval process, City & Guilds will review this planner and tracker.

Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot

provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace, the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1]:

The following activities meet the requirement for meaningful employer involvement

- students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification*;*
- students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);
- students take one or more units delivered or co-delivered by an industry practitioner(s) (this could take the form of master classes or guest lectures);
- industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- employers' or industry practitioners' input to the initial design and content of a qualification;
- employers hosting visits, providing premises, facilities or equipment;
- employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;
- student attendance at career fairs, events or other networking opportunities;
- simulated or provider-based working environments; e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;
- employers providing students with job references.

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to

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[1] Based on technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 – 19 performance tables form 2019: technical guidance for awarding organisations, August 2016

support a claim for this component will vary depending on the nature of the involvement e.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.
Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to have opportunities to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so that they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff: however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5   Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
021	Externally marked exam	The exam is **externally set and externally marked**, and will be taken online through City & Guilds' computer-based testing platform. The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.
022	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.

Component numbers	Assessment method	Description and conditions
		Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification?

The typical assignment for this qualification would be for candidates to work as a station waiter. They will work to a given brief and must plan the service taking into account the style of service, resource and customer requirements and the procedural checks they would need to put in place throughout the service.

Candidates will have to prepare their allocated tables and work station prior to the actual event and provide a full service demonstrating communication, problem solving and critical thinking skills. They will process customer payments before closing down at the end of service.

Candidates should produce a written evaluation of their own performance using feedback from customers and others.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Job roles and responsibilities, customer service menu styles, product knowledge, food safety and legislation	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Practices and procedures, suitability of customer service for different situations, suitability of service style, finance and legislation	15%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Preparation of equipment and stock, laying up tables, taking orders, serving food and beverages, taking payments, clearing tables, communication with customers	25%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Selection of table set up, problem solving, decision making, monitoring and adapting the service	25%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Personal presentation, attention to detail restaurant set up and table lay-up, customer requirements, preparation of bills and transactions	15%
AO6 Undertakes independent research for a purpose and uses information/data effectively.	N/A	N/A

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO7 Demonstrates originality and creativity to experiment and innovate beyond conventional application of designs and/or use of materials.	N/A	N/A
AO8 Communicates effectively, accurately and appropriately for the intended audience.	Written communication including reservations, financial information, menus, orders, written evaluation	10%

Exam specification

AO weightings per exam

Assessment objective	Component 021 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	33.75%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	43.75%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	22.5%

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D/D*

021	Duration: 2 hours, 40 minutes		
Unit	Unit title	Number of marks	%
201	Understand the scale and diversity of the hospitality industry	10	13
	Understand opportunities and career development within food and beverage		
	Understand employability skills required for the hospitality industry		
	Understand the impact of the food service industry on the environment		
202	Understand customer service	6	7
	Understand customer service delivery		
203	Understand personal responsibilities and actions required within Health and Safety	8	10
	Understand food safety hazards, their key features and how these are controlled		
204	Understand menu styles and service methods	12	15
	Understand menu product knowledge		
	Understand dietary requirements		
	Understand food and beverage matching		

021	Duration: 2 hours, 40 minutes		
206	Know the production methods and characteristics of alcoholic beverages	18	22.5
	Know the production methods and characteristics of non-alcoholic beverages		
	Understand the procedures and presentation of serving beverages		
	Understand legislation for responsible service of alcohol		
208	Understand business financial controls	8	10
N/A	Integration across the units	18	22.5
	Total	**80**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations.

Entry for exams can be made through the City & Guilds Walled Garden.

6   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[2] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself.A request for a review of the moderation process should be made to appeals@cityandguilds.com.

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[2] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidate's work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with the City & Guilds standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set, with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded by City & Guilds as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts.

Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to
- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to
- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 2 Technical Certificate in Food and Beverage Service** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	60%
Exam	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8   Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
• internal quality assurance
• City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Centre requirements*.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
• suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation;
• completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place;
• the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:
• facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
• make arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application form, please visit the City & Guilds website at **www.cityandguilds.com**

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessment **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in
Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):
• falsification of assessment evidence or results documentation
• plagiarism of any nature
• collusion with others
• copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
• deliberate destruction of another's work
• false declaration of authenticity in relation to assessments
• impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ Access arrangements and reasonable adjustments* and *Access arrangements - when and how applications need to be made to City & Guild*s for more information. Both documents are available in the Policies and procedures section of the City & Guilds website.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process.* This document is available on the City & Guilds website: http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments

Unit 201 Introduction to the hospitality industry

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is to provide learners with an understanding of the hospitality industry, the way in which food and beverage service links to the overall industry and the skills and information they require to seek employment within the industry. This is a knowledge unit that will provide learners with a broad understanding of the industry prior to commencing the technical food and beverage units.

Learners will gain an understanding of the scale and diversity of the hospitality industry and specific job roles and careers relating to food and beverage service. This is a customer facing industry and this unit will provide learners with an understanding of the key employability skills required for work.

Learners may be introduced to the unit by asking themselves questions such as:
- Why is the hospitality industry important?
- What types of establishments offer food and beverage careers?
- What job opportunities are available in the hospitality industry?
- What skills do I need to find employment in the hospitality industry?
- How foods are produced, ethical issues and sustainability?

Learning outcomes

In this unit, learners will be able to

1 Understand the scale and diversity of the hospitality industry
2 Understand career development within food and beverage service
3 Understand employability skills required for the hospitality industry
4 Understand the impact of the food service industry on the environment

Scope of content

Learning outcome

1   Understand the scale and diversity of the hospitality industry

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Topics

1.1   Sectors of the industry
1.2   Economic importance of the industry

Depth

Topic 1.1
Types of sectors in the hospitality industry
Commercial

- Hotels
- Restaurant
- Pubs
- Nightclubs
- Membership clubs
- Event catering
- Holiday parks
- Leisure
- Cruise liners

Service

- Schools
- Hospitals
- Halls of residence
- Prisons
- Factories
- Travel and Transport services
- HM Forces

Topic 1.2
Hospitality industry contribution to the economy

- GDP
    o   taxation
    o   VAT
    o   PAYE
- Corporation tax
- Support services
    o   food suppliers
    o   laundry
    o   insurance

- Different types of employment
  - o part time
  - o full time
  - o seasonal
  - o casual
  - o indirect employment (in support services)

Learning outcome

2   Understand career development within food and beverage service

Topics

2.1   Departments and job roles
2.2   Methods of career development
2.3   Job applications and interview preparation

Depth

Topic 2.1
Departmental hierarchies in food and beverage service operations
- Restaurant
- Bar
- Reception
- Room service
- Lounge service
- Conferencing and banqueting

Types of job roles and different levels of responsibilities for operative, supervisory and managerial positions
- Waiter/station waiter/runner
- Cashier
- Barista
- Sommelier, wine waiter
- Bar person, mixologist
- Host/greeter
- Porter

Topic 2.2
Methods of career development
- Evaluation of personal skills
- Personal development plans to identify
  - o knowledge advancement
  - o training needs
  - o skills development – soft/hard
  - o communication
  - o team working

- o   aspiration v limitations
- Trial shifts/work experience
- Part time employment
- Apprenticeships

Topic 2.3
Structure of a CV
- Personal details
- Personal statement
- Education
- Employment details
- Skills
- Referees

Format of cover letters
- Personal address and employers address
- Date
- Addressee
- Content required in cover letters
- Use of accepted letter writing format
- Signature

Interview preparation
- Read job description
- Research the company
- Prepare questions and answers
- Question and answering techniques
- Select and prepare suitable outfit
- Plan journey

Learning outcome

3   Understand employability skills required for the hospitality industry

Topics

3.1   Work ethics
3.2   Managing on-line presence

Depth

Topic 3.1
Work ethics required for a customer facing industry
- Attitude
- Timekeeping
- Appearance
- Respecting diversity

- Reliability
- Honesty
- Resilience
- Not breaching terms and conditions of employment

Topic 3.2
Factors required to maintain a business on-line presence
- Personal integrity
- Use of appropriate language
- Present a positive business image
- Protect business image

Learning outcome

4   Understand the impact of the food service industry on the environment

Topics

4.1   Impact of the food service industry on the environment
4.2   Responsible sourcing of food

Depth

Topic 4.1
Considerations for reducing the impact of the food service industry on the environment
- Transport
- Energy
- Recycling
- Waste

Topic 4.2
Methods employed by food service establishments to support responsible food sourcing
- Food production methods
  - o   use of organic produce (animal welfare initiatives; food assurance initiatives)
- Provenance of food and beverages
- Product sourcing
  - o   local
  - o   sustainable
  - o   using reputable suppliers
- Ethical sourcing
  - o   fairtrade products
  - o   direct trade
- Seasonality of fresh food products

Guidance for delivery

This unit will provide tutors with an opportunity to discuss the scale and diversity of the hospitality industry and the way in which the service of food and beverages is integral to the industry. It is a useful unit to deliver early in the programme as it will help those learners with little or no knowledge of the industry to gain some insight into the scale of the industry and types of job roles and careers available to them.

The hospitality industry plays an important role in the economy of the country and learners should understand the economic contribution that the industry makes to overall UK growth. They should be encouraged to research and compare the different sectors within the Industry in order to understand its diversity. Learners would benefit from industry visits and opportunities to observe how differing hospitality establishments are operated.

There are a number of research documents and reports available which highlight the scale of the industry and provide information relating to job vacancies, job shortages both now and in the future and working conditions such as working hours, pay and terms and conditions.

Tutors should encourage learners to make use of industry related organisations to locate suitable research material relating to the scale of the industry and types of careers available to them. Organisations such as People 1st, the Hospitality Guild and professional and trade associations will often provide information specifically aimed at young people wishing to begin a career in the industry.

Learners should be encouraged to practice both online and hard copy job applications and interview techniques for work experience and part time employment in the food and beverage industry.

In Learning outcome 2 topic 2.3 tutors should discuss the type of content expected in a cover letter to employers such as the fact that the letter should be relevant to the job role and should not repeat information already in in the CV. They should also emphasise the use of conventional letter writing formats such as "faithfully" and "sincerely"

Tutors should provide opportunities for learners to explore the impact that the hospitality industry can have on local and global environments through effective management practices. They could undertake research on energy/water usage, food sourcing, wastage and recycling. Practical activities could include learners assessing their own carbon footprint and the small steps necessary to reduce it.

In learning outcome 4 topic 4.1 tutors should expand on the key aspects of environmental sustainability and ways of reducing the environmental impact of the hospitality industry. They should encourage discussions around topics such as air miles, carbon footprint, methods of energy saving methods such as switching off equipment and lights and the contribution that the industry can make to recycling packaging and food waste products

Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of the scope of the industry and the job opportunities available to them. Learners would benefit from industry visits and opportunities to observe different service styles and standards to broaden their experiences.

Unit 202 Principles of customer service

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to acquire the professional behaviours that have most impact on the way the customer sees them and the organisation. Their attitude and the way they behave have an impact on customer satisfaction. In order to provide good customer service learners will need to anticipate and interpret customer needs and expectations. The quality of customer information depends heavily on the skills and attention to detail displayed by the person dealing with that information.

In order to provide high levels of customer service learners should be able to adapt their skills for each interaction with a customer, dealing with different types of customers in different circumstances and review the actions they have taken to meet customer expectations. Learners will understand the ways in which they are able to expand and extend the relationship with their customers, by persuading them to make use of additional services or products that the organisation can offer.

Within this unit they will learn how to recognise when there is a problem and the steps to take in order to resolve it or if necessary escalate to the appropriate person.

Learners may be introduced to the unit by asking themselves questions such as:
* Who are our customers?
* What are my responsibilities in relationship to providing customer service?
* How do my actions impact on the business and other people?
* What can I do to exceed customer expectations?

Learning outcomes

In this unit, learners will be able to

1   Understand customer service
2   Understand customer service delivery

Scope of content

Throughout this unit learners will examine the characteristics and benefits of excellent customer service. They will examine the impact of behaviours, interpersonal skills and team working in creating a work environment that is conducive to providing good customer service

Learning outcome

1   Understand customer service

Topics

1.1   Characteristics and benefits of customer service
1.2   Types of customers
1.3   Customers with specific needs
1.4   Consequences of poor customer service
1.5   Legislation for customer service

Depth

Topic 1.1
Characteristics of excellent customer service
- Provide a professional service
- Consistency
- Reliability
- Proactively anticipate customer needs and influence change in poor service
    o   Aim to achieve 100% customer satisfaction

Benefits of excellent customer service to the organisation and customers
- Less complaints
- Higher customer satisfaction
- Return business
- Increased revenue
- Enhanced reputation through word of mouth, reviews, social media
- Lower staff turnover
- Job satisfaction and pride in organisation
- Job security, promotion
- Bonus and tips

Topic 1.2
Types of internal customers and their expectations
- Colleagues
    o   other departments/areas of the organisation e.g. teamwork, timely communication
    o   accept diversity
    o   behaviour
    o   accurate communication
- Other departments
    o   teamwork

      o   timely/accurate communication

Types of external customers and their expectations

- Business
    - o speed of service
    - o tact
    - o attention to customer needs
    - o access to private dining
    - o access to company billing
- Leisure
    - o pace of service
    - o special occasions
    - o celebrations
    - o ambience

Topic 1.3
Considerations required to meet customer needs

- Demographics - age, social standing, income
- Cultural
- Language
- Different types of customers - groups, individual, family, business
- Customers with special requirements - wheelchair users, sight/hearing impaired, elderly, young children
- Customers' requests - seating arrangements, celebrations
- Dietary - allergens, food intolerances, lifestyle preferences

Topic 1.4
Impact of poor customer service on the organisation

- Complaints
- Loss of business
- Loss of reputation
- Staff demotivation
- Job losses

Process for responding to customer problems and complaints

- Anticipate potential problems
- Actively listen to customer and apologise
- Investigate complaint
- Take steps to solve problem
- Escalate problem to relevant person where required
- Thank customer for comments
- Record information
- Follow up procedures
- Undertake further training if necessary

Topic 1.5
Impact of legislation on customer service

- Consumer Rights Act
- Health and Safety Regulations

- Food Safety Regulations
- Pricing Act
- Data Protection Act
- Licensing Act
- Weights and Measures Act
- Equality Act

Learning outcome

2 Understand customer service delivery

Topics

2.1 Team working
2.2 Meeting and exceeding customer expectations
2.3 Measuring effective customer service
2.4 Impact of customer service on the business

Depth

Topic 2.1
Structure of teams
- Individual and collective roles
- Levels of responsibility of self and others
- Working relationships with other teams and departments

Importance of working as a team and supporting others
- To meet/exceed customer requirements
- To present a professional image
- To meet standards and deadlines
- To maintain staff morale

Topic 2.2
Importance of being able to interpret customer perceptions of excellent service
- Value for money - expectations between high end restaurants and fast food offerings
- Proactive approach to anticipating needs and guest dissatisfaction/anxiety
- Recording information accurately - delivering special requests, customer orders are correct
- Information, advice and help - accurate product knowledge of food and drink, allergens
- Problems and complaints
- Health, safety and security - ensure customers feel confident in the environment through cleanliness and safety
- Meal experience

Topic 2.3
Methods of measuring the effectiveness of customer service
- Customer comment cards
- Mystery shopper

- Audits and inspections through in house auditors, external rating inspectors (AA)
- Verbal feedback from check backs
- Website feedback from evaluation surveys, reviews, social media
- Organisational reflections and feedback to employees through debriefs

Topic 2.4

- Creates positive image
- Enhances business reputation
- Increases sales/repeat business
- Customers are confident in consistency of service standards
- Customer loyalty/brand protection

Guidance for delivery

This unit includes knowledge-based outcomes that would be suitable for a tutorial style delivery, where the underlying principles of customer service can be explored, examined and discussed.

Whilst eating out with friends and family learners should be encouraged to observe customer service offered at different establishments in order to share experiences with their peers. Tutors should discuss the principles of excellent service, "going the extra mile" and the "wow factor" of their meal experiences.

The growth of branded hospitality establishments should be explored and learners could research different brand standards. Tutors should examine the importance of maintaining brand image and service standards highlighting both the positive and negative impacts of customer service on this.

Learners need to know how to deal with customers in person and face to face. Whilst verbal communication is important, the learner must also understand that their behaviour, professional image and body language can improve the customer's meal experience and give them greater satisfaction.

A holistic delivery approach should be taken where learners are encouraged to apply the theory of customer service to the practical aspects of units 205 Food Service and 207 Beverage Service to further reinforce their learning and understanding.

In learning outcome 1 topic 1.5 learners should have an awareness of the following areas of legislation when serving food and beverages
- Menu displays and descriptions
- Portion sizes and measures
- EU protected food names
- Other legal labelling requirements e.g. allergies and calorie labelling, GM foods
- Equality issues
- Protecting business and personal information
- Fire evacuation procedures
- Manual handling
- Food safety

Employer engagement

Visits to a variety of hospitality organisations and employer guest speakers would provide information and research opportunities for the learner to compare and contrast the different approaches to customer service and the impact of first time impressions. Learners should be encouraged to investigate how customer service is evaluated in these organisations and tutor led discussion on these topics will allow them the opportunity to present and share information from their research.

Unit 203 Safe working practices for food and beverage service

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is to provide the learner with the knowledge required to work safely and legally within a hospitality service environment with an emphasis on personal responsibilities and actions within the hospitality front of house area.

The learner will be able to apply knowledge gained in both Health & Safety and Food Safety matters and understand how their personal actions in both these areas contribute to the running of an efficient, effective and safe hospitality operation.

By completing this unit learners should be able to take and understand instruction given by supervisors and managers and understand the importance of carrying out assigned tasks properly and safely.

Learners will understand the actions and behaviours necessary to ensure a safe service environment for customers, staff and other visitors to the business. Furthermore, learners should know the different classifications of food-safety risk and how individual actions can aid in the reduction of risk to both people and food.

Learners should ask themselves the following question:

- What are my responsibilities in relation to Health & Safety and how do my actions impact on the business and other people?
- How can I ensure that food is safe?
- What are the hazards related to food safety and what can I do to reduce the risk from these hazards?
- How do food-poisoning bacteria multiply and survive?
- What are food allergens and what must I do if a customer has one?

Learning outcomes

In this unit, learners will be able to

1 Understand personal responsibilities and actions for compliance with health & safety and food hygiene legislation
2 Understand food safety hazards, their key features and how these are controlled
3 Understand how to maintain a safe and secure service area

Scope of content

Throughout this unit the focus is on the development of operative level employee knowledge of health and safety responsibilities that apply to those working in the front of house service area.

Learning outcome

1   Understand personal responsibilities and actions for compliance with health & safety and food hygiene legislation

Topics

1.1   Health and safety responsibilities
1.2   Food safety responsibilities
1.3   Maintaining a safe working environment

Depth

Topic 1.1
Importance of personal responsibilities in relation to health and safety legislation and the impact on job roles
- Safety of self and others - duty of care
- Identify and report/record potential hazards
- Report/record accidents or incidents
- Engage in training provided such as H&S, manual handling, fire evacuation drills
- COSHH
- Fire evacuation procedures
- Safe use of equipment such as PPE, fire equipment, service equipment, manual handling
- Follow instructions of supervisors/managers

Topic 1.2
Importance of personal responsibilities in relation to food safety legislation and the impact on job roles
- Requirement under legislation to report/record incidences/malpractice relating to times, temperatures, storage
- Illness reporting
- Keep food safe at all times
- Keep the work environment clean
- Good personal hygiene
- Use of PPE
- Follow instructions of supervisor/manager

Topic 1.3
Workplace actions required to ensure a safe working environment
- Follow risk assessments
- Report all incidences to supervisor - threats, security, inappropriate behaviour
- Report hazards to supervisor

- Record information - temperature readings, deliveries, food displays
- Identify and communicate information about allergies and food safety hazards
- Refer to chemical information sheets (COSHH)
- Follow business Standard Operating Procedures (SOPs)
- follow instructions of supervisor/manager
- maintain personal hygiene - self and uniform
- regular work place cleaning and immediate cleaning when necessary
- regular hand washing
- use correct hazard signage
- use correct PPE
- correct manual handling
- review and update own training (CPD)

Learning outcome

2   Understand food safety hazards, their key features and how these are controlled

Topics

2.1   Food safety hazards and key sources of contamination
2.2   Characteristics of pathogenic bacterial growth
2.3   Reducing the risk from food safety hazards

Depth

Topic 2.1
Relationships between food safety hazards and key sources of contamination
- Chemical e.g. cleaning materials, pesticides, veterinary residue (medication left in food products), rodenticides
- Allergenic - 14 allergens that are specified in the Food Information Regulations
- Micro-Biological e.g. food-poisoning bacteria, food-borne illnesses, viruses, moulds, parasites, food handlers i.e. healthy and convalescent carriers
- Physical e.g. packaging material, nuts, bolts, plasters, glass, human hair, human nails

Topic 2.2
Characteristics of pathogenic bacterial growth
- Growth curve
- Danger zone
- Protein, moisture, time, warmth
- Binary fission - reproduce vegetatively
- Spore formers – including killing temperatures
- Toxin producers
- Contamination - cross-contamination, drip contamination
- Routes and vehicles

Topic 2.3
Methods of reducing the risk from food safety hazards using food safety management systems (HACCP)

- Risk assessments - know the hazards and how to control them
- Personal hygiene
  - o protective clothing
  - o gloves
  - o hair nets
  - o regular hand-washing
  - o sickness reporting
- Cleaning
  - o cleaning schedule
  - o clean as you go
  - o equipment and methods
- COSHH
  - o storage
  - o   handling
  - o use of correct chemicals such as detergent, disinfectant
  - o chemical contact time
  - o   materials
- Delivery procedures
  - o reputable suppliers
  - o maximum allowable time between delivery and storage
  - o delivery acceptance or rejection
- Storage
  - o use by/best before/sell by dates
  - o chilled temperature
  - o frozen temperature
  - o ambient temperature
  - o temperature probing
- Preparation and service
  - o preparation of food products
  - o use of correct service equipment
- o use of PPE
  - o   avoidance of cross contamination
- o hot and cold holding
  - o temperature probing
- Record keeping
  - o delivery records
  - o temperature checks
- Maintenance
  - o buildings
  - o pest control
  - o equipment
- Visual inspection of food at all times
- Waste
  - o storage of waste products
- o handling including broken glass
- o   recycling

- Allergens
  - o   information sheets
  - o   menus
  - o   procedures for dealing with allergen notification

Learning outcome

3   Understand how to maintain a safe and secure service area

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Topics

3.1   Maintaining a safe working environment
3.2   Maintaining a secure working environment
3.3   Consequences of non-compliance with legislation

Depth

Topic 3.1
Factors that contribute to the maintenance of a safe working environment
- Participation in and application of training
  - o   health and safety, manual handling, fire safety
- Identify and remove hazards
  - o   clutter, slips and trips, keep emergency exits clear
- Report and record
  - o   accident book, near misses, faulty equipment
- Follow safety instructions
  - o   health and safety, chemicals, equipment
- Use of appropriate PPE
- Correct use of safety equipment
  - o   fire extinguishers, warning signs

Topic 3.2
Methods of contributing to a secure working environment
- Handling situations and incidents
  - o   threatening behaviour,
  - o   violence
  - o   terrorism
  - o   suspicious packages or people
  - o   robbery
- Use of stock control systems
  - o   external and internal theft
- Secure payment points
  - o   card fraud
  - o   data protection
- Secure building

- o keep doors and windows secure
- o keep stock rooms secure
- o keep fire exits clear

Topic 3.3

- Harm to self, colleagues or customers
  - o food-poisoning
  - o physical injury or death
- Internal disciplinary
- Risk of prosecution
  - o criminal proceedings,
  - o civil compensation claims
- Damage to business reputation
- Loss of customers leading to loss of job and income

Guidance for delivery

Tutors should deliver the content of this unit through a food and beverage service perspective. The development of knowledge and understanding should focus on the Health & Safety, Security and Food Safety implications within the service area.

Tutors should provide an overview of Health & Safety and Food Safety legislation. This should be taught from an operational perspective, at the relevant level of personal responsibility required for food and beverage job roles.

When teaching legislation that affects the food service industry tutors should ensure that the legislation taught is current, for example changes to the labelling of allergens. In topic 2.1 tutors should make learners aware that whilst 14 allergens are specified within the regulations there are other allergies that will be personal to individual customers. In this situation learners must provide the same care and attention to ensure that food is safe for that customer.

The knowledge gained within this unit should be applied and reinforced throughout the delivery of units 205 Food Service and 207 Beverage Service and will be assessed within the practical synoptic assignment.

Unit 204 Menu knowledge

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to provide learners with knowledge of various menu styles, knowledge and service methods. It is important that learners also have an understanding of dietary needs and lifestyle choices.

In the UK, the food culture is exceptionally strong, customer knowledge has increased greatly, and consumers are demanding a wider choice of products. Consumers are enjoying premium food in a casual setting with strong new fast food choices and a plethora of street food markets.

Customers are seeking quality food at affordable prices and a distinctive dining experience in terms of décor and menus.

Food has become important in our culture with more people eating out and trying a wide variety of products. This has influenced the industry which has become more innovative and proactive in the development of food trends and food and beverage staff require an increased product knowledge and awareness of consumer expectations.

Learners should ask themselves the following questions:

- What drinks can be served with different types of food?
- Why is it important to know the ingredients of different menu items and how they are cooked?
- What is value for money?
- What are the different types of service styles?

Learning outcomes

In this unit, learners will be able to

1   Understand menu styles and service methods
2   Understand menu product knowledge
3   Understand dietary requirements
4   Understand food and beverage matching

Scope of content

Throughout this unit the focus is on food products, dietary requirements and menu and service styles, ensuring that learners have the knowledge to provide advice and recommendations when serving customers.

Learning outcome

1   Understand menu styles and service methods

Topics

1.1   Different menu styles
1.2   Food service methods
1.3   Impact of menu styles
1.4   Business impact of menu styles

Depth

Topic 1.1
Characteristics of traditional and modern styles of menus
- Cooked to order, individually priced - À la Carte, tapas, meze
- Limited choice, fixed price - Table d'Hôte
- No choice, set price - Prix fixe, taster menu

Topic 1.2
Compare food service methods
- Plated service
- Family service
- Counter service - tray service
- Assisted service - buffet, carvery
- Silver service
- Butler service
- Guéridon/table theatre
- In situ service - planes, trains, hospitals

Topic 1.3
Impact of different menu styles on service
- Mise en place
- Flexibility, timings and order of service
- Staffing requirements - customer to staff ratio
- Working practices

Topic 1.4
Compare the business advantages and disadvantages of using different menu styles
- Stock levels
- Staff skills and levels
- Food and service costs

- Customer expectations
  - menu language
  - style
  - use of symbols
  - images
  - font
- Business image
  - marketing to specific target markets
  - theming
  - sales

Learning outcome

2   Understand menu product knowledge

Topics

2.1   Menu terminology
2.2   Preparation and cooking methods
2.3   Service equipment

Depth

Topic 2.1

Different menu items
- Pre-starters and appetizers - canapes, amuse bouche
- Starters
  - Cold - salads, cured/smoked fish, oysters, crustaceans, eggs, charcuterie, cured hams, patés, antipasta, hors d'oeuvres
  - Hot - vegetables, eggs, pasta, fish, seafood, snails
- Tapas and meze hot or cold
- Soup - consommé, purée, broth (miso), bisque, bouillabaisse, chowder, gazpacho
- Fish course - trout, salmon, cod, bass, whiting, plaice, shellfish
- Main course
  - Red meat - beef, lamb
  - White meat - chicken, turkey, pork, rose veal
  - Fish - turbot, tuna, mackerel, sole, brill, lobster, crab
  - Game - venison, pheasant, grouse, rabbit
  - Specialist dishes - vegetarian, gluten free dietary
- Dessert - mousses, charlottes, coupes & sundaes, gateaux, ices, pancakes, flans, soufflés
- Cheese - British and European hard and soft cheeses

Topic 2.2
Influence of different preparation and cooking methods on dishes
- Influence

- o   colour
- o   flavour
- o   texture
- o   appearance
- o   moisture
- o   aroma
- o   cooking timings
- o   service style and equipment
- Methods
  - o   roasting - barbecuing, grilling, rotisserie, griddling
  - o   baking
  - o   boiling, poaching, steaming, braising, sous vide
  - o   frying - deep and shallow
  - o   smoking - hot and cold
  - o   curing

Topic 2.3
Service equipment
- Plated service including use of trays
- Family service including sharing platters
- Buffet/carvery - chafing dishes, portable hot plates
- Gueridon/flambe - specialist trolleys, lamps
- Silver service - flats, liners, linen, service spoon and fork
- Specialist cutlery and crockery - lobster pick, cheese knives, finger bowls

Learning outcome

3   Understand dietary requirements

Topics

3.1   Nutrients for balanced diets
3.2   Customer choices

Depth

Topic 3.1
Key nutrients and their purpose in maintaining a healthy diet
- Carbohydrates
- Protein
- Fat

Topic 3.2
Customer dietary requirements
- Low fat
- Low salt
- Diabetic

- Low carbohydrate
- Gluten intolerance
- Lactose intolerance
- Vegan
- Vegetarian

Impact of customer choices on menus
- Cultural - celebration days, weddings, festivals
- Religious - Halal meat, Kosher, restricted foods i.e. no beef, no shellfish
- Lifestyle dietary choices - health, weight loss, pregnancy
- Allergens

Learning outcome

4   Understand food and beverage matching

Topics

4.1   Considerations for food and beverage matching
4.2   Traditional food and beverage matching

Depth

Topic 4.1
Considerations to be taken into account when matching food and beverages
- The occasion and service stage - special events, taster menu, drinks on arrival
- Religious and cultural influences
- Customer preference
- Customer budget
- Cooking method
- Sauces used - cream, tomato, reduction
- Contrasting and compatible flavours - herbs, spices, fruits
- Relationship between regional food and types of beverages

Topic 4.2
Traditional food and beverage matches
- Light dishes such as starters, fish, pasta with light wines, light beers
- Chicken, pork with medium white wines, lighter reds, medium strength beers
- Red meats with full bodied wines or beers
- Food with rich, cream sauces require beverages with high acidity
- Desserts with sweet or sparkling wine, fruit beers and ciders
- Spicy foods with dry white, aromatic wines, specialist beers
- Cheese with robust red or port

Guidance for delivery

This unit will provide essential knowledge for those wishing to pursue a career in food service. Learners could further their knowledge by carrying out independent research and sharing findings with peers. Regional and local products could be promoted, as should the importance of food product knowledge.

Industry visits, guest demonstrations and involvement from employers would be beneficial and enhance learning. Tutors are strongly encouraged to engage with industry in order to develop a practical understanding of the concepts and ideas within the unit that may be difficult to achieve in the educational environment.

Learners should be encouraged to put into practice the theory learnt in this unit to unit 205 Food Service in the practical environment. When serving customers learners should be able to display their menu knowledge and understanding of food and beverage matching.

Customers are becoming more knowledgeable and are increasingly exposed to a wide range of food trends. Tutors should relate this unit to current trends both locally and globally such as Asian, eastern European and south American and encourage learners to undertake research to keep themselves up to date.

Learning outcome 3 requires learners to have an awareness of nutrition principles. Tutors should highlight current initiatives on healthy eating such as the "eat well plate."

Employer engagement

Learners would benefit from visits to different restaurant outlets to observe the connection between service styles and menu items. They should also be encouraged to gain work experiences within a range of establishments

Unit 205 Food service

Unit level:	Level 2
GLH:	90

What is this unit about?

When working in the food service industry, it is important to recognise the importance of personal presentation and professional behaviours that portray a positive image of the establishment, the industry and job role of individual staff members. When a customer visits a restaurant the food service team should provide a meal experience to remember through their product knowledge and skills.

The purpose of this unit is for learners to develop and implement practical skills for a range of food service styles found within the hospitality industry. Learners will apply theory to practice throughout the unit in relation to interpersonal and technical skills required for employment within hospitality businesses.

This unit will prepare learners for a variety of hospitality service settings which will develop their understanding of the practical skills required for set-up and provision of food service. The food and beverage industry is unique in that an exceptional amount of the service is customer facing, therefore this unit will equip learners with the skills and ability to carry out their assigned roles in a competent and professional manner.

Learners may be introduced to the unit by asking themselves questions such as:
- How does my personal presentation effect the reputation of my organisation?
- Why is teamwork important within the food service industry?
- How can I display a professional attitude?
- What do I need to consider when providing a memorable meal experience?

Learning outcomes

In this unit, learners will be able to

1   Interact with customers
2   Implement food service skills

Scope of content

Throughout this unit the learners must maintain effective health & safety procedures and food hygiene practices. They will also be required to display professional behaviour and communication skills.

Learning outcome

1   Interact with customers

Topics

1.1   Personal presentation
1.2   Transfer of information
1.3   Customer interaction

Depth

Topic 1.1

- Hygiene
- Dress - as per establishment requirements
- Grooming
- Body language/posture
- Attitude

Topic 1.2
Importance of transferring relevant information accurately between customers, team members and other departments
- Bookings
- Orders and special requests
- Briefings
- Product knowledge - opening times, services, facilities, menu, prices
- Billing
- Stock levels
- Waste and breakages

Types of communication used to transfer information
- Body language
- Listening
- Written
- Verbal - persuasive language to promote products
- Visual
- Electronic - email, EPOS, handheld service equipment

Topic 1.3
Communicate with customers, team members and other departments
- In person - meet and greet, through briefings

- Via the telephone - enquiries, reservations
- Written - recording orders, bookings

Respond to customers during service
- Requests
- Questions
- Compliments
- Complaints
  - o Levels of responsibility
  - o Procedure
- Build customer rapport
- Deal with incidents - Illness, dress code, additional needs

Learning outcome

2   Implement food service skills

Topics

2.1   Prepare and set up for service
2.2   Take and process orders
2.3   Serve dishes and accompaniments
2.4   Customer bills and payments
2.5   Clear areas at the end of service

Depth

Topic 2.1
Set up area according to different table service styles
- Silver service
- Family service
- Plated

Prepare the area for service
- Waiting/reception area
- Cloakrooms
- Table plan
- Table settings
- Equipment - crockery, hotplates, bread baskets
- Accompaniments - butters/oils
- Ambience

Prepare items required for service
- Menus
- Cutlery
- Crockery

- Glassware
- Linen
- Napkins
- Condiments
- Table decoration

Topic 2.2
Communicate product knowledge to customers when taking orders

- Dish content
- Allergens
- Special diets
- Cooking methods
- Service timings
- Accompaniments
- Portion size
- Provenance - origin, ethically sourced
- Price

Types of information required for orders

- Table number
- Covers
- Dishes
- Special requests - dietary, allergens
- Portion size
- Timings
- Customer seating information
- Waiter/Server identifier

Take and process orders using different types of equipment

Topic 2.3
Serve and clear menu items with cutlery changes and accompaniments. Maintain hygiene and safety throughout the service

- Menu items
- Starters
- Intermediate - fish course, soup course
- Main course
- Desserts/cheese
- Accompaniments

Prepare and serve dishes at the table

Topic 2.4
Types of systems and equipment used for customer billing

- Till
- POS terminal
- Stationery
- Chip and pin machines

Methods of payment

- Cash
- Cards

- Cash equivalents
- Additional charges

Prepare customer bills for payment with relevant information
- Date
- Covers
- Table number/name
- Prices
- Totals

Process customer payments in line with current legislation and procedures
- Types of payment
- Documentation
- Carry out security checks

Topic 2.5
Clear and clean the restaurant area at the end of service
- Tables
- Service stations
- Service areas
- Crockery
- Cutlery
- Glassware
- Linen
- Fridges
- Equipment
- Accompaniments
- Waste - separating food waste, recycling

Guidance for delivery

Unit 202 Customer Service and unit 203 Safe Working Practices for Food & Beverage Service, provide the underpinning knowledge which must be embedded across the practical units in this qualification. Unit 202 provides knowledge of the professional behaviours that impact on customers and how to anticipate and interpret customer needs and expectations. Unit 203 provides learners with the knowledge required to work safely and legally within a hospitality service environment. This should be applied across the practical units with an emphasis on personal responsibilities and actions.

Tutors should take a holistic delivery approach to reinforce learning and understanding. Learners should be encouraged to apply the theory learnt in the following units 202 Customer Service, 203 Safe Working Practices, 204 Menu Knowledge, 206 Beverage Product Knowledge and 208 Finance for the Food and Beverage Business to the practical food and beverage units.

This unit should be delivered in conjunction with unit 207 Beverage Service in order to prepare learners for the synoptic assessment.

Throughout a range of activities the learners will be required to examine the following areas
- personal presentation
- behaviour
- interpersonal skills
- the work environment
- application of customer care, safe and secure working practices

This unit should be delivered within an environment that replicates an industry restaurant that is equipped for learners to practice their interpersonal and technical skills. This will ensure they are adequately prepared for future employment within the food and beverage service industry. Their product knowledge skills could be further developed through the use of persuasive language to increase sales and exceed customer expectations.

Additional guidance for learning outcome 2
Topic 2.1 learners will be expected to use different types of equipment such as manual or computerised systems to take and process orders

Topic 2.3 accompaniments could include sauces, pepper mill, parmesan cheese, bread. Learners must prepare and serve a range of items at the table which could include salads, flambé or carving

Topic 2.4 Take and process payments -this would include different types of payments, methods and procedures
- Cash
- Cards e.g. Chip and pin, contactless, credit cards, cash
- Equivalents e.g. Discounts, vouchers, deposits, pre-payments
- Additional charges e.g. Vat
- Service charges, special requests, corkage
- Documentation e.g. receipts, over charges
- Carry out security checks e.g. note forgery, declined cards

There are numerous food service establishments within the industry offering a wide range of service styles that learners should be made aware of and provided with opportunities to replicate the work environment. Further practical experiences should be offered through relevant work experience with local employers and possibly part time employment.

Tutors should encourage learners to share their experiences of standards learnt from industry placements through peer teaching and support in the practical environments. This could include a focus on attention to detail throughout the service procedures and in their dealings with customers.

Learners would benefit from industry visits and opportunities to observe service styles and standards to broaden their experiences and understanding of the systems and procedures being implemented throughout the industry and the importance of offering the service style to meet customer needs.

Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of current industry practice and procedures. Tutors should encourage learners to share their experiences of standards learnt from industry placements through peer teaching and support in the practical environments. Learners would benefit from industry visits and opportunities to observe service styles and standards to broaden their experiences and understanding of the systems and procedures being implemented throughout the industry and the importance of offering the service style to meet customer needs.

Unit 206 Beverage product knowledge

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to provide learners with knowledge of beverages, their characteristics, origins and different styles as well as developing knowledge about their production methods. It is important that learners also have an understanding of legislation affecting the sale of alcoholic beverages and the consequences of non-compliance.

Consumer demand for speciality beverages has seen sustained growth over recent years. Beverages from coffees to cocktails, provide high profit margins to businesses and economic benefits nationally. Cafe outlets, cocktail bars and micro-breweries continue to develop and emerge on our high streets.

As sales in beverages continue to increase, so have customer expectations. It is essential that hospitality establishments give the same importance to their drinks menu and drinks service as they do to their food.

 Learners should ask themselves the following questions:
* How are different alcoholic and non alcoholic beverages made?
* What are the different styles of cocktails?
* What are the different types of coffees and teas?
* Why is legislation important when serving beverages?

Learning outcomes

In this unit, learners will be able to

1 Know the production methods and characteristics of alcoholic beverages
2 Know the production methods and characteristics of non-alcoholic beverages
3 Understand the procedures and presentation for serving beverages
4 Understand legislation for responsible service of alcohol

Scope of content

Learning outcome

1   Know the production methods and characteristics of alcoholic beverages

Topics

1.1   Production methods and characteristics of beers
1.2   Production methods and characteristics of ciders
1.3   Production methods and characteristics of spirits
1.4   Production methods and characteristics of liqueurs
1.5   Production methods and characteristics of wine
1.6   Definitions and preparation methods for cocktails

Depth

Topic 1.1
Methods of beer production including ingredients such as grains (barley, wheat, rye), yeast, water and hops
- Malting
- Mashing
- Flavouring
- Fermenting
- Conditioning, maturing and filtering
- Packaging - cask, keg, bottled, cans

Differences between cask and keg beer
- Cask
  o   Continues to ferment in the cask
  o   Requires preparation prior to service including tapping to serve
- Keg
  o   Pasteurised or sterile filtered
  o   Requires gas pressure to serve and temperature controlled chiller

Characteristics of different types of beers. These can be categorised according to the difference in appearance, taste and ingredients
- Ale - amber in colour, hopped ale
- Fruit Beers
- Wheat/white Beers - pale in colour, lighter in body, tart flavour, sediment
- Lager - pale golden in colour, slightly sparkling, mild flavour
- Stout - dark, very malty flavour, creamy consistency

Topic 1.2
Methods of cider production
- Pressing
- Flavouring
- Fermenting
- Conditioning and filtering
- Packaging - cask, keg, bottled, cans

Difference between cask and keg ciders
- Cask
  - Continues to ferment in the cask
  - Requires preparation prior to service including tapping to serve
- Keg
  - Pasteurised or sterile filtered
  - Requires gas pressure and chiller to serve

Characteristics of different ciders. These can be categorised according to the difference in appearance, taste and ingredients
- Sweetness
- Cloudiness/sediment
- Fruit - apple cider, pear cider, use of other fruits
- Still or sparkling

Topic 1.3
Methods of spirit production
- Mashing
- Fermenting
- Distillation and the difference between types of stills
  - Pot still
  - Column/Coffey still
- Finishing techniques
  - Containers used - wood, stainless steel
  - Maturation - Brandy ***/ VS/VSOP/XO
  - Blend - blended whiskies and malt whiskies
  - Flavourings - different flavoured vodkas and gin

Characteristics of spirits categorised according to base ingredient and appearance
- Gin - grain, juniper and botanicals
- Whisk(e)y - barley, grain, maize or rye
- Vodka - potato, grain
- Rum - molasses
- Brandy - grapes
- Tequila/Mescal - agave plant, maguey plant

Topic 1.4
Methods of liqueur production
- Infusion
- Maceration

Characteristics of liqueurs to include flavouring

- Fruit - Archers, Cointreau, Crème de Cassis, Grand Marnier
- Cream - Baileys
- Herbs - Benedictine, Drambuie
- Bean - Kahlua, Tia Maria
- Nuts - Amaretto
- Aniseed - Sambuca, Pernod

Topic 1.5

Methods of wine production including, crushing, pressing, fermenting, maturing, bottling

Different types of wine

- Still - white, red, rose
- Sparkling - Champagne, Cava, Prosecco. Other sparkling wines from New World, England
- Fortified
  - o Sherry - styles Fino, Amonitillado, Oloroso
  - o Port - styles Ruby, Late Bottled Vintage, Tawny, Vintage
- Aromatised Wines - dry, sweet Vermouths
- Bitters - Campari, Aperol

Factors affecting the taste and quality of wines

- Grape varieties e.g. Chardonnay, Sauvignon Blanc, Riesling, Pinot Grigio, Cabernet Sauvignon, Syrah/Shiraz, Merlot, Pinot Noir, Malbec
- Tannin
- Climate – Hot, cold
- Soil types
- Maturation e.g. oak, bottle

Characteristics of wines. These can be categorised according to difference in appearance, nose and taste

- Appearance
  - o Clarity
  - o Intensity
  - o Colour - rim colour
  - o Legs or tears
- Nose
  - o Intensity
  - o Aroma - fruits, flowers, spices, oak, vegetal, herbs
- Taste
  - o Sweetness
  - o Acidity
  - o Tannin
  - o Body
  - o Flavour characteristics - fruits, flowers, spices, oak, vegetal, herbs
  - o Finish

Topic 1.6

Distinguish between cocktails and mocktails

Methods of preparing classic cocktails

- Shaking

- Stirring
- Muddling
- Layering
- Building
- Blended

Learning outcome

2   Know the production methods and characteristics of non-alcoholic beverages

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Topics

2.1   Processing methods and characteristics of types of coffee
2.2   Processing methods and characteristics of types of tea
2.3   Processing methods and characteristics of hot chocolate
2.4   Types of non-alcoholic soft drinks

Depth

Topic 2.1
Methods of processing coffee and the effects on the final product
- Roasting - light/pale, medium, full and high
- Blending/characteristics - effect on flavour, taste, bitterness
- Grinding depending on method of brewing - cafetière, espresso, filter/pour and serve, instant

Types of coffee beans, their characteristics and the flavour they produce
- Arabica - lighter, citrus flavoured
- Robusta - harsher, rounder flavoured with more caffeine

Methods of production of different types of coffee
- Espresso
- Americano
- Cappuccino
- Caffè latte
- Flat white
- Mocha
- Flavoured lattes
- Iced coffee / Frappuccino
- Liqueur coffees - Irish, Calypso, Café Royale, Seville
- Decaffeinated

Topic 2.2
Processing methods and characteristics of tea
- Black tea – fully oxidized - strong malty taste, dark in colour
- Green tea – steamed, rolled and dried - lighter flavour, green in colour
- White tea – only new shoots used, steamed to stop oxidization - delicate, pale in colour

Different types of tea blends
- English breakfast
- Assam
- Ceylon
- Earl Grey
- Oolong
- Lapsang Souchong
- Tisanes/herbal
- Chai
- Iced tea
- Decaffeinated

Topic 2.3
Different types of chocolate products used to make chocolate based drinks
- Powder
- Solid
- Liquid

Topic 2.4
Different types of non- alcoholic soft drinks
- Aerated waters - cola, lemonade, orangeade, tonic, soda, ginger beer, ginger ale, bitter lemon
- Sparkling and still water
  - o   Mineral
  - o   Spring
  - o   Flavoured such as fruit, botanicals
- Squash, cordials and syrups
- Pasteurised juices
- Fresh juices
- Smoothies and milkshakes

Learning outcome

3   Understand the procedures and presentation for serving beverages

Topics

3.1   Equipment for serving beverages
3.2   Pouring techniques and presentation methods
3.3   Common faults

Depth

Topic 3.1
Equipment and measures used to dispense cold beverages
- Cask hand pulled, electric keg - pints, 1/ 2 pint, 1/3 pint (taster), pitchers
- Optics and measures 25ml/35ml/50ml and 125ml/175ml/250ml
- Carafes, 250ml, 500ml, 750ml,1litre

- Post mix dispenses
- Pre-packaged drinks - bottles, cans

Equipment required when serving cold beverages
- Ice bucket and tongs
- Ice machine
- Chilled unit
- Wine buckets and coolers
- Bottle openers/waiters friend
- Garnish trays
- Vending machine
- Bottle skip
- Cocktail equipment - Boston shaker, Hawthorne strainer, muddler, blender, bar spoon
- Glassware - pints, half pints, wine glasses, flute, shot, brandy balloon, cocktail glasses
- Coasters

Equipment required when serving hot beverages
- Hot water urns/Vacuum flasks
- Bean to cup machines
- Individual filters
- Pour and serve/ filter machines
- Cafetière
- Espresso machine, bean grinders, tamper, knock out box
- Crockery and glassware
- Thermometers

Methods of maintaining cellars in order to ensure optimum quality of beverages
- Kegs/barrels
- Gases
- Post mixes
- Temperature

Topic 3.2
Pouring techniques and presentation methods for beverages
- Beers and ciders
  - Keg
  - Bottle - crown cap, corked
  - Cask
  - Cans
- Wines including sparkling wines
  - By the glass
  - From the bottle
  - At the table - decanting by the bottle
  - Different settings - service bar, customer bar, functions and events
- Spirits, liqueurs and fortified wines
  - Glassware
  - Accompaniments
  - Mixers
  - Styles - on the rocks, straight up

- Cocktails
  - Glassware
  - Methods - shaking, muddling, stirring, layering and building
  - Garnishes
  - Accompaniments
- Other non-alcoholic cold beverages including juices and waters
  - Glassware
  - Garnishes
  - Accompaniments
- Hot beverages
  - Crockery
  - Glassware
  - Equipment - tea strainer, sugar tongs, cafetière, spoons
  - Accompaniments - sugar, cream, lemon

Topic 3.3
Common faults and incidents associated with beverage service
- Beer faults
  - Flat beer
  - Cloudy
  - Fobbing beer
- Wine faults
  - Oxidisation
  - Corked
  - Sediment
- Hot beverage faults
  - Temperatures - the optimum temperature for beverage, limescale build up in equipment
  - Strength and quality
  - Milk - out of date, overheated
- Types of incidents
  - Incorrect orders and complaints
  - Order of service
  - Spillages and breakages
  - Faulty equipment

Learning outcome

4   Understand legislation for responsible service of alcohol

Topics

4.1   Alcohol content and effects of alcohol
4.2   Legislation relating to the sale of alcoholic beverages
4.3   Enforcement bodies and consequences of non-compliance

Depth

Topic 4.1
Alcohol content
- Alcohol free: no more than 0.05% abv
- Low alcohol: 0.5 – 1.2% abv
- Beers and ciders: 3 - 10% abv
- Wines: 8 - 16% abv
- Spirits and liqueurs 20 - 70% abv

Effects of drinking too much alcohol
- Drunkenness - blurred vision, slurred speech, unsteady
- Social implications - anti-social behaviour, nuisance, family issues
- Health issues - short term, long term
- Changes in behaviour

Topic 4.2
Legislation relating to the service of alcoholic beverages
- Weights and Measures Act
- Licensing Act
  - o Licensing objectives
  - o Personal licence
  - o Premises licence - designated premises supervisor and opening hours
  - o Consumption of alcohol by young people
  - o Obligations to report use of drugs
  - o Children on licensed premises
  - o Duty not to serve e.g. drunk people, out of hours, under age

Topic 4.3
Enforcement bodies and consequences of non-compliance
- Enforcement bodies - Local Authority, Police, EHO/EHP, HMRC
- Prosecution, fines, prison
- Licence forfeiture or suspension
- Licence review
- Loss of reputation

Guidance for delivery

This unit will provide essential knowledge for those wishing to pursue a career in food and beverage service. Learners could further their knowledge by carrying out independent research and sharing findings with peers. This could include beverage brands and distillers as the UK is currently experiencing a growth in these areas. Regional and local products should be promoted, as should the importance of beverage menu knowledge and current trends.

Industry visits, guest demonstrations and involvement from employers would be beneficial and enhance learning of this unit. Tutors are strongly encouraged to engage with industry in order to develop a practical understanding of the concepts and ideas within the unit that may be difficult to achieve in the educational environment.

Practical skills can be developed in a range of learning including use of swan neck pumps, changing gas bottles, barrels and general cellar health and safety procedures through employer engagement.

Tutors should explain the effect of different accompaniments when added to beverages and how the characteristics of the drink change e.g. lemon, lime, milk, sugar cream and flavourings. Other influences on the perception of quality by the customer should also be considered e.g. temperatures of drinks, glassware used.

The negative effects of alcohol, alcohol-related crime and anti-social behaviour continue to be headline news and it is important that learners understand their social responsibilities when serving alcohol.

Additional guidance for learning outcome 1, Topic 1.6 learners should be able to distinguish between cocktails and mocktails and understand the methods of preparing classic cocktails
Shaking e.g. Cosmopolitan, Daiquiri, Margarita
Stirring e.g. Martini, Sidecar
Muddling e.g. Mojito
Layering e.g. B52
Building e.g. Bellini
Blended e.g. Pina Colada

Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of current industry practice and procedures Learners would benefit from industry visits and opportunities to observe beverage production methods and processes in order to expand their beverage product knowledge

Unit 207 Beverage service

Unit level:	Level 2
GLH:	90

What is this unit about?

When working in the beverage service industry, it is important to recognise the importance of personal presentation and professional behaviours that portray a positive image of the establishment, the industry and job role of individual staff members. When a customer visits a restaurant the service team should provide a meal experience to remember through the knowledge and skills they implement.

The purpose of this unit is for learners to develop and implement practical skills for a range of beverage service styles found within the hospitality industry. Learners will apply theory to practice throughout the unit in relation to interpersonal and technical skills required for employment within hospitality businesses.

This unit will prepare learners for a variety of hospitality workplace service settings which will develop their understanding of the practical skills required for set-up and provision of beverage service. The food and beverage industry is unique in that an exceptional amount of the service is customer facing, therefore this unit will equip learners with the skills and ability to carry out their assigned roles in a competent and professional manner.

Learners will have opportunities to practise the range of skills required to prepare and clear beverage areas and serve a range of products to customers taking into consideration levels of customer service, legal requirements and establishment procedures.

Learners should ask themselves the following questions:
* How does my personal presentation effect the reputation of my organisation?
* What can I do to ensure I am displaying a professional attitude at all times?
* How should I respond to different customer situations?
* What equipment would I need to prepare for different drinks?
* How do I use specialist equipment for drinks?
* What skills do I need when making beverages?

Learning outcomes

In this unit, learners will be able to

1   Interact with customers
2   Implement beverage service skills

Scope of content

Throughout this unit the learners should maintain effective health & safety procedures and food hygiene practices. They will also be required to display professional behaviour and communication skills.

Learning outcome

1   Interact with customers

Topics

1.1   Personal presentation
1.2   Transfer of information
1.3   Customer interaction

Depth

Topic 1.1
Standards of personal presentation
- Hygiene
- Dress as per establishment requirements
- Grooming
- Body language/posture
- Attitude

Topic 1.2
Importance of transferring relevant information accurately between customers, team members and other departments
- Orders and special requests
- Briefings
- Product knowledge - opening times, services,   facilities, menu, prices
- Billing
- Stock levels
- Waste and breakages

Types of communication used to transfer information
- Body language
- Listening
- Written
- Verbal - use of persuasive language to promote products
- Visual
- Electronic - email, EPOS, handheld service equipment

Topic 1.3
Communicate with customers, team members and other departments
- In person - meet and greet, through briefings
- Via the telephone - enquiries, orders

- Writing - recording orders, bookings

Respond to customers during service
- Requests
- Questions
- Compliments
- Complaints
  - o Levels of responsibility
  - o Procedure
- Build customer rapport
- Deal with incidents - Illness, over consumption, under-age, dress code, additional needs

Learning outcome

2   Implement beverage service skills

Topics

2.1   Prepare and set up for service
2.2   Take and process orders
2.3   Serve beverages and accompaniments
2.4   Customer bills and payments
2.5   Clear areas at the end of service

Depth

Topic 2.1
Prepare and set up bar service areas
- Maintain cellar/store room
- Temperature
- Check cleanliness
- Replenish stock
- Service equipment
- Accompaniments

Topic 2.2
Prepare the room for service
- Customer areas
- Service points
  - o payment points
  - o reception areas
  - o still room
- Tables
- Ambience
- Promotional materials
  - o menus

  o table talkers

Communicate product knowledge to customers when taking orders
- Product range
- Alcohol/unit content
- Service measures
  - o characteristics
  - o allergens / special diets e.g. lactose intolerance, sulphites
- Provenance e.g. origin, ethically sourced
- Price

Types of information required for orders
- Size of measure - glass, cup, pot, single, double
- Accompaniments
- Dietary
- Brand
- Table number/name
- Timing of service
- Consider legislation - customers age, intoxicated customers

Take and process orders using different types of equipment

Topic 2.3
Present and serve a range of beverages using the appropriate service equipment
- Beers and ciders e.g. keg, bottle, cask, cans
- Wines
  - o By the glass
  - o From the bottle
  - o At the table e.g. decanting by the bottle
  - o Different settings e.g. dispense bar, customer bar, functions and events
- Spirits, liqueurs and fortified wines
  - o Accompaniments
  - o Mixers
  - o Styles e.g. on the rocks, straight up
- Cocktails/mocktails
  - o Methods e.g. shaking, muddling, stirring, layering and building
  - o Garnishes
  - o Accompaniments
- Non-alcoholic cold beverages including juices and waters
  - o Garnishes
  - o Accompaniments
- Hot beverages
  - o Coffee e.g. Espresso, Cappuccino, Latte, Americano, Liqueur coffee
  - o Tea e.g. loose leaf, tea bags, fresh herbs
  - o Hot chocolate
  - o Accompaniments e.g. sugar, cream, lemon

Topic 2.4
Systems and equipment used for customer billing
- Till
- POS terminal
- Stationery
- Chip and pin machines

Methods of payment
- Cash
- Cards e.g. chip and pin, contactless, credit cards
- Cash equivalents e.g. discounts, vouchers, deposits/credit bar

Prepare customer bills for payment with relevant information
- Date
- Covers
- Table number/name
- Prices
- Totals
- Additional charges e.g. VAT, service charges, special requests
- Prepayments e.g. deposits

Process customer payments in line with current legislation and procedures
- Types of payment e.g. cash, credit card, debit card, contactless payment
- Documentation e.g. receipts, over charges
- Cash equivalents e.g. discounts, vouchers, deposits/credit bar
- Carry out security checks e.g. note forgery, declined cards

Topic 2.5
Clear and clean the bar and seating area at the end of service
- Bar
  - Equipment e.g. glassware, barista machine, blenders, glasswasher, crockery
  - Fridges
  - Ice machines
  - Consumables e.g. linen
  - Accompaniments
  - Restock/ reorder e.g. fridges, store rooms
  - Waste
  - Displays
  - Bar e.g. floor, bar tops
  - Secure e.g. cellar, store rooms, tills
- Bar seating area
  - Tables
  - Seating
  - Floor
  - Consumables
  - Stationery e.g. menus, promotional materials

Guidance for delivery

Unit 202 Customer Service and unit 203 Safe Working Practices for Food & Beverage Service, provide the underpinning knowledge which must be embedded across the practical units in this qualification. Unit 202 provides knowledge of the professional behaviours that impact on customers and how to anticipate and interpret customer needs and expectations. Unit 203 provides learners with the knowledge required to work safely and legally within a hospitality service environment. This should be applied across the practical units with an emphasis on personal responsibilities and actions.

Tutors should take a holistic delivery approach to reinforce learning and understanding. Learners should be encouraged to apply the theory learnt in the following units 202 Customer Service, 203 Safe Working Practices, 204 Menu Knowledge, 206 Beverage Product Knowledge and 208 Finance for the Food and Beverage Business to the practical food and beverage units.

This unit should be delivered in conjunction with unit 205 Food Service in order to prepare learners for the synoptic assessment.

Throughout a range of activities the learners will be required to examine the following areas
- personal presentation
- behaviour
- interpersonal skills
- the work environment
- application of customer care, safe and secure working practices
- food service methods

This unit should be delivered within an environment that replicates industry and that is equipped for learners to practice their interpersonal and technical skills. This will ensure they are adequately prepared for future employment within the food and beverage service industry.

Learners should be given the opportunity to provide beverages in a range of customer situations and environments to enable them to learn and enhance their skills ready for employment in the hospitality industry. They should be provided with the opportunity to be creative in the selection and presentation of beverage products and encouraged to research future trends and products.

Learners should understand the different levels of service and style used through the industry when preparing and presenting drinks. They should be able to apply the correct style and level of service to meet customers' expectations and employer's standards.

Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of current industry practice and procedures. Tutors should encourage learners to share their experiences of standards learnt from industry placements through peer teaching and support in the practical environments. Learners would benefit from industry visits and opportunities to observe service styles and standards to broaden their experiences and understanding of the systems and procedures being implemented throughout the industry and the importance of offering the service style to meet customer needs.

Unit 208 Finance for food and beverage businesses

Unit level:	Level 2
GLH:	30

What is this unit about?

When working in the food and beverage industry it is important to have an awareness of financial processes that affect a business. The learner will be able to apply knowledge gained in financial matters and understand how they can personally contribute to the financial success of a business.

By completing this unit learners should be able to carry out costing exercises, contribute to effective stock control and maintain the security of customer and business financial information.

Learners should ask themselves the following questions:
- What costs have to be considered when running a business?
- What actions can I take to ensure revenue protection for the business?
- What is stock control and how can I contribute?
- How do I help to safeguard the financial information of my customers?

Learning outcomes

In this unit, learners will be able to

1   Understand business financial controls
2   Know how to safeguard financial information

Scope of content

Learning outcome

| 1 | Understand business financial controls |

Topics

1.1   Stock control
1.2   Costing factors
1.3   Revenue protection
1.4   Principles of sales analysis

Depth

Topic 1.1
Importance of stock control for a business
- Affects costs of sales
- Stock rotation e.g. use by, best before dates
- Availability of dishes/products
- Business profitability
- Cash flow
- Affects customer satisfaction
- Business reputation

Stock control procedures
- Stock reordering e.g. levels and times
- FIFO
- Stocktake
- Delivery
- Documentation e.g. delivery note , invoice, statement, requisitions, credit notes
- Security
- Technology e.g. computerised reordering systems

Topic 1.2
Costing factors that influence food and beverage pricing
- Cost +
- Gross operating profit
- Net profit
- Fixed e.g. direct labour, insurance
- Variable e.g. utilities, raw materials
- Stepped cost e.g. capacity management events and banqueting
- External influence e.g. VAT
- Market conditions
- Dynamic pricing
- Loss leaders

Calculate selling prices of food and beverage items

Topic 1.3
Causes of revenue loss
- Theft – staff and customer
- Cover for staff illness
- Customer complaints e.g. refunds, loss of business
- Unbilled items
- Food/beverage wastage
- Deposits e.g. function, parties
- Price reductions e.g. early bird deals, product perishability

Recording revenue loss
- Wastage book e.g. beer pipes, perishables, ullage
- Stock control records
- Cash reconciliation
- Breakages

Topic 1.4
Sales analysis techniques
- Audits – internal and external
- Break even analysis e.g. events and banqueting
- Till readings
- Year-on-year forecasts
- Average spend

The importance of carrying out sales analysis to a business
- Demand forecasting e.g. customer covers, ingredients, linen, adjust selling prices
- Budgeting e.g. staffing, stock
- Set targets

Learning outcome

2   Know how to safeguard financial information

Topics

2.1 Securing financial information
2.2 Consequences of unsecured financial information

Depth

Topic 2.1
Security of customer and business financial information
- Use of passwords/pass codes
- Limiting access/levels of authority e.g. refunds, till readings, discounts
- Secure reservation and payment information

- Management procedures SOPs

Payment point security
- Secure PDQ and other payment machines
- Uplifts
- Limiting access
- Staff training on security procedures e.g. suspicious persons, theft
- Check floats e.g. counter signing

Topic 2.2
Business and personal consequences of unsecured financial information
- Loss of reputation
- Loss of revenue
- Fraud
- Legal intervention e.g. police, prosecution
- Unwanted reviews
- Loss of employment

Guidance for delivery

This unit is designed to provide learners with an awareness of the financial responsibilities of those working in food and beverage service. Throughout the unit the focus is on the development of learner's knowledge and responsibilities within food and beverage in relation to stock control, costing, security of payments and securing financial information. The theory taught in this unit should be applied practically through the two service units, 205 Food service and 207 Beverage service.

Learners could be encouraged to share their own work experiences of cash handling and controls in order to demonstrate the way in which different businesses operate.

Delivery of this unit and the applied practical units 205 Food service and 207 Beverage service will help support the teaching of maths in a way that contextualises it for learners.

In topic 1.2 the term Cost+ has been included – this is a term used to describe selling price that is made up of cost price + either a set monetary value or percentage value.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual
This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements
This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Appendix 2   Food and beverage service resources

Essential Food Hygiene Royal Society of Health, 3rd edition, 2006 ISBN 978-0901619167	Donaldson, R J
Food and Beverage Service Hodder Education, 9th edition, 2014 ISBN: 978 1471 807954	Lillicrap, D; Cousins, J; Weekes, S
ProActive Food & Drink Service City & Guilds Pearson Education Limited ISBN: 978 0435027193	Rabone, P; Bamunuge, H; Edwards, G; Nutley, J
Larousse Gastronomique Octopus Publishing Group Ltd 2001 ISBN 0600 602354	
The Bar Book Elements of Cocktail Techniques Chronicle Books, 2014 ISBN 978 1452113845	Morgenthaler, J
The Curious Bartender Rylands & Peters & Small, 2013 ISBN 978 1849754378	Stephenson, T
Wines and Spirits: Looking Behind the Label Wine and Spirit Education Trust, 2008 ISBN 9780951793688	Robinson, J

PDFs

Managing Health & Safety Pays in the Catering Industry
The Health and Safety Executive, 1995

Websites

Government
www.hse.gov.uk
www.food.gov.uk
www.gov.uk/workplace-fire-safety-your-responsibilities/who-is-responsible
www.wiltshire.gov.uk/managing-health-and-safety.pdf

Associations
www.instituteofcustomerservice.com
www.hospitalityguild.co.uk
www.afws.co.uk
www.instituteofhospitality.org
www.bha.org.uk
www.bii.org
www.wsetglobal.com

Others

www.foodandwinepairing.org
www.winetomatch.com/wine-pairing-mobile-app
www.bbcgoodfood.com/howto/guide/match-food-Wine
www.drinkaware.co.uk
www.winefolly.com
www.hotelfandb.com

Journals

The Restaurant Magazine	www.bighospitality.co.uk
The Caterer	www.thecaterer.com

Board game

The Art of Service	Fred Sireix

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	**E: business@cityandguilds.com**

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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