City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)
(6103-30)

Qualification Handbook

Qualification at a glance

Industry area	Hospitality and Catering
City & Guilds qualification number	6103-30
Age group	16-19 (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 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	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)	450	720	6103-30	601/7370/1

Version and date	Change detail	Section
1.1 May 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 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments and readjusted approximate weightings	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
1.3 August 2017	Addition of learning outcomes	5. Assessment – Exam Specification
1.4 August 2018	City & Guilds added to the title	Throughout

| 1.5 May 2019 | Wording changed regarding retakes | 5. Assessment – Summary of assessment methods and conditions |
| | | 8. Administration – Re-sits and shelf-life of assessment results |

Contents

1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450) (601/7370/1)**

Area	Description
OVERVIEW	
Who is this qualification for?	This qualification is for you if you are over 16 and wish to gain employment in the hospitality sector as a Food & Beverage Supervisor.
	This qualification provides you with a good understanding of a food and beverage supervisor's role. It provides the depth of knowledge and understanding required to run the front of house service in different operations such as restaurant, bistro and brasserie, bar, restaurant reception and specialist events.
	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, cafés, and specialist events catering or to run or manage your own restaurant.
What does this qualification cover?	By undertaking this qualification you will gain the skills and techniques required to supervise a team, manage hospitality events and deliver a high level of service to guests/customers. The subject areas that will be covered as part of this qualification include: - Supervisory skills including - team leadership and development - understanding business operations: types of hospitality businesses and finance - supervising different types of food and beverage service - supervising the restaurant reception - Planning and delivering hospitality events - Supervising the beverage service including - Service of beer, wines and spirits - Serving cocktails - Barista service - Legislation and regulations that affect you and your team - Gastronomy and the dining experience including - What is gastronomy? - What influences peoples choices of food and drink? - Specialist table service techniques - Beverage and food matching - Current trends in eating and drinking

- Health and safety and food safety including
  - Legislation that impacts on you and your team
  - Practices and procedures that will protect the business, you, your team and customers
  - How to deal with customer requirements such as those with special dietary requirements or access requirements?
  - Safe storage, display and service of food and beverages

WHAT COULD THIS QUALIFICATION LEAD TO?	

Will the qualification lead to employment, and if so, in which job role and at what level?	The qualification will prepare you for employment in a variety of establishments, from a café bistro or pub to a Michelin starred restaurant. You may also want to develop your supervisory skills even further by following an apprenticeship programme or taking a hospitality degree or other higher education qualification.
	
	Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will be encouraged to develop learners' skills in this area.
	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 supervisor
	• Restaurant Supervisor
	• Bar Supervisor
	• Front of House Supervisor
	• Conference and event Supervisor
	• Site supervisor
	This role could be undertaken in any of the following establishments
	• Restaurants
	  o Independent
	  o Fine dining e.g. Michelin High Street chains
	• Hotels
	  o Large chains
	  o Independent hotels
	  o Boutique hotels
	  o Country house hotels
	• Café's
	• Contract catering
	• Conferencing and events

Why choose this qualification over similar qualifications?	By choosing this qualification, your career direction is likely to be in service (front-of-house). You will develop a deeper knowledge and understanding of the role of a supervisor as this qualification encompasses everything that you need to know in order to supervise a team, deliver quality service, manage an event and provide specialist information about food and beverages to customers.

	Undertaking this qualification provides you with supervisory skills and specialist knowledge in advanced service techniques and provide increased opportunities for employment.
Will the qualification lead to further learning?	You will have the opportunity to enter employment, or undertake further learning such as: • Foundation degrees and potentially university courses • Level 4 Apprenticeship in Hospitality Management • City & Guilds Advanced Technical Foundation qualifications • Sector specific training for Sommeliers (wine knowledge and matching) and mixologists (cocktail knowledge and techniques)

WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	AFWS (Academy of Food & Wine Service)
FURTHER INFORMATION	Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

Qualification structure

For the **City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)** the teaching programme must cover the content detailed in the structure below:

Qualification title		
Unit number	**Unit title**	**GLH**
Mandatory		
301	Hospitality service supervision	90
302	Leadership and team development in hospitality service	60
303	Hospitality service business operations	60
304	Principles of health and safety and food safety supervision in hospitality service	30
305	Principles of beverage service	90
306	Principles of restaurant reception supervision	30
307	Gastronomy and the dining experience	30
308	Plan and deliver hospitality events	60

Total qualification time (TQT)

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 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)	450	720

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)** candidates must successfully complete **both** mandatory assessment components

City & Guilds City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services	
Component number	**Title**
Mandatory	
030 or 530	Level 3 Supervision in Food and Beverage Services - Theory exam (1)*
031	Level 3 Supervision in Food and Beverage Services - 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*.

Employer involvement	
Component number	**Title**
Mandatory	
830	Employer involvement

Number of mandatory assessments per assessment type

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.

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 this qualification and its assessments.

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 pre-requisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner 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 qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand 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 *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**
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[1,2]:

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[3];*
- *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 eg 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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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 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 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 (eg 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.
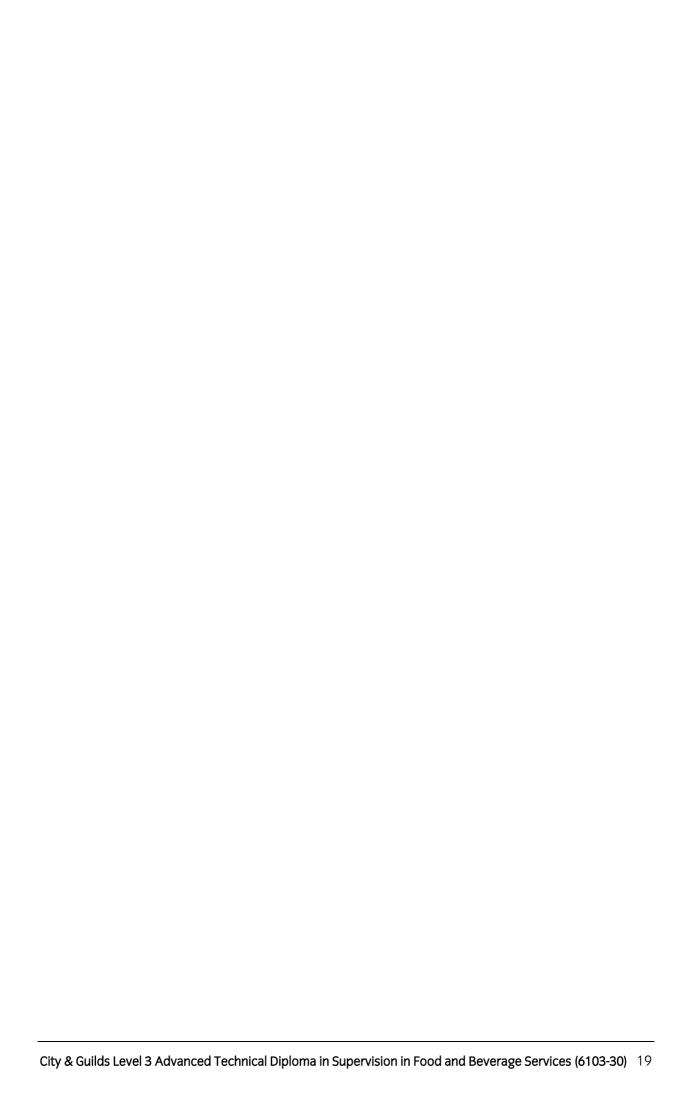
Timing

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
030/530	Externally marked exam	The exam is **externally set and externally marked**, and will be taken online through City & Guilds' computer-based testing platform (030) or as a paper based exam (530).
		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 a maximum of **two** opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.
031	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.
		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 to run a hospitality event. Candidates will be required to conduct research, allocate resources, supervise the event and evaluate its' success.

This will require the candidate to work to a given brief for a hospitality event, such as a charity event. They will have to liaise with a customer in order to produce an event proposal. They will have to identify and plan how to meet the customer's needs, researching the availability of resources and making decisions about the best way to meet their requirements. Their proposal to the customer should demonstrate its' feasibility and incorporate the clients requirements. Candidates should plan, supervise and monitor the actual event, demonstrating, supervisory, communication, problem solving and critical thinking skills. They should produce a thorough evaluation of the event in a format suitable to present their findings to the client.

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	City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Relevant legislation, financial planning, event planning	15%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Management concepts and theories relating to marketing, resource planning, managing people	20%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Organisational planning including contingency planning, supervisory skills, verbal and written communication e.g. completion of documents: pre event plan, post event evaluation	25%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	operational planning immediately prior to and during the event e.g. required resources and staff briefing/debriefing, legislation, risk assessment, problem solving	25%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Detailed and accurate information provided in the event proposal, operational detail prior to and during the event, accurate evaluation of event	15%

Exam specification

AO weightings per exam

AO	Component 030/530 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	30
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	50
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20

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*

030/530 Unit No.	Duration: 2 hours 40 minutes		
	Learner outcomes	Number of marks	%
302	Understand the role of the food and beverage supervisor	17	21%
	Understand the principles of building an effective team		
	Understand effective training and development		
303	Understand the classification of legal structures for businesses	16	20%
	Understand pricing and revenue in a hospitality business		
	Understand day-to-day financial controls of hospitality businesses		
	Understand the principles of stock control		
305	Understand the legal and social implications of beverage service	14	18%
	Understand the production and characteristics of beverages		
	Principles of beverage service		
307	Understand the influences on eating and drinking culture	15	19%
	Understand factors that affect dining experiences		
	Understand the concept of food and beverage matching		

N/A	Integration across the units	18	22%
	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 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.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, i.e. 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**.

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 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 (eg 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 3 Advanced Technical Diploma in Supervision in Food and Beverage Services** 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 approximate pass grade boundary for the synoptic assignment in this qualification is:

Synoptic Assignment	Pass Mark (%)
031	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

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

Assessment method	Grade scale	% contribution
Synoptic Assignment 031	X/P/M/D	60%
Exam 030/530	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	Minimum 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 *Section 2: Centre requirements* in this handbook.

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 a 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 forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. 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 detailed below (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 (eg 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 & Guilds* for more information. Both are 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**

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 301   Hospitality service supervision

URN:	J/507/6516
Level:	3
GLH:	90

What is this unit about?

In this unit you will learn how to carry out supervision in different food service environments. Learners should understand a range of different service styles such as table service, silver service, carvery/buffet, self-service and specialist food service i.e. gueridon. Learners will be encouraged to develop strong, communication, operational and leadership skills.

An important aspect of food and beverage service is that learners will need to have confidence, excellent technical, communication and presentation skills but also a comprehensive knowledge of the service and of the food and beverage items being prepared and sold.

This unit also contains an introduction to specialist food service techniques used in fine dining establishments. This is an exciting aspect of food service where the learner will understand the concept of preparing dishes in front of customers, the importance of timing and good communications.

Learners may be introduced to this unit by asking themselves questions such as:
- What are the characteristics of different styles of food service?
- What are the Health, Safety and Legislative requirements relevant to service?
- What information is required to plan a service?
- What are the roles and responsibilities of a food and beverage service team?
- What type of information has to be communicated to customers?
- What are the specialist food service techniques found in fine dining establishments?

Learning outcomes
In this unit, learners will be able to
1.   Prepare for food and beverage service
2.   Supervise food and beverage service
3.   Understand specialist food service techniques

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Prepare for food and beverage service

Topics

1.1 Operational requirements for service

1.2 Prepare service areas and equipment

1.3 Legal implications

Topic 1.1

Learners understand how different service styles will influence and determine the operational requirements:

- Service styles:
    - Table service
    - Silver service
    - Carvery service
    - Buffet service
    - Self service
    - Counter/bar service
    - Specialist preparation at table
- Operational requirements:
    - Human eg ratio of staff to customers
    - Physical resources eg equipment
    - Environment eg room layout, table arrangement, ambience, lighting, music, temperature, ventilation
    - Workflow eg to maintain health and safety and minimise risks

Topic 1.2

Learners will implement and monitor procedures for preparing service areas and check that equipment is clean, safe to use and functioning correctly including:

- Staffing eg check all members of staff are present, appearance in line with standards,
- Pre-brief eg allocation of responsibilities, menu, expected bookings, dietary requirements, specific customer requirements, allergens
- Check front and back of house eg restaurant, service preparation area, public facilities
- Check bar area eg check stock and replenish, prepare accompaniments, garnishes, snack items

Learners will check that the mise en place is of the correct quantity and quality and is suitable for service including:

- Service spoons/forks
- Cutlery
- Crockery
- Specialist equipment
- Service flats/trays
- Condiments
- Accompaniments, garnishes, snack items
- Glassware
- Tableware eg linen tablecloths, placemats, napkins, disposables

Learners will check that food and beverage items and ingredients required for service are stored and displayed correctly. They must understand the importance of storage and monitoring of temperatures throughout service.

Topic 1.3
Learners must understand the implications of legislation on the service of food and beverages, including:
- Health and Safety
- Food Safety
- Sale and Supply of Goods
- Pricing eg menus, beverage lists, promotional information
- Trades Description
- Display of information relating to allergens
- Licensing laws
- Weights and measures
- Personal and social responsibility of licence holders

Learning outcome:
2. Supervise food and beverage service

Topics
2.1 Supervise service
2.2 Procedures to manage customer service

Topic 2.1
Learners will agree the allocation of duties with the team according to service requirements, including:
- Setting up service/bar areas
- Preparing mise en place/accompaniments
- Staff to specific service points eg meet and greet, table, bar
- Counting and checking cash/float

Learners will supervise and monitor the service to ensure it is managed in accordance with operating standards and procedures. They must co-ordinate the flow of service, direct, guide and support the team, monitor the environment, check dishes from the kitchen, communicate with customers, liaise with staff and other departments and identify potential problems.

- Standards and procedures:
  o timings of service
  o portion control eg food, measurement of beverages
  o presentation of food and beverages
  o quality control of service
  o accompaniments
  o minimising wastage
  o clearing and cleaning egregularly cleaning drink dispense
  o stock management
    - stock rotation
    - manage cellar/beverage storage areas including temperature control
    - correct storage of open beverages
    - restocking food and beverages

- Potential problems:
  - quality of products
  - food temperatures
  - equipment problems
  - timing problems
  - organisational problems (eg overbooking)
  - staffing issues
  - emergencies
  - customer issues

Learners must understand the importance of implementing clear customer service standards and their impact on customer satisfaction including:
- Agreed levels of service eg upselling, service style
- Effective communication
- Complaint procedures eg limit of authority
- Rewards for customer loyalty

Topic 2.2
Learners will know the type of information that supervisors must provide to their staff in order to inform customer service and also understand the importance of providing accurate information when serving customers.

- Information:
  - information on products eg dietary requirements, allergens, provenance, alcoholic content, price
  - preparation and cooking methods
  - advice on combinations of dishes/beverages
  - organoleptics

- Importance of accurate information:
  - legislative
  - in order to inform customer choice eg cultural, religious, dietary requirements such as food intolerances and allergens
  - inaccurate information could affect business reputation and repeat custom

Learners understand how to minimise disruption to customers when dealing with problems service including:
- Keep customers informed of problems
- Interact with customers throughout the process
- Ensure procedures are followed correctly
- Confirm problem has been resolved

Learners understand the review process that supervisors should undertake to resolve failures in customer service delivery including:
- Investigate the problem
- Identify failures and causes
- Review procedures
- Provide feedback to staff, colleagues, other departments
- Take appropriate corrective action

Learning outcome:
3. Understand specialist food service techniques

Topics

3.1 Techniques used in specialist food service
3.2 Equipment required for specialist food service
3.3 Methods of maintaining food quality

Topic 3.1

Learners will understand the suitability of specialist preparation, cooking and finishing techniques required for different food items to produce dishes at the table.

- Preparation techniques:
    - carving of meat on, and off, the bone
    - jointing and portioning of fowl and game birds
    - skinning, boning and filleting of fresh and smoked fish

- Cooking and finishing techniques:
    - caramelisation
    - sauteing/shallow frying
    - flaming with alcohol
    - addition of cream or sauces
    - methods of portioning and presenting dishes

- Food items:
    - fish
    - shellfish
    - meat
    - poultry
    - game
    - fruit
    - cheese

Topic 3.2

Learners know the purpose of different types of equipment used for specialist food service including:

- Gueridon trolley
- Carving boards/flats
- Carving knife/fork
- Service equipment eg Service crockery, linen, sauce ladles, lobster picks, oyster knives
- Flambé trolleys
- Flambé lamps eg gas, methylated spirits, flammable gel, induction
- Suzette pans

Learners know specific problems which could occur when using specialist equipment in the food service area and understand corrective action that could be taken to resolve the problem.

- Fire
- Gas escape
- Spillages
- Injuries eg Burns, lacerations

Topic 3.3

Learners must understand that maintaining the quality of food items when preparing, cooking and finishing dishes in the food service area is the hallmark of professional specialist food service. They must be able to identify the key methods of maintaining quality during this process including:

- Monitoring the quality of raw ingredients
- Creating a work plan that includes pre-planning the dish, checking availability of ingredients, order in which ingredients are assembled
- Controlling temperature in order to maintain a consistent flame, addition of liquids, removing the main ingredients from the pan
- Using correct preparation and cooking techniques for the food items

Guidance for delivery

Learners should be taught a broad knowledge of different types of food, flavours, cultural influences, texture, colours and combinations of ingredients. They should have an understanding of the different genres of food service styles available at the current time and explore future industry trends. They must be encouraged to examine the link between food ingredients, provenance, sustainability and quality. They must understand how all of this broad knowledge is used to advise and inform customers and the impact of providing accurate customer information.

This could be delivered through tasting sessions in practical and theoretical classes as well as involvement in demonstrations from industry professionals. These professional could be encouraged to either host in their own establishments or set up pop up restaurants at the school or college in order to provide learners with the opportunity to evaluate different service styles and methods of delivery.

Learners must understand the importance of the implications of dietary requirements and allergens to both their customer base and their responsibilities in relation to food safety legislation and consumer protection.

When delivering topic 1.1 and 1.2 tutors should encourage learners to experience the practical elements of a variety of types of service. This could be delivered through visits to a variety of industry outlets and to reflect on their own personal experiences such as attendance at hallmark events.Tutors should also discuss the importance of ensuring that food items are presented and served in an appetising manner as customers eat with their eyes.

In topic 2.1 learners must understand the importance of synergy with other departments particularly front and back of house to ensure the smooth running of the service. Communication and good timings are paramount to ensure that all the dishes ordered arrive at the customers' table in the right order and at the right time. Timing systems between front of house and kitchen operations are areas for exploration. Whilst supervising the service learners should communicate effectively with colleagues and other departments in order to deliver a quality customer experience.

Learning outcome 3 is about encouraging learners to develop skills in "table theatre". They should have access to relevant equipment and be given the opportunity to practice two or three different preparation and cooking techniques. They must also be aware of the importance of correct portion control and presentation including types of accompaniments and finishing methods for different dishes. Learners should be encouraged to research food items and the types of dishes which can be prepared and cooked in the food service area for example Steak Diane, Scampi Provençale, Cherries Jubilee, Crepes Suzette. Food items could include:

- Fruit eg: Pineapple, bananas, soft and hard fruit, lychees
- Fish eg: Fresh and smoked fresh and saltwater and crustacea
- Shellfish eg: Oysters, mussels, clams, scallops
- Meat eg: Beef, pork, lamb on, and off, the bone

- Poultry eg: Chicken, turkey, poussin
- Game eg: Pheasant, partridge, guinea fowl, venison
- Cheese eg: soft, medium, hard, blue

Suggested learning resources

Books
The Restaurateur's Guide to Gueridon and Lamp Cookery

Fuller, J

Published by: Barrie & Jenkins, 2nd edition, 1972
ISBN-10: 0091413907
ISBN-13: 978-0091413903

Food and Beverage Service   Lillicrap, D; Cousins, J & Weekes, S
Published by: Hodder Education, 9th edition, 2014
ISBN: 978 1471 807954

Food & Beverage Management   Cousins, J; Foskett, D & Pennington, A
Published by: Goodfellow Publishers, 3rd edition, 2011
ISBN: 978-1-906884-468

Food and Beverage Management.   Davis, B; Lockwood, A; Alcott, P & Pantelidis, I
Published by: Routledge, 5th edition, 2012
ISBN: 978-0-415-50690-8 HBK
ISBN: 978-0-08-096670-0 PBK

The Theory of Hospitality and Catering   Foskett, D & Paskins, P
Published by: Hodder Education, 12th edition, 2011
ISBN: 978 1444 123760

Sustainability in the hospitality industry, principles of sustainable operations

Sloan, P; Legrand, W & Chen, J.S.

Published by: Routledge, 2013
ISBN: 9780415531245 PBK
ISBN: 9780415531238 HBK

Journals and magazines
- Caterer
- Hotelkeeper

Websites
The Caterer   https://www.thecaterer.com/
Hodder   http://www.hoddereducation.co.uk
The Confederation of Fire Protection Association in Europe provides information on fire guidance for restaurants

http://cfpa-e.eu/wp-content/uploads/files/guidelines/CFPA_ E_Guideline _No_9_2012_F.pdf

Unit 302   Leadership and team development in hospitality service

URN:	L/507/6517
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop an understanding of how to supervise, lead, build and train teams to meet the needs of the food and beverage service.

The unit is theoretically based and looks at developing an understanding of the responsibilities of a food and beverage supervisor, the purpose of supervision, the characteristics of leadership, and the principles of building and developing teams.

Learners may be introduced to this unit by asking themselves questions such as:
- What is the role of the supervisor?
- Why are supervisory skills important in food and beverage service?
- How do I make my team more productive?
- How do I make sure my team have the right skills for the job?
- What are the benefits to the business of forming effective teams?

Learning outcomes

In this unit, learners will be able to
1. Understand the role of the food and beverage supervisor
2. Understand the principles of building an effective team
3. Understand effective training and development

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. **Understand the role of the food and beverage supervisor**

Topics

1.1 Effective supervision
1.2 Leadership styles and characteristics

Topic 1.1

Learners will understand the responsibilities of a supervisor required to deliver a food and beverage service:

- Planning:
  - developing work schedules
  - setting/communicating targets
  - conducting pre service briefings
  - carrying out risk assessments
- Monitoring:
  - quality of products and service standards
  - ensuring service meets time/customer requirements
  - behaviour and performance
  - ensuring compliance with policies and procedures
  - ensuring the health and safety of customers, visitors, staff
- Reviewing:
  - post service reviews
  - action planning for future delivery
  - contributing to management reviews and continuous improvement activities

Learners understand the skills required to achieve effective supervision of the food and beverage service:

- Skills:
  - problem solving
  - decision making
  - critical thinking
  - developing individuals and teams
  - leading and motivating teams
  - staff coaching/training
  - giving feedback
  - reflective practice
- Effective supervision:
  - allocated tasks are completed
  - customer requirements are met
  - service standards are maintained
  - targets are met
  - business runs efficiently
  - environment is safe
  - legislative requirements are met

Topic 1.2

Learners understand different leadership styles and how they may be applied in different workplace situations:

- Leadership styles:
    o autocratic / authoritarian
    o democratic / participative
    o laissez-faire / delegative
- Situations:
    o under tight time constraints
    o crisis management
    o incident management
    o during normal service
    o resource issues eg deliveries, staffing, technical
    o team management eg staff with different skill levels

Learners understand the characteristics of effective leadership:

- Influencing in order to meet group goals
- Communicating effectively
- Building trust eg gaining / earning respect, listening, confidentiality, approachable
- Leading by example
- Leading proactively
- Supportiveness eg encouraging, persuading
- Motivating
- Customer focused

Learning outcome:
2. Understand the principles of building an effective team

Topics
2.1 Human resource processes in team building
2.2 Characteristics and benefits of an effective team

Topic 2.1

Learners understand the human resource process and its importance in building effective teams:

- Recruitment eg accurate job descriptions
- Selection eg interview process
- Induction
    o Establishes reporting lines eg organisational chart
    o Describes terms and conditions of employment eg grievance/disciplinary, recognition/rewards
    o Legislative requirement s. eg health and safety, fire safety, food safety
    o Identifies initial and future training/development in line with individual and business needs
    o Performance monitoring
- Objective setting eg agreeing SMART performance targets in line with business goals and objectives
- Performance monitoring:
    o informal eg job chats, observation
    o formal eg appraisals, spot checks
- Training and development
- Grievance and disciplinary eg informal and formal
- Rewards and recognition eg employee of the month, bonuses

Topic 2.2

Learners know different models of team dynamics and how they are used to maximise team performance:

- Tuckman and Jensen
- Belbin
- Myers Briggs

Learners understand the characteristics required to develop an effective team. They can also explain the benefits of building effective teams to both the individual and the business:

- Characteristics:
    - clear and open communication
    - mix of appropriate skills
    - clear understanding of individual and team goals
    - shared vision
    - mutual support
    - trust, respect, equality and diversity
    - consistently achieving targets
    - continuous reflection
- Benefits:
    - maximising productivity
    - inspiring individuals and team
    - improved customer experience
    - increase staff retention
    - improved motivation
    - increase profitability

Learning outcome:

3. Understand effective training and development

Topics

3.1 The purpose of training and developing teams
3.2 The principles of training

Topic 3.1

Learners understand the reasons for training and developing food and beverage service teams:

- Improve service
- Improve yields
- Respond to technology issues
- Improve overall efficiency
- Develop knowledge of new products/ services /technology

Learners understand the measures of success in relation to evaluating the effectiveness of training and developing teams and individuals:

- Increased responsibility
- Improved product knowledge eg the menu/wine list
- Increased sales and business promotions
- Improved team interaction
- Enhanced communication skills
- Positive contribution to business objectives
- Increased customer satisfaction levels

Topic 3.2

Learners know the four stages of the training cycle:

- Identify training needs through consultation with team member
- Plan and design training
- Implement training
- Evaluate training objectives

Learners understand the learning cycle and how to design training to ensure that different staff members are engaged in relation to their individual learning style:

- learning cycle:
    - Stage 1: have an experience
    - Stage 2: review the experience
    - Stage 3: draw conclusions from the experience
    - Stage 4: plan the next steps
- learning style:
    - Activist – learns through doing
    - Reflector – learns through observation
    - Theorist - learns through reading
    - Pragmatist – learns through experimenting

Learners know different methods for training team members depending on their individual needs and/or organisational requirements:

- Shadowing
- Coaching
- Demonstrating
- Mentoring
- Cpd eg seminars, reading, research, networking, stage / work experience
- Master classes
- Training courses
- Qualifications

Guidance for delivery

This unit is the theory of supervision which underpins all other units in the qualification. It provides information on management theories and models in a food and beverage context. These can be applied to the practical delivery of the qualification when working as part of a team within a food and beverage environment.

In topic 2.2 learners should understand the principles described in the models identified and should be encouraged to apply these principles within their peer groups. The overall objective of the topic is for learners to understand that teams are made up of different people with different skills and it is the role of the supervisor to bring these skills together using appropriate models.

In topic 3.1 learners should understand how individuals and teams can contribute to the overall success of a business and how they can make a positive contribution to business objectives.

When covering the four stages of the training cycle in topic 3.2 tutors should ensure that learners are taught the following information

Identify training need:
- Conduct formal/informal needs assessment to find gaps in skills, knowledge and attitude. Gap = what they know minus what they need to know
- Determine if formal/informal training is the answer
- Determine goals and objectives of training i.e. what should they do better to improve performance or service?

Learners should be taught that when setting goals they should support the goals of the business to be effective and look at the business objectives both in the short and long term:
- overall purpose
- short term objectives
- long term objectives

Learners should cover Kolb's learning cycle and should be encouraged to complete the Honey & Mumford learning styles questionnaire to see how they prefer to learn, and then relate their results back to the learning cycle.

Suggested learning resources

Books
Organizational Behaviour   Robbins, S; Judge, T
Published by: Prentice Hall, 16th edition, 2014
ISBN-10: 0133507645
ISBN-13: 978-0133507645

Journals and magazines
- Catering & hotelkeeper
- Restaurant magazine
- EP Business

Websites
Health and Safety Executive   http://www.hse.gov.uk/
Institute of Hospitality   www.instituteofhosptality.org
Chartered Institute of Personnel Development   www.cipd.co.u

Unit 303   Hospitality service business operations

URN:	R/507/6518
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain an understanding of the practice and procedures that are used to control the running of Food and Beverage businesses. The learners will have opportunities to develop a range of knowledge and understanding of control systems which ensure businesses maintain financial sustainability and meet targets for further development.

Learners may be introduced to this unit by asking themselves questions such as:
- What impact does the classification of a business have on its financial management?
- What costs are incurred and how can income be generated in a food and beverage business?
- How can the food and beverage team contribute to the financial viability of a business?
- How do I budget for staffing, marketing and other overheads?
- What controls can be put in place to ensure business profitability?

Learning outcomes

In this unit, learners will be able to
1. Understand the classification of legal structures for businesses
2. Understand pricing and revenue in a food and beverage businesses
3. Understand marketing and promotion in food and beverage businesses
4. Understand day to day financial controls of food and beverage businesses
5. Understand the principles of stock control

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the classification of legal structures for businesses

Topics

1.1 Financial implications of different legal structures for a business
1.2 Economic factors affecting a food and beverage business

Topic 1.1

Learners will understand the financial implications of different legal structures for businesses:

- Financial implications:
    o tax and vat
    o tax returns vs accounts
    o drawings and salaries
    o shares and dividends
    o registration of the business
    o liability and responsibility
    o business rates for premises
- Legal structures:
    o sole trader
    o partnerships
    o limited liability
    o private limited
    o public limited companies

Topic 1.2

Learners will understand the economic factors affecting a hospitality business:

- Commodity prices and availability
- Availability of resources, including human resources
- Supplier agreements
- External impact on business:
    o PESTLE
    o wider economy, eg inflation, interest rates, exchange rates
    o government spending and taxation
- Energy prices

Learning outcome:

2. Understand pricing and revenue in food and beverage businesses

Topics

2.1 Role of the supervisor in maximising revenue
2.2 Factors that impact pricing
2.3 Pricing tactics
2.4 Methods to maximise revenue

Topic 2.1

Learners will understand the role of the supervisor and their team in controlling costs and maximising revenue, and the impact this can have on food and beverage businesses.

Topic 2.2

Learners will understand factors that influence pricing and explain their impact on food and beverage businesses, including:

- Fixed and variable costs – eg ingredients, staff, overheads
- Location – eg rural, urban, coastal, national park
- Profit
    - gross profit
    - net profit
    - margins
- Market position
- Food costs vs beverage costs

Topic 2.3

Learners understand pricing tactics used in a food and beverage business, including:

- Revenue vs margin
- Loss leaders
- Price elasticity
- Dynamic pricing
- Product differentiation

Topic 2.4

Learners understand the impact of products on business profitability:

- Menu engineering – positioning of products on the menu, understanding of menu costs, calculating selling price and cross selling/upselling
- Product premiumisation – eg organic, fair trade, sustainable, corn fed
- Different revenue streams – additional products, eg chutneys, oils, sauces
- Control of portion sizes
- Promotions

Learning outcome:
3. **Understand marketing and promotion in food and beverage businesses**

Topics
3.1 Different businesses and their approach to marketing
3.2 Promotion and marketing in hospitality businesses
3.3 Marketing campaigns for hospitality businesses

Topic 3.1

Learners understand different food and beverage businesses characteristics and how this affects their marketing strategy:

- Businesses
    - fine dining restaurants
    - pubs (including gastro pubs)
    - bistros/brassieres
    - restaurant/hotel chains
    - themed
    - ethnic

- o fast food
- o take away
- o events
- o cost sector catering eg workplace, schools, hospitals
- o contract catering
- o street food
- Characteristics:
  - o market:
    - size
    - share
    - segmentation
    - customer
  - o chains, franchise, independent
  - o trends that affect the business

Topic 3.2

Learners understand how promotions and marketing are used within food and beverage businesses, including:

- Branding and brand loyalty
- Persuasive advertising
- Public relations
- Sales promotion
- Direct selling
- Merchandising
- Return on investment
- Analysis, including competition analysis

Topic 3.3

Learners will design marketing campaigns for food and beverage businesses, including:

- Establish marketing mix
- Carry out market research
- Establish sales mix
- Identify effective advertising methods
- Carry out review of effectiveness, including return on investment (ROI)

Learning outcome:
4. Understand day to day financial controls of food and beverage businesses

Topics
4.1 Purpose of financial records and controls
4.2 Financial documentation and information
4.3 Financial processes in food and beverage businesses

Topic 4.1

Learners will understand the purpose and the importance of front of house financial records and controls, including:

- Analysis of income and expenditure to provide management information
- Establishment and maintenance of standards
- Inform and control pricing
- Identify unnecessary wastage
- Identify fraud and theft

Topic 4.2

Learners will complete financial documents and analyse results to make recommendations to improve future performance, including:

- Rotas
- End of shift/day readings/reconciliation
- Opening and closing till readings

Topic 4.3

Learners understand the importance that forecasting and financial information have on the profitability and ongoing viability of food and beverage businesses:

- Identify resources
  - o staff
  - o drinks stock
  - o linen
  - o accompaniments/condiments
- Prepare budgets
- Inform marketing and promotion
- Identify profit, loss and break even points
- Manage stock control
- Identify business trends eg average spend, footfall, popularity of dishes

Learning outcome:
5. Understand the principles of stock control

Topics
5.1 Principles of purchasing stock
5.2 Stock control management systems

Topic 5.1

Learners understand the principles of purchasing stock and how they affect a food and beverage business:

- Supplier – eg central purchasing, procurement process, by reputation
- Buying methods, payment options, credit
- Ordering systems
- Delivery and lead times

Topic 5.2

Learners understand the principles of stock control management systems and how they affect a food and beverage business:

- Delivery
- Storage – including stock rotation
- Requisitioning
- Invoicing
- Security – internal and external
- Auditing

Guidance for delivery

Learners will benefit from attending talks or presentations from guests/visiting speakers from a range of establishments to discuss pricing strategy and the factors that impact on the profitability of a business. Learners should investigate a range of branded products to compare and evaluate the factors that impact on their ability to price products appropriately for the market place.

In learning outcome 1 the learners must be given opportunities to investigate a range of businesses in order to grasp the complexity of the industry.

In topic 2.2 tutors could talk about the trends within restaurants of identifying additional revenue streams. The main stream might be food and drink but there may be additional revenue streams that can be identified. For example organisations such as Hard Rock Café and Starbucks sell branded clothing, Carluccios restaurants and Jamie Oliver sell books, sauces, pastas

In learning outcome 3 learners should be encouraged to investigate a range of marketing and promotion campaigns used by different businesses. This research should be support by textbooks, internet searches and visits to industry. Learners will need to understand the link between elements of PESTLE and SWOT and marketing mix and the influences of geo demographic descriptors and market segmentation. Learners should carry out market research to develop an understanding of types and implementation of research processes. This should be applied to a real product or service within a real environment. This will allow analysis of data and give the learner the opportunity to devise marketing strategies for the product or service. Learners should be encouraged to produce a range of promotional materials and evaluate their success in branding.

It would be useful for learners to conduct research into the different objectives of financial control and the effect of these controls on the success of a business. Work placements and guest speakers will help to provide a realistic view of learning outcome 4. Learners should be able to construct useable financial documents such as profit and loss and then be able to interpret and understand the outcomes. Learners will need to develop research skills in collating, selecting and analysing information. It is important that the learner develop these practical skills in completing control and accounting documents. Learners should apply evaluation techniques and criteria to develop the understanding required of supervisors in today industry. At this level discussions around forecasting should focus on the supervisors' contribution within short and medium term forecasting

Suggested learning resources

Books

Business Case Studies AS and A level Published by: Longman, 2002 ISBN: 9780582406360	Lines, D; Marcousé, I
A-Z Business Studies Handbook Published by: Philip Allan, 2009 ISBN: 9780340987292	Marcousé, I
Business Studies for A Level Published by: Hodder Education, 2011 ISBN: 9781444122756	Marcousé,I; Gillespie, A; Surridge, M; Birchall, N; Brewer, M; Hammond, A &Watson, N
Small Business Entrepreneur Published by: Burke Publishing, 2006 ISBN: 0958239169	Burke, R

Entrepreneurs Toolkit   Burke, R
Published by: Burke Publishing, 2006
ISBN: 0958239142

Key Ideas in Economics   Dransfield, R
Published by: Nelson Thornes, 2003
ISBN: 978074877081

Accounting and Finance for Non-specialists   Atrill, P & McLaney, E
Published by: Financial Times/Prentice Hall, 2010
ISBN: 9780273745969

Organisational Behaviour   Brooks, I
Published by: Financial Times/Prentice Hall, 2008
ISBN: 9780273715368

Financial Statement Analysis   Fridson, M
Published by: John Wiley & Sons, 2011
ISBN: 9780470635605

Organizational Culture and Identity   Parker, M
Published by: Sage, 1999
ISBN 9780761952435

Human Resource Management   Hall, L; Torrington, D; Taylor, S& Atkinson, C
Published by: Financial Times/Prentice Hall, 2011
ISBN: 9780273756927

Principles of food, beverage, and labor cost control   Dittmer, P.R.&Keefe, J.D
Published by: New York: John Wiley and Sons, 9th edition, 2008
ISBN 978-0-471-78347-3

Fundamental principles of restaurant cost control   Pavesic, D & Magnant, P
Published by: Prentice Hall, 2nd edition,2004
ISBN-10: 0131145320
ISBN-13: 978-0131145320

Planning and control for food and beverage operations.   Ninemeier, J. D.
Published by: Educational Institute of the American Hotel Motel Association, 7th edition,2009
ISBN-10: 0866123393
ISBN-13: 978-0866123396

Hospitality operations: A systems approach   Ball, S; Jones, P; Kirk, D& Lockwood, A.
Published by: Cengage Learning, 2nd edition, 2003
ISBN: 0826448267
ISBN: 978-0826448262

Websites
Acas   www.acas.gov.uk

Government website   www.gov.uk

Competition Commission	www.competition-commission.org.uk
The Fairtrade Foundation	www.fairtrade.org.uk
Keynote market summaries and trends	www.keynote.co.uk
Office of Fair Trading	www.oft.gov.uk
National statistics online	www.statistics.gov.uk
Hodder Education	www.philipallan.co.uk
The Grocer	www.thegrocer.co.uk
The Guardian	www.guardian.co.uk/business/economics
The Ecomomist	www.economist.com
Bized Premier	www.bized.co.uk
Institute of Hospitality education membership scheme	www.instituteofhospitality.org.uk

Unit 304   Principles of health and safety and food safety supervision in hospitality service

URN:	Y/507/6519
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop their knowledge of both health and safety and food hygiene related law, with an emphasis on effective implementation and monitoring within hospitality front of house. The learner will be able to describe actions to be taken to manage both staff and the working area.

The modern hospitality business has a legal, social and moral obligation to ensure the areas accessed by customers, visitors and staff are maintained to prevent, or reduce to an acceptable level, the likelihood of injury either physical and/or medical. The cause of any injury sustained may come from different avenues, including errors and omissions of other customers, visitors, staff members and/or the business management. However the majority of injuries are avoidable if a proper risk assessment is carried out and identified Health and safety and/or Food Safety control measures are implemented and monitored.

In a competitive hospitality industry failure to provide a safe environment will negatively impact upon the long term viability of the business and may well bring unwanted attention from enforcement officers, the legal system, local and national press and/or customer reviews. Whereas, taking steps to ensure the safety of the service area and the food and beverages served will enhance the customer experience, make for a safer/healthier working environment and aid in the success of the business, thereby enhancing job security, staff skill base, staff motivation and staff retention. This unit will combine all these important considerations.

The knowledge gained in this unit will underpin the delivery of all other units by providing learners with an understanding of the practical implementation of health and safety and food safety processes and procedures. It will also reinforce the impact of poor processes on both supervisors and the business.

Learners should ask themselves the following questions:
- What are the consequences to the business and myself if health and safety and/or food safety is not implemented and monitored correctly?
- What do I need to know in order to prevent or reduce the likelihood of harm coming to my customers', visitors', staff and/or myself?
- How do I ensure that I safeguard the business and myself from negative attention of enforcement officers, the Courts, the press and/or negative customer reviews?
- What evidence will an enforcement officer/magistrate expect to see in order to prove that I carried out my supervisory duties correctly?
- What actions can I take to ensure staff under my control do not endanger customers, visitors, other staff members and/or myself?

Learning outcomes

In this unit, learners will be able to

1. Know legislation and enforcement procedures relating to health and safety and food safety
2. Understand the role of the supervisor in complying with health and safety and food safety legislation
3. Understand the processes and procedures for monitoring health and safety and food safety
4. Understand the control procedures used in health and safety and food safety

Scope of content

Throughout this unit the intended focus is on the front of house operational aspects of a hospitality business, as opposed to back of house.

Learning outcome:

1. **Know legislation and enforcement procedures relating to health and safety and food safety**

Topics

1.1 Health and safety legislation

1.2 Food safety legislation

1.3 Enforcement bodies and their actions

Topic 1.1

Learners will understand the health and safety legislation which must be considered within day-to-day operational management of a food and beverage business:

- Health and Safety at Work Act (HASAWA)
- Workplace Sickness and Accidents
- The Workplace (Health, Safety and Welfare) Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR)
- Control of Substances Hazardous to Health (COSHH)
- First Aid
- Fire Safety and Precautions
- Manual Handling Operations Regulations
- Health and Safety (Safety Signs and Signals) Regulations
- Provision and Use of work equipment regulations (PUWER)

Topic 1.2

Learners will understand the range of food safety legislation which must be considered within day-to-day operational management of a hospitality business:

- Food Safety Act
- Food Safety and Hygiene (England) Regulations
  - Control of Substances Hazardous to Health (COSHH)
  - Hazard Analysis Critical Control Points (HACCP)
- The Food Hygiene Regulations (England, Scotland, Wales, Northern Ireland)
  - Control of Substances Hazardous to Health (COSHH)
  - Hazard Analysis Critical Control Points (HACCP)
- The Food Information Regulations

Topic 1.3

Learners will understand the role of different enforcement officers and what enforcement action they can take:

- Enforcement officers
  - health and safety executive
  - local authority eg environmental health officers/practitioners
  - fire officers
- Enforcement actions:
  - food seizure notices
  - improvement notices
  - prohibition notices
  - emergency prohibition orders

o closure notices
o criminal prosecution

Learning outcome:
2. **Understand the role of the supervisor in complying with health and safety and food safety legislation**

Topics
2.1 Health and safety and food safety management procedures
2.2 Responsibilities of employers and employees

Topic 2.1

Learners must know the purpose and importance of Health and safety and Food Safety procedures to the business:

- Purpose of both health and safety and food safety:
    o comply with legal requirements
    o demonstrate due diligence - all reasonable precautions
    o reduce risk of non-compliance eg improvement notices, seizure notices, magistrate and/or crown court
    o prevent civil action eg county court claim
    o prevent loss of reputation eg customer reviews, press reports
- Importance of health and safety:
    o ensure physical safety eg electrocution, broken bones, cuts, scalds/burns
        ▪ customers
        ▪ employees
        ▪ visitors
- Importance of food safety:
    o ensure medical safety eg bacterial poisoning, allergic reaction, internal chemicals burns and/or choking
    o ensure food traceability eg farm to fork
    o ensure safe food and beverages eg delivery, storage, preparation, service

Learners will understand the importance of implementing management procedures to control risk:

- Risk assessment
- HACCP – identity, implement, monitor, record, review and correct if necessary
- COSHH – correct storage, usage
- Internal and external audits, including supplier audits – to ensure they are reputable
- Record keeping and reporting eg temperature control, accident book, training
- Safer Food Better Business (SFBB)
- Monitoring – tolerances, target levels, critical limits, corrective actions, records
- Supervision, Instruction and/or Training

Learners must understand policies and procedures that would support the implementation of effective risk management:

- Visitor policy – to maintain applied standards
- Evacuation and security procedures
- Samples eg maintaining a sample of food in freezers
- Accident reporting
- Pest control records
- Cleaning – equipment and infrastructure
- Maintenance – equipment and infrastructure
- Waste disposal – internal and external

Topic 2.2

Learners must understand employers' and employees' responsibilities in respect of health and safety and food safety legislation:

- Employer responsibilities for health and safety:
    - comply with legislation, eg employee consultation, convene a safety committee
    - duty of care employees and visitors (including customers)
    - risk assessments eg manual handling, display screens, equipment
    - must maintain equipment and premises
    - must provide support to employees eg supervision, safety information, training, suitable equipment
    - written safety policy
    - maintain legally required records
- Employer responsibilities for food safety:
    - comply with legislation
    - register business with local authority
    - implement haccp
    - maintain legally required records
    - provide
        - suitable equipment, eg cleaning materials, ventilation
        - adequate staff to maintain standards
        - supervision, instruction, training
    - to investigate and report on food safety issues
- Employee responsibilities for health and safety:
    - duty of care – self and others
    - co-operation – employer
    - safety equipment – ie ensure it is worn at appropriate times, not interfered with or misused
- Employee responsibilities for food safety:
    - comply with relevant food safety procedures
    - hand washing procedures eg after using toilets, touching high risk foods, after sneezing, coughing, before and after work
    - unacceptable behaviour – picking nose, smoking
    - personal hygiene eg clean uniform, shower/bathe daily
    - wear PPE
    - personal illness – report, waiting periods from last symptoms, foreign travel
    - cooperate with supervisors and employer
    - report to direct line manager:
        - unacceptable behaviour of colleagues
        - omissions/errors of employer processes
        - poor food hygiene eg mismanagement of deliveries, poor personal hygiene of delivery drivers
    - understand the basic principles relating to:
        - food hygiene eg cleaning, control actions, temperatures
        - food poisoning eg symptoms, cause, control actions

Learning outcome:

3. Understand the processes and procedures for monitoring health and safety and food safety

Topics

3.1 Methods of monitoring health and safety and food safety

3.2 Record keeping

3.3 Risk assessments

3.4 Correct temperature control and temperature ranges

3.5 Control of contamination and cross-contamination

3.6 Importance of personal hygiene

3.7 Cleaning, disinfection and waste disposal

3.8 Methods of pest control

Topic 3.1

Learners must know the methods used to monitor compliance with health and safety and food safety rules:

- Internal/external audits
- Management reviews
- Supervisory spot checks eg swabbing of equipment/ food handlers, observation of employee actions
- EHO/EHP visits
- HSE visits
- Staff consultation
- supervisors' handover book

Topic 3.2

Learners will understand types of records that must be maintained in a hospitality business for health and safety and food safety purposes:

- COSHH eg Chemical Record, Technical data sheets, PPE
- Temperature control eg fridges, serving cabinets, food
- Suppliers eg address, business type, compliance checks
- Deliveries eg food, drinks, cleaning products
- Sickness reporting – including compliance with 48 hour rule
- Accidents – including those under RIDDOR
- Staff training and recruitment
- Risk assessments – health and safety, food safety, control measures, monitoring, review
- HACCP eg implementation, monitoring, review, corrective actions
- Complaints – health and safety, food safety
- Cleaning eg cleaning schedule

Topic 3.3

Learners will be able to conduct a risk assessment:

- Look for hazards – in equipment, products, processes, actions
- Evaluate the risk – who might be harmed and how
- Determine preventative measures eg setting critical limits, control measures
- Record findings

- Report findings
- Regularly review and revise
- Provide on-the-job training – related to actual job taking place

Learners will understand the different levels of risk that may be assigned after completion of a risk assessment:
- Minimal risk – safe conditions with safety measures in place
- Some risk – acceptable risk, attention must be given to ensure safety measures operate
- Significant risk, eg food likely to cause food poisoning, damaged equipment – requires immediate corrective action
- Dangerous risk – operations or process must stop immediately

Topic 3.4

Learners will understand the importance of correct temperature control and the correct temperature ranges required for safe service management:
- Temperature control for health and safety:
  - legal requirement – working conditions
  - comfort – staff, visitors, customers
- Temperature control for food safety:
  - legal requirement, eg due diligence
  - bacterial growth – high risk foods, danger zone
  - safe food – storage, control of wastage and financial implication
- Temperature ranges
  - frozen eg freezer – under -18°c
  - cold/chilled eg refrigerator/thawing cabinets 1-5°c to maintain core 8°c
  - hot holding eg ovens, holding cabinets, Norwegian flasks above 63°c
  - health and safety – approved code of practice advisory minimum 16°c, control of excessively high temperatures

Topic 3.5

Learners will understand the methods used to control contamination and cross-contamination in order to communicate these to their team:
- Regular cleaning eg hourly, daily, weekly, monthly
- Use of colour coded equipment eg serving utensils, chopping boards, cleaning equipment
- Correct equipment – use of sneeze guards, correct equipment for job being undertaken
- Chemical usage – correct dilution and contact time
- Microbial swabbing eg food preparation areas, bars, staff hands, service equipment
- Personal hygiene eg regular handwashing, standards monitoring
- Protective clothing eg correct usage, cleanliness, use of by visitors
- Separate sinks eg handwashing, equipment, food
- Correct storage eg food, equipment, stock rotation (best before dates)
- Waste disposal procedures eg internal and external, food waste

Topic 3.6

Learners must understand the importance of maintaining good personal hygiene standards within a food and beverage environment:
- Legal requirement:
  - employer must not employ anyone with poor personal hygiene
  - employee commits an offence
- Prevent contamination eg staphylococcus aureus
- Prevent cross-contamination eg pathogenic bacteria, objectionable matter, routes and vehicles

- Prevent food spoilage
- Respect co-workers
- Business reputation eg customer reviews/experience

Topic 3.7
Learners will understand the procedures for effective cleaning and disinfection of equipment:
- PPE
- Disconnected power
- Place safety guards
- Clear area – to avoid chemical contamination, over-spray
- Correct equipment eg single use cloths, correct chemical (including dilution), colour coding
- Traditional stages clean – pre-clean, main clean, rinse, disinfect, rinse, dry
- In service clean – clean, rinse, sanitise
- Double-sink wash – sterilise 82°C

Learners must understand the procedures for monitoring and control of waste disposal:
- Regular observation and completion of supervisor checklist
- Regular compliance checks on external contractors
- Record keeping
- Consideration of environmental factors

Topic 3.8
Learners understand the importance of and the correct procedures used within pest control:
- Importance:
  - legislative requirement
  - prevent contamination and cross contamination
  - manage business reputation eg social media review, enforcement action
  - prevent infrastructure damage eg holes in walls, pipe damage
  - protect income eg prevent loss of foodstuff due to contamination
  - improved staff morale eg working in a clean and safe environment
- Correct procedures:
  - documented written policy
  - use of pest control contractor
  - internal measures eg effective and regular supervision
  - external measures eg regular audits and compliance checks

Learning outcome:
4. Understand the control procedures used in health and safety and food safety

Topics
4.1 Procedures for controlling hazards
4.2 Methods used to control hazards

Topic 4.1
Learners know the type of actions which can be taken to report health and safety and food safety issues:
- Reporting incidents -accident book
- Allergenic – customer advisory, inform chefs/managers
- Microbiological hazards – inform chefs/managers
- Reporting physical hazards - maintenance book
- Supervisors' hand-over log

Learners understand the actions to be taken when advised that a customer suffers from a food intolerance or allergy:

- Inform chefs
- Check against ingredients list (often a back of house responsibility)
- Double check order before service eg ensure allergy/intolerance actioned
- Check information on allergy has been actioned throughout complete food and drink order eg knowledge of accompaniments - egg allergy don't serve fresh mayonnaise on the side

Topic 4.2

Learners must understand methods that can be used to control hazards and how building design and ergonomics impact on both health and safety and food safety hazards:

- Use of PPE eg cleaning, handling/preparing food
- Cleaning Schedules – reduce buildup of waste, waste material and bacteria
- Delivery – correct vehicle, temperature control, cleanliness, personal hygiene of driver
- Storage – temperature control, dry stores, COSHH, storage of temperature control deliveries, FIFO, conditions of storage facilities, drip and cross-contamination
- Preparation – correct defrosting, temperature control, cross-contamination, over-handling, personal hygiene
- Cooking – temperatures, physical inspections, use of appropriate equipment, drip and cross-contamination
- Chilling – correct times, temperatures, methods, cross-contamination, equipment
- Holding – correct times, temperatures, use of bain maries, equipment, correct disposal
- Re-heating – correct times, temperatures, methods, equipment

Guidance for delivery

Tutors should deliver the content of this unit through a front of house, service perspective and not a back of house production perspective. The development of knowledge and understanding should focus on the 'health and safety' and 'food safety' implications within the service area.

In topic 1.1 & Topic 1.2 it is important to ensure that learners develop a wider knowledge of legislation. This can be achieved by giving them a brief overview of each of the pieces of legislation and how they all fit together under the 'health and safety' or 'food safety' umbrella within hospitality service.

In topic 1.3 it is important that learners understand that the role of enforcement officers is also to help and advise and not just to enforce regulations. Tutors should offer advice, guidance and relevant case studies of how and when enforcement action is taken.

In topic 2.1 learners need to be aware of the personal and business consequences of poor compliance. Learners should also have a broad understanding of management procedures in relation to different chemicals. They should consider the following areas:

- Kitchen – cleaning chemicals including alkalis and acids, detergents, sanitisers, descalers, water softener, pest control chemicals (insecticides, rodenticides)
- Restaurant – cleaning chemicals, polishes, descalers, fuel for flame lamps, methylated spirits, liquid petroleum gas (lpg)
- Maintenance – cleaning chemicals, adhesives, solvents, paint, lpg, water softener, paint stripper, varnish

In topic 2.2 it would be advantageous to the learner to have completed a level 2 qualification in food safety prior to undertaking this qualification. If they have not, it is important that they understand

the responsibilities of all individual employees. They need to be aware of the general principles of food poisoning (Time, Warmth, Protein, moisture, danger zone, growth curve) and food-borne Illness (vehicle for bacteria, small amount bacteria needed) and what actions they can take to eliminate, or reduce to an acceptable level, the likelihood of either of these occurring.

They must also be aware of the classifications of hazards and the common symptoms of exposure within food safety:
- Chemical - eyes, nose, throat, skin irritation, sickness, vomiting
- Allergenic - anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips
- Microbiological - diarrhoea, vomiting, stomach pains
- Physical - choking, broken teeth, vomiting

Topic 4.1 is extremely important for those working in food service. Learners must know what actions should be taken when advised of allergy by customers – it is important that learners know what they need to do to ensure customer safety and of the importance of following the allergy through within the context of the whole order.

Suggested learning resources

Books

Essential Food Hygiene, 3rd edition   Donaldson, R. J
Published by Royal Society of Health, 2006
ISBN: 978-0901619167

Supervising Food Safety Level 3, 16th edition   Sprenger, R. A.
Published by: Highfield publishing, 2012
ISBN: 978-1907751776

Introduction to Health and Safety at work 5th edition   Hughes, P & Ferret, E
Published by: Taylor & Francis, 2011
ISBN: 978-0080970707

Websites

Health and Safety Executive   www.hse.gov.uk

Food Standards Agency   www.food.gov.uk

Chartered Institute of Environmental Health   www.cieh.org

Fire Safety and Precautions   www.gov.uk/workplace-fire-safety-your-responsibilities/who-is-responsible

Managing Health and safety Pays in the Catering Industry
Published by: HSE, 1995   http://www.wiltshire.gov.uk/managing-health-and-safety.pdf

Unit 305　　　　　　Principles of beverage service

URN:	L/507/6520
Level:	3
GLH:	90

What is this unit about?

The aim of this unit is to provide learners with knowledge and understanding of different types, styles and characteristics of beverages. They will also understand the service requirements involved in preparing and serving a range of beverages and the implications of legislation on businesses and staff.

In all food and beverage areas, the sale of alcoholic and non-alcoholic beverages is an excellent profit area and the importance of this unit should not be underestimated. Learners will understand the service requirements of wine, beers, spirits and specialist drink services such as cocktails. They will also be able to provide information on alcoholic and non alcoholic beverages to customers.

Learning outcomes

In this unit, learners will be able to:
1. Understand the legal and social implications of beverage service
2. Understand the production and characteristics of beverages
3. Principles of beverage service

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the legal and social implications of beverage service

Topics

1.1 Legal and social implications of alcoholic beverage service

1.2 Legal implications of non-alcoholic beverage service

Topic1.1

Learners know the legal definition of alcohol in the Licensing Act and can explain how different beverages are categorised according to their alcohol content:

- Legal definition:
    o   any drink intended for consumption over 0.5% alcohol by volume (abv)

- Alcohol content:
    o   low alcohol – no more than 1.2% abv
    o   alcohol free – no more than 0.05% abv
    o   spirits – 35 to 60% abv
    o   wines – 8 to 16% abv
    o   beers – 3 to 8.5% abv

Learners understand the legal responsibilities of a supervisor in the service of alcoholic beverages including:

- Weights and measures
- Legally required equipment such as jiggers/optics/ free pouring
- Accurate measurements eg fluid ounce, mls, pints
- Licensing laws
- Personal and social responsibility of licence holders
- Trades description
- Sale of goods
- Food safety
- Display of information relating to allergens

Learners understand both the legal and business importance of accurate measurements when serving beverages including:

- Stock control
- Quality of product
- Legal implications

Learners understand the circumstances under which a person should not be served alcohol (duty to refuse the sale of alcohol) including:

- Drunken person
- Age restrictions
- Licence restrictions

Learners understand the legal guidelines in relation to responsible and irresponsible drinks promotions.

Learners understand the roles played by different enforcement officers in relation to the sale of alcoholic beverages and the implications of non-compliance including:
- Police
- Local Authority Licensing Officer
- HMRC
- EHO/EHP

Learners understand that there is a link between compliance with legislation and social responsibility when serving alcoholic beverages including:
- Under age sales
- Binge drinking
- Public noise and nuisance
- Public drunkenness
- Anti-social behaviour

Topic 1.2
Learners understand the legal responsibilities of a supervisor in the service of non-alcoholic beverages including:
- Weights and measures eg non-alcoholic beers, wines
- Trades description
- Sale of goods
- Food safety
- Display of information relating to allergens

Learners know the role of different enforcement officers in relation to the sale of non-alcoholic beverages including:
- Local Authority
- EHO/EHP

Learning outcome:
2. **Understand the production and characteristics of beverages**

Topics
2.1 Alcoholic beverages
2.2 Non-alcoholic beverages

Topic 2.1
Learners understand the classifications of different alcoholic beverages including;
- Beers eg bitter, ales stout, porter, white beer, craft beers, artisan beers, lager
- Ciders eg flat, cloudy, sparkling, speciality cider, perry
- Wine:
  - still – white, red, blush, rose
  - sparkling – champagne, method champenoise
  - fortified – port, madeira, sherry
- Liqueurs eg fruit, cream, spiced, herbed, bean
- Spirits eg vodka, gin, rum, brandy, tequila, calvados, eau de vie, whisk(e)y, vermouths, artisan spirits

Learners must understand the different factors which impact on the characteristics of alcoholic beverages:

- Factors:
    - geographical location:
        - climate
        - water source eg natural, spring, hard, soft
        - terrain
    - type of ingredients
    - production methods
- Characteristics:
    - flavour
    - appearance including colour, consistency, clarity
    - taste
    - smell
    - alcoholic content

Learners know the production methods used for wine, beer and spirits including:

- Wine:
    - crushing
    - pressing
    - fermentation including bottle fermentation
    - clarification
    - maturation

- Beer:
    - malting
    - mashing
    - fermenting (wort)
    - conditioning and filtering
- Spirits:
    - mashing
    - fermenting
    - distilling
    - maturation
    - blending

Learners will know the types of beverages that are aged. They must be able to explain the impact of the ageing process on price and the subtleties of flavour and colour. They must also describe the different methods employed to age beverages.

Topic 2.2
Learners will be able to compare the different products available within a range of non-alcoholic beverages. They must be able to describe how the processing methods of raw ingredients influence the nutritional value, quality and cost:

- Hot beverages eg tea including fruit/herbal, coffee, hot chocolate
- Cold beverages eg iced tea, water, fruit juices, carbonated syrups, cordials, mixers, smoothies

Learners will know the different equipment and methods used for brewing hot beverages and the impact it has on the beverage:

- Equipment & methods
    - filter machine
    - cafetiere
    - pour over

- o espresso machine
- o aero press
- o cold brew
- o clever dripper
- o siphon brewing
- o tea pot
- o grinder
- Impact
  - o flavour
  - o brewing time
  - o acidity
  - o smoothness
  - o bitterness

Learners will understand the importance of and methods for cleaning and maintaining equipment used in making non-alcoholic beverages:
- Health and safety
- Food safety
- Quality eg flavour, clarity, customer satisfaction
- Lease obligations relating to equipment eg regular maintenance to avoid invalidation of warranties
- Franchise obligations relating to establishment
- To prevent equipment malfunction eg leaks, blockages, temperature controls

Learning outcome:
3. Principles of beverage service

Topics
3.1 Wine, beer, spirits
3.2 Cocktails
3.3 Coffee and tea

Topic 3.1

Learners understand the importance of selecting the most suitable glassware in relation to the beverage being served including:
- Influence on:
  - o taste
  - o aroma
  - o appearance
  - o presentation
- Legal measures

Learners will understand the reasons for using different service methods for wine, beer and spirits including:
- Wine:
  - o decanted
  - o carafe
  - o in a glass
  - o from the bottle
  - o dispensed
  - o chilled
  - o at room temperature

- Beer:
  - bottled
  - draught eg cask and keg
  - pitcher
- Spirits:
  - optics
  - measures
  - free pouring
  - miniature bottles

Learners know the types of faults that can occur with wine and beer during service, including:
- Wine:
  - corked
  - damaged bottle necks/broken corks
  - sulphur dioxide smells
  - sediment
  - tartrate crystals
  - oxidized
  - acidification
- Beer:
  - cloudy
  - flat
  - sour
  - foreign bodies

Learners understand the problems that can occur when serving wine, beer and spirits, including:
- over/under pouring
- incorrect drinks poured
- spillages
- counterfeit products
- passing off
- employees awareness of alcoholic content
- ratio of staff to customers
- equipment problems eg breakages, faulty equipment
- accidents involving staff and customers

Topic 3.2
Learners will define what is meant by the terms "cocktail" and "mocktail"

Learners will understand the different techniques and specialist equipment required to create cocktails. They should also be able to describe the effect these techniques have on the end product:
- Techniques:
  - shaking - infuses and chills
  - straining – filters and clarifies
  - building - structured blending ie adding ingredients in a specific order
  - stirring - unstructured blending i.e. mixing all ingredients together
  - layering – separates by density
  - muddling – bruising to release flavour
- Specialist equipment:
  - shaker eg three piece, Boston
  - muddler

- o blender
- o hawthorn strainer
- o fine strainer
- o bar spoon
- o zester
- o speed pourers
- o jiggers
- o glassware:
    - highball
    - lowball
    - cocktail glass
    - martini glass
    - champagne flute
    - shot glass
    - hurricane glass

Learners must understand how cocktails are created using different techniques to ensure that the ingredients are balanced:

- Shaking eg Brandy Alexander, Margarita, Cosmopolitan
- Building eg Tequila Sunrise, Bellini
- Stirring eg Side car, Manhattan
- Layering eg B52, Pousse Cafe
- Muddling eg Mojito, Old Fashioned

Learners know the terminology used to describe how different cocktails are served including:

- Frozen
- On the rocks
- Tall
- Straight up or up

Learners know the types of accompaniments used in the presentation of cocktails and explain their purpose, including:

- Accompaniments:
    - o caster sugar
    - o adding a twist
    - o salt
    - o olives
    - o fruit egcherries
    - o cocktail decorations eg parasols/umbrellas, stirrers, cocktail sticks
- Purpose:
    - o visual enhancement
    - o flavour enhancement
    - o sensory
    - o marketing
    - o pricing

Topic 3.3
Learners will understand that when serving coffee and tea there are a number of factors which impact on the quality of the end product including:

- Coffee
    - o bean eg type, quality, storage, grind
- Tea
    - o type of tea eg leaf, blend, tea bag (bleached or unbleached)

- Both
  - temperature of water, milk
  - maintenance, cleanliness, type of equipment
  - service equipment eg clean unchipped crockery, equipment suitable for the style of coffee and tea

Guidance for delivery

It is important to note that the focus of this qualification is knowledge required by those supervising a beverage service. Prior to undertaking this qualification learners should already have a basic knowledge of beverage service and there are a number of service qualifications at level 2 which cover service of both alcoholic and non-alcoholic beverages.

Learners must have a working knowledge of the current Licensing Act and be aware of industry guidelines on irresponsible drinks promotions such as Portman Group initiativesand the British Beer and Pub Association standard for the Management of Responsible Drinks Promotions.

In topic 3.1 tutors should make students aware of the supply chain of alcoholic products. There has been an increase in the production of counterfeit products and in the purchase of VAT exempt goods and learners should understand the impacts of selling counterfeit and VAT exempt products within the licensed trade.

Tutors could conduct tasting sessions for beverages (commensurate with the age of the learners). This will allow learners to understand concepts such as wine tasting, the balance of relationship between ingredients when constructing cocktails/mocktails and different blends of tea and coffee.

Tutors could also encourage industry professionals eg baristas, tea blenders and sommeliers to deliver specialist sessions such as talks and demonstrations or become involved in centre based events that involve food and drinks.

Suggested learning resources

Books

Wine behind the label: The ultimate guide to the worlds leading wine providers and their wine

Williamson, P & Moore, D

Published by: BTL Publishing Limited, 2007
ISBN-10: 0955765706
ISBN-13: 978-0955765704

Wines and Spirits: looking behind the label   WSET
Published by: Wine& Spirit Education Trust 2000
ISBN-10: 0951793683
ISBN-13: 978-0951793688

Exploring Wines and Spirits   Fielden, C & Spence, G.D
Published by: London: Wine and Spirit Education Trust 1995
ISBN-10: 0951793640
ISBN-13: 978-0951793640

Food and Beverage Service   Lillicrap, D; Cousins, J &Weekes, S
Published by: Hodder Education, 9th edition, 2014
ISBN: 978 1471 807954

Journals and magazines

- Decanter (Time INC UK)
- Imbibe (Square Meal publications)

Websites

Food and Wine   http://www.foodandwinepairing.org/

Winetomatch   http://www.winetomatch.com/wine-pairing-mobile-app/

BBC   http://www.bbcgoodfood.com/howto/guide/match-food-wine

WSET (DVD)   www.wsetglobal.com

Unit 306   Principles of restaurant reception supervision

URN:	R/507/6521
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to gain an understanding of the processes and procedures involved in running a restaurant reception. Learners will have the opportunity to explore the roles and responsibilities of the restaurant reception whilst applying their skills in planning, time management, communications, cash handling, processing bookings, and analysing sales.

Restaurant receptions are often the first point of contact that customers will have with the organisation and so will create the first impressions. Although the size and structure of this role will vary according to the type of business the roles and responsibilities will remain the same.

Learners may be introduced to this unit by asking themselves questions such as:
- What are the roles and responsibilities of a restaurant reception team?
- How does the role impact on the customer experience?
- What departments do the reception team work with?
- What legislation should be considered?
- What information is required to analyse the business outcomes?
- What techniques can the reception team use to interact with the customers?

Learning outcomes

In this unit, learners will be able to
1. Understand the roles and responsibilities of the restaurant reception team
2. Supervise restaurant reception
3. Communicate with internal and external customers
4. Understand restaurant sales information

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the roles and responsibilities of the restaurant reception team

Topics

1.1 Restaurant booking procedures

1.2 Financial responsibilities of the reception team

1.3 Legislative requirements relevant to restaurant reception

Topic 1.1

Learners will understand different booking methods and information required to manage restaurant reservations:

- Methods:
    - telephone
    - in person
    - advanced bookings
    - walk ins
    - third party
    - apps
    - websites
    - group bookings

- Information:
    - date
    - time
    - name
    - customer contact details
    - covers
    - dietary/allergy details
    - occasion
    - special requests

Learners will compare different booking procedures in relation to different booking systems, including:

- Manual
- Computerised

Learners will understand the impact of poor booking management on a restaurant business, taking into consideration:

- Over bookings leading to insufficient resources
- Customer complaints and increased waiting times
- Loss of revenue/walk outs
- Loss of business reputation eg reviews – social media, word of mouth

Topic 1.2

Learners will understand the financial responsibilities of the restaurant reception team:

- Counting the float
- Cash reconciliation
- Security
- Refunds, complimentaries, vouchers, loyalty cards/schemes

- Gratuities
-

Learners will also describe the different documentation and processes for each of the financial responsibilities depending on the billing system:

- Point of sale
- Manual
- Computerised

Topic 1.3

Learners will understand the legislation that restaurant reception staff must adhere to in the daily operations, including:

- Data protection
- Equalities Act
- Contract of booking
- Licensing legislation
- Weights and measures
- Health and safety
- Food information regulations eg labelling and allergens
- Sale and supply of goods
- Price marking
- Disclaimer notices

Learners will understand the impact of non-compliance with legislation and the required corrective actions:

- Civil or criminal penalties
- Risk to customers and staff
- Damage to business reputation
- Review of licence

Learning outcome:

2. Supervise restaurant reception

Topics

2.1 Supervise the reception team
2.2 Manage the booking process
2.3 Manage the payment point

Topic 2.1

Learners will manage and allocate roles as required to maintain the reception service. They must oversee the team dealing with arrivals, seating arrangements and departures. The learner must ensure that standards are maintained and procedures are followed for:

- Answering the telephone
- Maintaining the payment point
- Dealing with customer queries and complaints
- Delivering a positive customer experience

Topic 2.2

Learners will manage bookings to maximize sales. They must record accurate information on customer details and requirements whilst promoting the business. Learners must analyse booking trends and promotions to suggest how sales could be increased.

Topic 2.3

Learners will understand the process of setting up and closing down the payment point. They must understand the importance of balancing the takings at the end of the shift and know how to report on any shortages or surplus:

- Floats
- Stationery
- Equipment eg hand held devices, fraud prevention tools, ordering pads
- Till readings
- PDQ readings

Learners will know how to process a range of payment methods:

- Cash
- Debit/credit/charge cards
- Vouchers
- Complimentary
- Cheques
- Refunds
- Loyalty cards/schemes

Learning outcome:

3. Communicate with internal and external customers

Topics

3.1 Methods of communication for different situations
3.2 Conduct staff briefings
3.3 Communicate with internal departments and suppliers

Topic 3.1

Learners will understand the importance of adapting communication methods in order to meet customer needs in different situations:

- Verbal
- Non verbal
- Written
- Telecommunications
- Social media

Topic 3.2

Learners will conduct staff briefings prior to service taking into account:

- Allocate roles and responsibilities
- Check presentation standards
- Inform teams of bookings for that shift personal presentation
- Special requirements eg Access, VIP's, highchairs
- Standard operating procedures
- Emergency and evacuation procedures

Learners will also debrief teams at the end of service taking into account:

- Customer compliments
- Customer complaints
- Levels of performance both individual and team
- Standards of behavior

Topic 3.3

Learners will communicate with internal departments and suppliers using an appropriate method to suit the situation. They must be able to communicate relevant information in a timely manner:

- Customer requests
- Dietary requirements and allergens
- Special occasions
- Delays
- Deliveries
- Complaints
- Compliments

Learning outcome:

4. Understand restaurant sales information

Topics

4.1 Sources of information for sales analysis
4.2 Success measures for restaurant businesses

Topic 4.1

Learners know the different sources of information available and how it contributes to restaurant sales analysis, including:

- Till reading
- Pdq readings
- Food takings
- Beverage takings
- Total takings
- Number of covers
- Methods of payment
- Dish analysis

Topic 4.2

Learners understand how the achievement of performance indicators contribute to the ongoing viability of restaurant businesses:

- Covers: number, turnover
- Average spend
- Targets
- Repeat business
- Referral business
- Sales mix
- Food /beverage breakdown
- Online customer reviews
- Recorded customer feedback eg compliments, complaints
- Staff retention/turnover

Guidance for delivery

This unit should be delivered through a combination of taught theory and practical sessions. Learners will benefit from visits to a range of different food and beverage establishments in order to observe the procedures followed by a range of different establishments.

This unit will re-inforce communication skills which are essential to the hospitality industry. It is important that learners understand that the methods of communication adopted should be adapted to suit different situations eg customers with specific requirements.

Units such as Hospitality Service Supervision and Hospitality Service Business Operations provide a broad underpinning of theoretical concepts which could be contextualised within this unit. For example learning outcome 4 interpreting sales information is directly linked to the finance and costing topic area included in Hospitality Service Business Operations and learning outcome 3, effective communication will allow learners to apply skills that have been taught in the Hospitality Service Supervision unit.

Suggested learning resources

Books
Food and Beverage Service   Lillicrap, D; Cousins, J &Weekes, S
Published by: Hodder Education, 9th edition, 2014
ISBN: 978 1471 807954

Food and Beverage Management   Davis, B; Lockwood, A; Alcott, P&
                                                                                    Pantelidis, I.
Published by: Routledge, 5th edition, 2012
ISBN: 978-0-415-50690-8 HBK
ISBN: 978-0-08-096670-0 PBK

Restaurant Operations Management, Principles & Practice   Ninemeier, J & Hayes, D
Published by: NJ: Prentice Hall, 2005
ISBN-10: 0131100904
ISBN-13: 978-0131100909

Journals and magazines
- Caterer and Hotelkeeper
- Restaurant Magazine
- EP Business in Hospitality

DVD's
- Michelle Roux's Service

Other
- The Art of Service Board game – Fred Sirieix

Unit 307   Gastronomy and the dining experience

URN:	Y/507/6522
Level:	3
GLH:	30

What is this unit about?

The aim of this unit is to enable learners to gain an understanding of the principles of gastronomy and the influences that lead to the modern dining experience.

The unit includes information about the impact of the influences on eating and drinking. These include cultural, religious, geographic location, commodities, science and technology.

Learners will also investigate the factors that contribute to a dining experience and how service staff can respond to differing customer expectations.

Learners might be introduced to this unit by asking themselves questions such as:
- What influences customer choice of food and restaurants?
- What makes different styles of food popular?
- Why it is important to be able to explain menus?

Learning outcomes

In this unit, learners will be able to
1. Understand the influences on eating and drinking culture
2. Understand factors that affect dining experiences
3. Understand the concept of food and beverage matching

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the influences on eating and drinking culture

Topics

1.1   Influences on eating and drinking
1.2   Factors that contribute to the development of menus

Topic 1.1

Learners understand what is meant by the term gastronomy.

Learners will understand the influences of commodities and cooking techniques on the food and beverage service industry, including:

- Historical influences
- Cultural eg Influence of different regions on food drink
- Geographical eg Climate, soil, terrain, food availability
- Current trends eg Provenance, food miles, sustainability
- Restrictions on food choices
- Religious:
  - methods of preparation eg halal, kosher
  - religious meaning/importance of different foods

Learners understand the factors that impact on an individuals' choice of food and beverages including:

- Societal influences
- Diet
- Allergies
- Price e.g income/economy
- Lifestyle eg time pressures
- Location eg Types of food and beverage establishments
- Media
- Food trends

Learners understand ways in which science and technology impacton food and beverage production and commodities including:

- Genetically modified (gm) foods
- Transportation and storage
- Irradiated foods
- Intensive farming
- Convenience foods eg Influence on eating habits of individuals
- Manufacturing eg Micro, macro

Topic 1.2

Learners must understand the importance of the menu to the operational requirements of a food and beverage business. Learners must explain the factors that contribute to the development of menus, including:

- Seasonality

- Colour
- Texture
- Cooking methods
- Trends/fashion in relationship to food
- Balance of ingredients
- Style of establishment
- Style of cuisine
- Resource eg Staff skills, equipment
- Pricing
- Customer requirements eg Dietary intolerance and allergens, special events
- Government guidelines for the industry eg reduction of salt and calories

Learners must Identify factors that influence the cost of purchasing commodities:
- Environmental factors
- Ethical certification schemes eg Organic, fair trade, soil association
- Food availability eg Global shortages, geo-political influences
- Production and storage costs

Learning outcome:
2. Understand factors that affect dining experiences

Topics
2.1   Types of dining experiences
2.2   Factors that affect the dining experience

Topic 2.1
Learners will know about different types of dining experiences including:
- Fine dining restaurants
- Pubs (including gastro pubs)
- Bistros/brassieres
- Restaurant/hotel chains
- Themed
- Ethnic
- Fast food
- Take away
- Events
- Cost sector catering e.g workplace, schools, hospitals
- Contract catering
- Street food

Learners will know the types of food and styles of service required for different meals including:
- Breakfast
- Brunch
- Lunch
- Afternoon tea
- Dinner

Topic 2.2

Learners understand the factors that influence the customers' choice of dining experience including:

- Value for money
- Spending power
- Convenience eg Food purchased on the move
- Location
- Perceptions and expectations
- Consistency and standards
- Reputation of the establishment
- Food trends/fashion
- Recognition of quality
- Displayed food safety scoring
- Reviews (press, social media)
- Guides
- Awards
- Ratings

Learners understand the aspects of eating out that influence the enjoyment of the customer meal experience and the importance of ensuring that service staff have the relevant service skills and knowledge:

- Aspects:
  - ambience eg temperature, music, lighting, ventilation, levels of noise
  - menu
  - food
  - drink
  - décor
  - perceived value
- Staff service skills and knowledge:
  - menu product knowledge
  - ability to match beverages to food items
  - customer service skills eg making recommendations, provide advice on the menu

Learners will understand the role of service staff in recognising different types of customer and how they are able to adapt their service style and communication to enhance individual customer experiences.

Learning outcome:

3. Understand the concept of food and beverage matching

Topics

3.1 Language and terms used in food and beverage matching

3.2 Matching wine and beer to food

Topic 3.1

Learners understand the meaning of the term Organoleptic and how it influences the appreciation of food and drink eg colour, flavour i.e. sweet, sour, bitter, acid, umani, texture, smell.

Learners know the type of language that is used when describing wines and beers including:

- Wine:
    - taste eg acidity, oak, sweetness, tannin, fruitiness
    - colour
        - white/sparkling wines: clear yellow and gold
        - red wines: light red to deep purple
        - rosé wines: pink to salmon and orange
    - depth of colour eg watery, pale, medium, deep, dark, or opaque
    - appearance eg colour, clarity, hue
    - texture - how does the drink feel in the mouth ie first taste and after taste (length)eg body, viscosity, light, heavy, lively, rich, carbonation
    - aroma/bouqueteg fruity, floral, vegetal, spicy

- Beers:
    - taste:
        - hoppiness eg fruity, piny, earthy, cheesy
        - maltiness eg cereal/nutty, grain, medium roast, dark roast, smoky
        - bitterness eg ibu international bitterness unit
    - colour - SRM scale definition eg light, medium, dark; yellow, gold, orange, amber, copper, red, mahogany, tan, brown, black; clear opaque, hazy, cloudy
    - appearance eg colour, clarity, size, shape of head
    - texture - how does the drink feel in the mouth eg body light, heavy, thick, watery, dead, lively, richness, carbonation
    - aroma eg fruity, floral, vegetal, spicy, heat induced, biological

Topic 3.2

Learners understand common food matches that complement wines and beers, including:

- Wines:
    - Red wine eg Claret with steak
    - White wine eg Gewürztraminer with spicy food
    - Sparkling eg Champagne with oysters
    - Fortified wine eg Port with cheese
    - Sweet wine eg Sauternes with desserts

- Beers:
    - Stout eg oysters
    - Wheat beer eg green salad
    - IPA eg blue cheese
    - Imperial stout eg chocolate cake
    - Smoked beer eg smoked cold cuts

Guidance for delivery

This unit will allow learners to explore wider learning opportunities and continuous research should be undertaken to keep abreast of trends. The delivery of this unit could demonstrate depth, coherence and highlight valid conclusions. Content could be delivered both through practical and a classroom based approach.

Some of the content is best delivered in a practical context which will allow learners to experiment with preparing and cooking dishes from other cultures and tasting different types of commodities and meal types.

Some of the delivery should be classroom based where the knowledge requirements demand this approach, for example on the subjects of:
- geography in relationship to climate, religious and cultural influences
- science and technologies' influence on the quality of commodities and trends

- changes to people's lifestyle and how this has affected peoples eating habits and expectations

Delivery of this unit could be supported by industry visits/speakers as well as through social media eg. Big Hospitality, British Hospitality Association (BHA), Catertweets, Institute of Hospitality. Tutors could invite guest speakers from industry, particularly those working in food and beverage outlets in which current trends have had an impact on the food and beverage offer or the styles of service or product. Local employers are also a rich source of information as they will understand the nature of products and service that are sustainable locally, this will vary across the country but will help learners to understand the requirements of employers in their own vicinity

Visits to a broad range of industry outlets should be encouraged to ensure teaching and learning is contemporary and takes account of current industry trends. Visits and field trips could include local restaurants, hotels, breweries, vineyards, food markets and suppliers.

Learning outcome 2 is all about the meal experience and learners should be encouraged to visit dining establishments offering different types of cuisine. This will enable them to gain an appreciation of the relationship between food and different cultures and to appreciate the different styles of service and the relationships between customer expectations and value for money.

Encouraging learners to eat out and view the dining experience from a customer's perspective would also be beneficial. Where possible learners should be encouraged to eat in different types of establishments and share those experiences with their peers. This could be conducted in a similar way to that of a mystery diner or food critique using set criteria to evaluate the experience.

Learners should be taught about the different types of establishments and the environment that is created and how the décor and layout of the establishment influences customer choice

In learning outcome 3 tutors can provide information on the ways in which different foods and beverages can be matched. Classic combinations such as steak and claret, champagne and oysters, sauvignon blanc and fish are ideal……but what makes them so? Learners should be able to explore the practical aspects of food and wine matching and discover why the classics work and why some combinations do not work. There are opportunities here to explore current trends in the world of food and drink including the current trends in wine, beer and food matching.

Suggested learning resources

Books
Food and wine pairing: a sensory experience   Harrington, R. J
Published by: John Wiley & Sons Ltd., 2007
ISBN-10: 0471794074

ISBN-13: 978-0471794073

Pairing wine and food   Johnson-Bell, L
Published by: Ithaca, Burford Books, 2012
ISBN-10: 1580801692
ISBN-13: 978-1580801690

Sales & service for the wine professional   Julyan, B
Published by: Cengage Learning, 3rd edition, 2008
ISBN-10: 1844807894   ISBN-13: 978-1844807895

Flavour thesaurus   Segnit, N
Published by: Bloomsbury publishing plc, 2010
ISBN 978-0747599777

Websites

Yapp Brothers	http://www.yapp.co.uk/food-and-wine-matching/
BBC Good Food	http://www.bbcgoodfood.com/howto/guide/match-food-wine
Wine To Match	http://www.winetomatch.com/
The Wine Curators	http://www.thewinecurators.com/PairWine.php

Unit 308   Plan and deliver hospitality events

URN:	D/507/6523
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain an understanding of the processes and procedures for planning and running hospitality events to meet a client brief. Learners will have the opportunity to explore a range of themes whilst preparing and implementing an event to apply their skills in planning, time management, communications, evaluating outcomes, contingency planning, selling ideas through proposals and supervising a team.

Hospitality events are diverse in size, products, services and location but the key component for all of them is the food and beverage offer and how it is served. Events will often have a theme which is stated by the client and in all cases there will be specific requests to be accommodated.

Learners may be introduced to this unit by asking themselves questions such as:
- What are the characteristics of hospitality events?
- How has the growth of hospitality events impacted on the industry?
- What are the costs to be considered when planning an event?
- What are the Health, Safety and Legislative requirements relevant to Hospitality events?
- What information is required to plan an event?
- What are the roles and responsibilities of an event team?

Learning outcomes

In this unit, learners will be able to
1. Plan hospitality events
2. Supervise hospitality events

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:
1. Plan hospitality events

Topics
1.1 Characteristics of different categories of hospitality events
1.2 Legislative requirements relevant to hospitality events
1.3 Pre-event planning
1.4 Environmental considerations

Topic 1.1

Learners will compare the characteristics of different categories of hospitality events, including:
- Leisure eg sport, music, recreation
- Personal (Hallmark) eg weddings/civil ceremonies, birthdays, anniversaries
- Cultural eg ceremonial, religious, art, heritage, folklore
- Organisational eg commercial, political, charitable, sales and product launch

Topic 1.2

Learners will know the specific legislative requirements that need to be considered when planning hospitality events, including:
- Licensing laws eg temporary events notices
- Site permissions eg local authority, landowners
- Weights and measures
- Food safety
- Food information regulations eg allergies
- Health and safety eg risk assessment
- Environmental health eg noise pollution, smoking in public places, facilities, access for disabled people

Topic 1.3

Learners will produce a pre-event plan, including:
- Liaise with client
- Ensure correct interpretation of the client brief
- Establish provisional budget
- Research the options
- Source resources
- Present outline proposal
- Modify proposal after client consultation if required
- Secure client agreement
- Produce the event brief:
    - type of event/theme
    - location
    - logistics eg transportation, hiring equipment, waste management, security
    - staffing eg internal, specialist contractors, agencies
    - equipment available
    - budget
    - suppliers

       o   venue eg access, layout
       o   legal considerations eg licensing

Learners will also need to take into consideration customer specific requirements, including:
- Food and drink
- Dietary and allergy details
- Access requirements
- Style of service
- Decorations eg tables, chairs, rooms
- Room layout and table plan
- Entertainment
- Audio/visual requirements
- Customer numbers eg adults, children
- Timings

Topic 1.4
Learners will evaluate the impact hospitality events have on people and the environment and their implications to the event planning process:
- People
  - other customers at the venue eg guests in a hotel not involved in the event
  - positive and negative impact on local communities and traders
- Environment
  - noise pollution
  - waste
  - increased traffic to the area

Learning outcome:
2. Supervise hospitality events

Topics
2.1 Pre-event preparations
2.2 Conduct staff briefings
2.3 Monitor the event
2.4 Evaluate the event

Topic 2.1
Learners will understand the importance of making regular checks against the event plan to allow for contingency planning to ensure the smooth running of the event.

Learners will undertake final checks prior to an event. They will inspect the event area and ensure that available resources are prepared to the required standards inline with the event plan:
- Event area:
  - front of house
  - back of house
  - customer facilities
  - working arena
- Resources:
  - staff eg personal presentation, uniforms
  - documentation eg pick lists, table plans, temperature checklists, menus, briefing notes
  - furniture

- o crockery, cutlery, glassware
- o service equipment
- o linen
- o disposable items
- o wine and drinks
- o decorations eg tables, chairs, rooms
- o stages, ramps, dance floor
- o audio/visual equipment
- o environmental controls

Topic 2.2
Learners will conduct pre-event briefings and de-briefings at the end of the event:
- Pre-event briefings:
  - o style of service
  - o customer requirements eg access, dietary, allergy details, vips
  - o special requests
  - o roles and responsibilities eg job allocation, set up of teams, limits of authority, table allocation
  - o order of service eg entertainment, guest speakers, speeches
  - o health, safety and security
  - o set up / breakdown requirements
  - o timings
- De-briefings:
  - o team feedback eg what went well, what could be improved
  - o customer satisfaction levels
  - o problems incurred
  - o lessons learned

Topic 2.3
Learners will monitor an event to meet the plan and implement corrective actions to maintain service standards. They should be monitoring quality and quantity of products, price fluctuations, product availability, staffing issues and logistics in order to ensure the smooth running of the event.

Learners know the information that is to be recorded pre, during and post event and explain the business importance of this information:
- Information:
  - o breakages
  - o drinks eg guests exceeding pre-paid allocation, shortages
  - o stock requisition sheets
  - o number of guests at the event
  - o additional charges eg guests requesting additional items that are not pre-planned
  - o complimentary items
  - o staff hours eg timesheets
  - o compliments and complaints
  - o incident log eg staff sickness, accidents, injuries, refusal book
  - o temperature logs
- Business importance:
  - o profitability and reputation of the business
  - o repeat and increased business
  - o due diligence
  - o legal, social and environmental

Topic 2.4

Learners will review an event in order to evaluate achievement of success measures, identify lessons learned and explain how this information is used to inform future events.

Learners will analyse, interpret and evaluate evidence generated through all stages of an event to determine the level of success from both the customer and business perspective, including:
- Sales/costs
- Profits GP/NP
- Results of audits
- Team feedback eg what went well, what could be improved
- Client and customer feedback data

Learners will communicate their analysis and evaluation using the most suitable method for the intended audience and data:
- Presentation eg Mahara, ppt, prezi
- Written report eg using charts, graphs, tables, photographs

Guidance for delivery

The content of this unit will form the basis for the synoptic assignment and tutors may want to consider the timescales for delivery of an event. All other units in the qualification underpin the event delivery however, tutors may wish to introduce the concept of event planning and implementation early on in the teaching of the qualification.

This could be delivered through a combination of taught theory sessions where the learner should be encouraged to research the event industry before undertaking a practical element where they put the theory into practice.

Tutors have opportunities to use a wide range of techniques. These could include lectures, small and large group discussions, case studies, demonstrations, research using the internet and/or other library resources and presentations by guest speakers. Delivery should stimulate, motivate, educate and enthuse learners.

In topic 1.2 tutors could discuss the health and safety implications related to moving staff and equipment safely on and off site, keeping customers and staff safe during the event, first aid requirements, and emergency and evacuation procedures

In topic 2.1 learners should be taught the importance of making regular checks against the agreed proposal in order to provide contingency plans. They should check quality and quantity of products, price fluctuations, product availability, staffing issues and logistics in order to ensure the smooth running of the event. They must also be aware of the final checks that take place immediately prior to an event.

In topic 2.3 learners should be taught about the importance of monitoring an event. They should know when to be proactive or reactive and how to adapt their leadership style based on the circumstances. Adopting this approach as part of this unit will allow them to apply the knowledge of a range of leadership styles that they will have gained in the unit on Hospitality Services Supervision.

In topic 3.1 the focus is on the financial aspects of running an event and the importance of recognising that there is a balance between achieving customer satisfaction and value for money against the company targets and profitability. This important theme of finance runs throughout the qualification and financial aspects of running a hospitality business are highlighted in the unit on Hospitality Service Business Operations.

Suggested learning resources

Books

Events Management   Bowdin, Allen, O'Toole, Harris & McDonnell
Published by: Routledge, 3rd edition, 2010
ISBN-13: 978-0-7506-6533-9

Successful Event Management   Shone & Parry
Published by: CENGAGE Learning Business Press, 3rd edition, 2010
ISBN-10: 1408020750
ISBN-13: 978-1408020753

Journals and magazines

- Caterer and Hotelkeeper

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.

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	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**

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