

Certificate in Introduction to Professional Food and Beverage Service at SCQF Level 4 (7093-04)

Qualification handbook



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Qualification handbook



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

| | |
|---|--|
| Qualification title and level | Certificate in Introduction to Professional Food and Beverage Service at SCQF Level 4 |
| GLH | 183 |
| City & Guilds qualification number | 7093-04 |

This qualification meets the needs of learners who want to work front of house within a hospitality environment. It is also for those learners that want a rounded knowledge of both front of house and the kitchen, which will enable them to look at more senior positions in the future.

The qualification covers all aspects of food and beverage service, it will deliver the key skills required by the learner to ensure they will have a thorough understanding of the role and expectations that any future employer will expect of them.

Qualification structure

To achieve the Certificate in Introduction to Professional Food and Beverage Service at SCQF Level 4 (7093-04) learners must achieve **25** credits. **All units are mandatory.**

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to learners successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

| City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Unit level | Credit value | GLH |
|--------------------------------------|--|---|-------------------|---------------------|------------|
| 102 | Introduction to employability in the catering and hospitality industry | Mandatory | 4 | 5 | 30 |
| 103 | Health and safety awareness for catering and hospitality | Mandatory | 4 | 2 | 10 |
| 104 | Legislation in food and beverage service | Mandatory | 4 | 1 | 8 |
| 105 | Understand menus | Mandatory | 4 | 2 | 14 |
| 107 | Dealing with payments and bookings | Mandatory | 4 | 2 | 14 |

| | | | | | |
|-----|----------------------------------|-----------|---|---|----|
| 108 | Food and beverage service skills | Mandatory | 4 | 6 | 53 |
| 109 | Bar service skills | Mandatory | 4 | 4 | 32 |
| 110 | Hot beverage skills | Mandatory | 4 | 2 | 13 |
| 620 | Food safety in catering | Mandatory | 5 | 1 | 9 |

Opportunities for progression

On completion of this qualification learners may progress into employment or to the following City & Guilds qualifications:

- SVQ in Food and Beverage Service at SCQF Level 5 (7090-22)

1.1 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

| Description | How to access |
|--------------------|--|
| Assessment pack | www.cityandguilds.com |
| Answer pack | www.cityandguilds.com |

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Physical resources and site agreements

Centres may use specially designated areas within a centre to assess, for example, a realistic working environment such as a training restaurant. The equipment, systems and machinery must meet industry standards and be capable of being used under normal working conditions.

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally verify their own assessments.

Assessors and Internal Quality Assurers

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment. It is not expected that learners pre-16 should be undertaking unit 109 as it is not legal for those pre-16 to work within a bar environment.

3 Units

Availability of units

The units for this qualification follow.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- SCQF level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

| City & Guilds unit number | Title | Credits |
|--|--|----------------|
| 102 | Introduction to employability in the catering and hospitality industry | 5 |
| 103 | Health and safety awareness for catering and hospitality | 2 |
| 104 | Legislation in food and beverage service | 1 |
| 105 | Understand menus | 2 |
| 107 | Dealing with payments and bookings | 2 |
| 108 | Food and beverage service skills | 6 |
| 109 | Bar service skills | 4 |
| 110 | Hot beverage skills | 2 |
| 620 | Food safety in catering | 1 |

Unit 102 Introduction to employability in the catering and hospitality industry

Level: SCQF 4

Credit value: 5

Unit aim

The aim of this unit is to enable the learner to develop a broad understanding of the catering and hospitality industry. Using their own experiences and understanding research using a variety of methods, learners will explore the structure of the industry, types of operating and establishments within the sectors.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 know the different sectors of the catering and hospitality industry
- 2 know what is required to develop a career in the catering and hospitality industry
- 3 be able to demonstrate employability skills.

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome 3 know the different sectors of the catering and hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

- 1 describe the **structure** of the catering and hospitality industry
- 2 identify the **services** provided by different **establishments** in the catering and hospitality industry
- 3 describe the **staffing structure and job roles** in catering and hospitality establishments
- 4 describe the **working conditions** in the catering and hospitality industry.

Range

Structure

Sectors: commercial establishments: (hotels, lodges, guest houses, restaurants, cafes and fast food outlets, contract) trains, airlines, cruises and coaches

Services

Hospitality, accommodation, food and beverages

Establishments

Hospital and residential homes, college refectory, schools, prisons, armed forces, contract catering, in-house catering

Staffing structure and job roles

Operational staff: chef de cuisine, commis chef, cook, wine waiter, waiter

Supervisory staff: chef de partie, head waiter

Management: head cook, head chef, catering manager, restaurant manager, bar manager

Working conditions

Contract, shift patterns, employee's rights, employer's responsibilities

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome 2 Know what is required to develop a career in the catering and hospitality industry

Assessment criteria

Practical skills

The learner can:

- 1 investigate different job opportunities in the catering and hospitality industry and the skills, experience and qualifications required.

Underpinning knowledge

The learner can:

- 1 identify the **skills and personal qualities** required to work in the catering and hospitality industry
- 2 identify **qualifications and training** available in the hospitality and catering industry.

Range

Skills and personal qualities

Time management, communication skills, professional behaviour, technical skills

Qualifications and training

Vocational: work based apprenticeships, college based VRQ, higher level

On the job, food safety, Health and safety, work placement

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome 3 Be able to demonstrate employability skills

Assessment criteria

Practical skills

The learner can:

- 1 maintain **personal hygiene** and a **professional appearance**
- 2 manage time to meet deadlines and targets
- 3 work effectively as part of a team
- 4 communicate effectively with others.

Underpinning knowledge

The learner can:

- 1 state the **importance of maintaining personal hygiene and a professional appearance**
- 2 describe how to maintain **personal hygiene** and a **professional appearance**
- 3 state the **importance of time management**
- 4 describe **how to manage time**
- 5 state the **importance of team work**
- 6 state the **importance of communication skills**
- 7 describe how to communicate effectively with **others**.

Range

Importance of maintaining personal hygiene and a professional appearance

Protection of self, others, food and hygiene, compliance with legislation, professional image

Personal hygiene

Care of hair, teeth, nails, feet, jewellery, appropriate use of cosmetics

Poor practice: smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, washing uniform outside the premises

Professional appearance

Appropriate to job role and position

Importance of time management

To meet deadlines and targets of the individual and team, to meet customer and organisational expectations, punctuality

How to manage time

Planning and preparation, reviewing, contingencies

Importance of team work

Efficient work flow, meeting customer's expectations, meeting standards, developing positive working relationships, developing a team spirit, network for advice and assistance, developing skills, preventing loss, preventing damage, confirming understanding and performing tasks appropriately to achieve targets

The importance of communication skills

To meet customer expectations, to encourage repeat visits and sales, to deal with customer requests (orders) to demonstrate the customer focus of the organisation

Others

Colleagues, visitors, customers

Unit 102 Introduction to employability in the catering and hospitality industry

Notes for guidance

It is likely that the learners working towards this unit at SCQF Level 4 will have little knowledge about the hospitality and catering industry. It is therefore essential to deliver this unit towards the beginning of any course, possibly as part of an induction.

Most learners will have had some experience of eating-out in restaurants and fast food outlets. Some learners may also have had experience of staying in hotels. The teaching at the initial stages could be related to learner's personal experiences. The teaching would also benefit from educational visits to different catering establishments.

It is also important that there should be a focus on workplace skills in the hospitality and catering industry. Whilst delivering and assessing the outcomes, it should be made clear to learners that good workplace skills are essential to the financial success of a business and that being able to demonstrate such skills are imperative to the learner's future employment prospects.

Learners are required to investigate the main features of operations such as menus, pricing, layouts, opening times, staffing structures, job roles, training opportunities and qualification requirements. Ideally, formal lectures should be kept to a minimum and assessors should organise interactive sessions with the learners to gather information from their experiences. The teaching of this unit should reflect the learners' learning needs and provide a sound knowledge of the hospitality and catering industry.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as group discussion where learner's can share experiences they have had as a customer is always a good starting point. Assessors should give examples of good and poor service from their own experience and encourage learners to become observers of workplace relationships whilst outside the formal learning forum.

Visits to local restaurants, hotels and other hospitality establishments are useful as learners can observe first hand areas such as personal appearance, meet and greet or team working. Guest speakers from the hospitality and catering industry are also recommended as a way of reinforcing learning and placing it firmly within an industrial setting.

Centres may decide it is appropriate to deliver this unit in two parts. Firstly, to concentrate on the awareness of the different sectors of the hospitality and catering industry, highlighting main features. Secondly, to look at the staffing structures, job roles and qualifications available for the variety of commercial and public services establishments. Centres working towards this unit may take the opportunity whilst visiting establishments to collect information on units 620 - Food Safety in catering and 103 - Health and safety awareness.

It would also be useful to introduce learners to local employers in the hospitality and catering industry. Employers can be valuable in providing interesting and relevant information to learners about different sectors of the industry, its operations and job opportunities.

It is important that learners should explore the different sectors and the features of different establishments. Where applicable, learners should be given opportunities to work independently and develop skills to collate a variety of relevant information which could be used as evidence towards Core/Workplace Skills. In recent years, the difference between the

commercial sector and service sector has become somewhat blurred. It is important that the learner understands the differences of the sectors and the opportunities they provide.

Job roles and qualifications could be covered by providing opportunities to learners to explore the type of job they might like to apply for in the industry and find out the qualifications required to progress further. Learners could attend career seminars and presentations to gather up-to-date detailed information about careers. There are CD ROMS and videos available on careers in the hospitality and catering industry which learners should be able to access. This learning resource may also motivate and stimulate learners to learn. It is also important that assessors manage the expectations of their learners whilst actively encouraging them.

It is essential that the delivery of this unit is not solely concentrated on equipping learners to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

Unit 103

Health and safety awareness for catering and hospitality

Level: SCQF 4
Credit value: 2

Unit aim

The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in the workplace and how they should be applied in a catering environment. The unit will provide learners with a basic awareness of health & safety practices including legal responsibilities and reasons for health and safety. The unit introduces the learners to common hazards and risks and to the shapes, colours and meanings of health & safety signs and symbols, and the immediate action to be taken to ensure a healthy and safe work place.

Please note: learners will be expected to apply the working methods from this unit in all other units of the qualification.

Learning outcomes

There are three outcomes to this unit. The learner will:

- 1 understand health and safety practices in the catering and hospitality workplace
- 2 know hazards in the workplace
- 3 know health and safety procedures.

Guided learning hours

It is recommended that at least **10** hours should be allocated for this unit. This may be on a full time or part time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 103 Health and safety awareness for catering and hospitality

Outcome 1 Understand health and safety practices in the catering and hospitality workplace

Assessment criteria

Underpinning knowledge

The learner will be able to:

- 1 define **health** and **safety**
- 2 state the **factors** which affect health and safety in the workplace
- 3 identify the **benefits** of health and safety procedures
- 4 state the **cost** of poor health and safety standards
- 5 define the **most commonly used terms** in health and safety
- 6 identify the **responsibilities** of employers and employees under current legislation
- 7 list the **consequences of non-compliance**.

Range

Health

A state of physical and mental wellbeing, with the absence of illness or disease

Safety

The absence of risks

Factors

Occupational (chemicals, equipment)

Environmental (high noise levels, poor lighting, temperature, facilities)

Human (carelessness, inexperience, lack of training, physical/mental state (eg stressed, over-worked, personal circumstances)

Benefits

Reduces accidents and illness, preserves and promotes good reputation, prevents legal action, controls cost (eg reduced absentees/sickness)

Cost

Accidents, stress, illness, deaths, bad publicity, reduced performance, prosecution, fines, prohibition and closure, legal costs, compensation claims

Most commonly used terms

Workplace, accident, risk, EHP (Environmental Health Practitioner), hazard, control measure, PPE (Personal Protective Equipment), CE mark, PAT (Portable Appliance Testing), electric shock, evacuation route (fire), occupational health, manual handling, noise, report, harassment (sexual, verbal, physical)

Responsibilities

Employers (provide and maintain a workplace which is safe and healthy, provide and maintain equipment which is safe, deal with chemical substances safely, provide a health and safety policy statement)

Employees (take care of their own health and safety at work, take care of the health and safety of others, cooperate with their employer)

Consequences of non-compliance

Employers (verbal or written advice, improvement notices, prohibition notices, prosecution resulting in unlimited fines or imprisonment for up to two years or both)

Employees (verbal or written warning, loss of employment, prosecution)

Unit 103 Health and safety awareness for catering and hospitality

Outcome 2 Know hazards in the workplace

Assessment criteria

Underpinning knowledge

The learner will be able to:

- 1 list **causes** of slips, trips and falls in the workplace
- 2 state the **ways to minimise the risk** of slips, trips and falls
- 3 identify the **main injuries from manual handling**
- 4 state **ways to reduce the risk of injury** from lifting, carrying and handling
- 5 identify the **correct lifting procedures**
- 6 identify **the main ways machinery/equipment can cause injuries**
- 7 list **control measures to avoid accidents from machinery/equipment**
- 8 state **types of hazardous substances**
- 9 list the **control methods for hazardous substances** to prevent exposure and protection of employees
- 10 indicate the **main causes of fire and explosions**
- 11 state how **elements** of the fire triangle can be used to extinguish a fire
- 12 identify **dangers** associated with electricity
- 13 identify the **measures to prevent electricity dangers**
- 14 state **methods** to deal with electrical dangers.

Range

Causes

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring the rules, not wearing the correct PPE, physical/mental state

Ways to minimise the risk

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, training staff in routine work practices, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work

Main injuries from manual handling

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises

Ways to reduce the risk of injury

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible, Use correct PPE, check the environment is safe (eg flooring, lighting and temperature), adequate training in correct handling techniques

Correct lifting procedures

Planning and preparation (plan the lift and route – assess the weight, size and temperature of the load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load, check positioning

Main ways equipment can cause injury

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment

Control measures to avoid accident from machinery/equipment

Training in the use of equipment, personal protective equipment, safe working procedures, reporting faults

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits

Control methods for hazardous substances

Training in the use of hazardous substances, personal protective equipment, safe working procedures

Main causes of fire and explosions

Electricity, electrical faults, gas leaks, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame

Elements

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat)

Dangers

Electric shock, burns, fire, death

Measures to prevent electricity dangers

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment

Methods

Raise the alarm, switch off power, if possible, call for help (first aider, emergency services), follow legal requirements

Unit 103 Health and safety awareness for catering and hospitality

Outcome 3 Know health and safety procedures

Assessment criteria

Underpinning knowledge

The learner will be able to:

- 1 list the **primary reasons** for working safely
- 2 state the **functions of PPE**
- 3 state the **employers' and employees' responsibilities** regarding provision use, care and maintenance of PPE.
- 4 state how the **main types of safety signs** can be identified
- 5 identify hazardous and incidents that **require reporting**.

Range

Primary reasons

Prevent accidents and injuries, maintain health, increase productivity

Functions of PPE

Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances)

Responsibility of employers and employees

Employers: (PPE (eg gloves, masks and goggles), staff changing and storage facilities)

Employees: (comply with the policy of wearing PPE when necessary, report any defects of the PPE to the employer)

Main types of safety signs

Prohibition signs – red (eg chemicals)

Fire fighting signs – red (eg fire hose reel)

Mandatory signs – blue (eg protective gloves must be worn)

Warning signs – yellow (eg caution – hot surface)

Hazard warning signs - yellow (eg corrosive)

Safe signs – green (eg First Aid)

Require reporting

Building and equipment (eg damaged, misused), ill-health (eg dermatitis, infectious diseases), environmental (eg noise, heat), abuse (eg mental, physical)

Unit 103 Health and safety awareness for catering and hospitality

Notes for guidance

Learners working towards this unit at level 4 are unlikely to have knowledge about the catering and hospitality industry which makes it important to decide the delivery time of this unit. Ideally, the principles of health and safety should be covered at the beginning of the course so that the learners are made aware of the related issues. The focus of this unit is on raising the awareness of health and safety in different types of catering and hospitality establishments.

It would be useful to deliver this unit in three parts. The first part to demonstrate awareness of health and safety practices in the catering and hospitality workplace. This learning outcome would cover the meaning of the most commonly used terms, such as, 'health' and 'safety', the factors which affect health and safety in the workplace, the benefits/cost of good/poor health and safety standards and the responsibilities of employers and employees under the current legislation. The consequences of non-compliance would also be highlighted.

The second part of this unit would identify hazards in the work place, ways to minimise the risks and procedures to deal with them such as slips, trips and falls; manual handling; machinery/equipment; hazardous substances; fires and explosions and finally, electricity. Tutors should highlight the fact that slips and trips are the main single cause of accidents in hospitality industry accounting for 50% of all major accidents. The key messages for preventing slips accidents are:

- See it Sort it – clean up all spills immediately
- Slips and trips are not a laughing matter and can cause serious accidents.

The third part of this unit would focus on health and safety procedures, identifying the primary reasons for working safely and the functions of Personal Protective Equipment (PPE), including the employees and employers responsibilities towards the provision, use, care and maintenance of PPE. The learners would be made aware of different types of safety signs and also the reporting procedures for various hazards and incidents.

The teaching could be supplemented by inviting visiting speakers such as Health and Safety Executives and local Environmental Health Officers to discuss 'real' cases and legal implications. Local Authorities and the Health and Safety Executive inspect catering premises to enforce health and safety legislation and can also provide advice on health and safety matters. The HSE have produced a number of Catering Information Sheets that can be downloaded free from the website:

Information Sheet No 6 (revised) Preventing slips and trips in kitchens and food service
Information Sheet No24 Preventing back pain and other aches and pains to kitchen and food service staff

Information Sheet No 22 Safe use of cleaning chemicals in the hospitality industry
HSE Food Sheet No 17 Occupational dermatitis in the catering and food industries

This unit should be integrated with other practical units delivered in the food service areas as it is vital to ensure that knowledge is reinforced by practical applications. Wherever possible, the learners' practical experience could be highlighted to reflect the principles of health and safety such as their knowledge of accidents and hazards including their personal experiences.

Unit 104

Legislation in food and beverage service

Level: SCQF 4

Credit value: 1

Unit aim

To provide introductory knowledge to legislation and legal responsibilities when serving food and beverages.

Learning outcomes

There is one learning outcome to this unit. The learner will:

1 know the legal responsibilities of people serving food and beverages

Guided learning hours

It is recommended that 8 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

This unit will be assessed by a short answer written question paper

Unit 104 Legislation in food and beverage service

Notes for guidance

It is likely that the learners working towards this unit at level 4 will have little knowledge about the hospitality and catering industry. It is therefore essential to deliver this unit towards the beginning of any course.

The purpose of this unit is to introduce the learner to the legislation and regulations that affect the hospitality industry. Learners will gain an understanding of the basic principles of the regulations and legislation governing the hospitality industry.

Learners must be given an overview of each regulation and act listed, covering the key requirements and how they affect them as employees and employers and customers. The learner must gain a working knowledge of their responsibilities as set out in the regulations and acts. Role plays and scenarios within an RWE will help guide the learner to understand how the regulations and legislation should be implemented and enforced when serving food and beverages.

Learners must be made aware of the importance of complying with hospitality and catering legislation and the implications of non compliance. To help learners gain a better understanding of the legislation, case studies and real life examples found in industry and the media will be essential.

Centres are encouraged to link this unit with food and beverage service and bar service skills units. To give more depth to the learning experience centres are encouraged to make use of visits to local establishments and to invite talks from the regulators of the legislation.

While the short-answer questions are at Level 4, some terminology is used to familiarise learners with the actual terms used in industry, for example, 'consequence', 'breach', and 'grant'.

Reference books:

ProActive Food & Drink Service City & Guilds Rabone P, Bamunuge H, Edwards G, Nutley J. Text @ Pearson Education Limited 2008

Unit 105

Understand menus

Level: SCQF 4

Credit value: 2

Unit aim

To introduce the learner to the key features of menus, dish composition and dietary requirements and their implications for service.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 know the key purpose of menus
- 2 know the use of service items
- 3 understand the make up of dishes and dietary requirements

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 105

Outcome 3

Understand menus

Understand the make up of dishes and dietary requirements

Assessment criteria

Underpinning knowledge

The learner can:

- 1 explain why a server of food must know the ingredients in dishes
- 2 state the ingredients in a range of **dishes** on a menu
- 3 describe the taste and texture of menu items
- 4 state how items on a menu are **cooked** and presented
- 5 identify the **dietary needs** of different people.

Range

Dishes

Starter, main, dessert

Cooked

Roasted, poached, grilled, baked, steamed, braised, fried

Dietary needs

Cultural/religious, intolerances, trends, ethical, medical

Unit 105 Understand menus

Notes for guidance

It is important that anyone who serves food knows what the dishes are and how to explain them to a customer. Increasingly establishments have been relying on staff to “sell” items without truly knowing the dish and the customers’ needs and expectations. This unit will bridge that gap and provide the learner with the confidence to interact with customers. This unit should be linked to Unit 108 Food and beverage service skills

Outcome 1

This purpose of this outcome is to make the learner aware of the different types of menu that exist. The learner should be exposed to a variety of different styles and types of menu ranging from 5 star restaurants to cafés and bars.

Outcome 2

From the different menus and items the learner should be introduced to the different styles of cutlery, crockery and glassware required, how and where these are placed on the table and which is the most appropriate for a customer. The learner should be able to match the correct cutlery to the appropriate dishes on a food order.

Outcome 3

This outcome is intended to give the learner a broad and in-depth knowledge of menu items and terms. Using some of the menus from Outcome 1 they should be able to explain the different cooking methods, ingredients and dishes as if to a customer. Further to this the learner should understand the different diets and dietary needs that customers may have. They should be able to select dishes from a menu that are appropriate for these diets. The emphasis must be on the learner having the knowledge and being able to use the knowledge to explain items and to encourage customers to order dishes appropriate to their individual needs.

Reference books:

ProActive Food & Drink Service City & Guilds Rabone P, Bamunuge H, Edwards G, Nutley J. Text @ Pearson Education Limited 2008

Unit 107 Dealing with payments and bookings

Level: SCQF 4

Credit value: 2

Unit aim

To enable the learner to take orders, process payments and respond to booking enquiries in a food and beverage service environment.

Learning outcomes

There are **two** learning outcome to this unit. The learner will:

- 1 be able to take an order and process payment
- 2 be able to respond to customer booking enquiries.

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 107

Dealing with payments and bookings

Outcome 1

Be able to take an order and process payment

Assessment criteria

Practical skills

The learner can:

- 1 take and process orders
- 2 present the customer with a bill
- 3 provide information to customers about the bill
- 4 handle payments
- 5 provide the customer with a receipt.

Underpinning knowledge

The learner can:

- 1 state the **purpose** of a billing system
- 2 identify **information** included in a customer bill
- 3 describe how to process **payments**
- 4 state the procedure for **dealing with problems** on customers' bills.

Range

Purpose

Legal requirement, customer check, sales and stock tracking, communication across the team

Information

Items, price, date, establishment details, promotions/messages,

Payments

Cash, cheques, credit/debit cards, vouchers, accounts, hospitality

Dealing with problems

Level of authority

Problems

Missing items, incorrect items, card not accepted, customer forgets pin number, systems failure

Unit 107
Outcome 2

Dealing with payments and bookings
Be able to respond to customer booking enquiries.

Assessment criteria

Practical skills

The learner can:

- 1 provide information to customers about **bookings**

Underpinning knowledge

The learner can:

- 1 describe the **process** for taking bookings
- 2 identify the **information** required when taking a booking.

Range

Bookings

New and existing, straightforward and complex

Process

System (manual, electronic, on-line systems),

Information

Customer details including special requirements

Unit 107 Dealing with payments and bookings

Notes for guidance

This unit introduces the learner to the process and importance of accuracy when processing bills and responding to booking enquiries

It is likely that learners working towards this unit at level 4 may have little knowledge or experience of the hospitality and catering industry.

Outcome 1

The learner must be able to take orders, process them, handle payments and provide a bill using establishment procedures.

Some learners may have direct access to the payment point, whilst others will pass payment to a cashier for processing. Whichever method is used, the learner must understand the bill and provide the customer with a receipt on completion of the transaction. Additionally the learner should be aware of back up systems available to establishments in the event of systems failure.

Most learners will have had some experience as a purchaser rather than a provider and tutors might usefully encourage the learners to use their personal experience as part of the learning experience highlighting the impact of levels of authority when dealing with customers' bills.

Tutors must ensure that learners understand the full range of payment methods i.e. cash, debit/credit card, cheque (mainly used for deposits), vouchers

Outcome 2

The learner must be able to provide information to customers about bookings following establishment procedures

Learners must know how bookings are taken including traditional methods and modern use of IT. They must know the establishment policy and levels of responsibility when dealing with straightforward and complex bookings. Tutors should highlight the issues that can occur if booking details are not accurately recorded with particular emphasis on individual needs/requirements. Where Level 1 learners are not permitted to take bookings they must know how and to whom to refer them. Learners must be able to show their progress through the practical application of technical skills.

Centres must ensure that they have the necessary equipment/systems in place to carry out the activities in a realistic environment that reflects current industry practice.

Teaching would benefit from educational visits to differing catering establishments to compare practices and procedures for the payment point. It would also be useful to introduce the learners to local employers in the hospitality and catering industry. Employers can be valuable in providing interesting and relevant information about different sectors of the industry, its operations and job opportunities. It is essential that this unit is delivered holistically and centres are encouraged to link this unit to Food and Beverage Service Skills.

Reference books:

*ProActive Food & Drink Service City & Guilds Rabone P, Bamunuge H, Edwards G, Nutley J.
Text @ Pearson Education Limited 2008*

Unit 108

Food and beverage service skills

Level: SCQF 4

Credit value: 6

Unit aim

To provide learners with skills in serving food and beverages for counter and table service

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 understand the food and beverage service environment
- 2 be able to set up, serve, maintain and clear for table service
- 3 be able to set up, serve, maintain and clear for counter service.

Guided learning hours

It is recommended that **53** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 108

Food and beverage service skills

Outcome 1

Understand the food and beverage service environment

Assessment criteria

Underpinning knowledge

The learner can:

- 1 explain the **roles** within the food and beverage service environment
- 2 describe the **characteristics** of different food and beverage **services**
- 3 outline the importance of customer service in a food and beverage establishment.

Range

Roles

Commis waiter, Chef de Rang, Head Waiter, Restaurant Manager, Maitre'd hotel, Bartender, Barback, Barista, Sommelier, Cocktail Bartender, Receptionist, Cashier, Aboyeur

Characteristics

Type of establishment, location, menus, number of covers, speed, staffing

Services

table service
self-service
assisted service
single point service
service in situ

Unit 108

Food and beverage service skills

Outcome 2

Be able to set up, serve, maintain and clear for table service

Assessment criteria

Practical skills

The learner can:

- 1 **set up** tables and service stations
- 2 interact with customers
- 3 advise customers on food and beverage items and **take and process orders**
- 4 provide **table service**
- 5 clear, clean and store equipment.

Underpinning knowledge

The learner can:

- 1 explain the **factors** to be taken into account when setting up, serving, maintaining and clearing for table service.

Range

Set up tables

Table service, function service

Take and process orders

Manual, electronic

Table service

Interpreting customer needs, serving customer items (including wine and beverages), cutlery changes and accompaniments, maintain stations and tables, clearing

Factors

Customer service, unexpected situations, efficiency

Unit 108

Food and beverage service skills

Outcome 3

Be able to set up, serve, maintain and clear for counter service

Assessment criteria

Practical skills

The learner can:

- 1 set up **counter service**
- 2 interact with customers
- 3 advise customers on food and beverage items and **take and process orders**
- 4 provide a **counter service**
- 5 clear, clean and store equipment.

Underpinning knowledge

The learner can:

- 1 state the **importance** of portion control
- 2 explain the **factors** to be taken into account when setting up, serving, maintaining and clearing for counter service.

Range

Counter service

Carvery, buffet, canteen, cafe bar, trolley (salad, dessert, cheese)

Take and process orders

Manual, electronic

Importance

Cost, health, consistency, customer satisfaction

Factors

Customer service, unexpected situations, efficiency, food hygiene

Unit 108 Food and beverage service skills

Notes for guidance

To meet the needs of the wide range of food service establishments in the UK today it is essential that learners are knowledgeable and confident in a variety of food service situations. The learner needs to understand the range of establishments, from cafes through to the fine dining establishments that exist today in the Industry.

Outcome 1

This outcome is to give a frame for the further outcomes in this unit. Its purpose is to ensure that the learner understands the importance each individual plays in different Food and Beverage environments. To assist the learner's understanding of the different types of environment it would be of use for them to undertake visits to different establishments or hear relevant visiting speakers from industry.

Outcome 2

This is a practical outcome which should take place in a RWE as this will give the learner the confidence required to achieve the unit. The RWE can range from serving light snacks to service in a more formal restaurant but the learner must be able to cover the full range of activities specified. Function service must be covered to ensure that the learner has the knowledge and experience of both types of service. If RWE is not available, the assessment should be conducted in a way that simulates as closely as possible the delivery of a real food and beverage service.

Outcome 3

This outcome ensures that the learner has exposure to a counter service either across a café / canteen or a buffet. It will give the learner exposure to an additional style of service. Learners must have a strong understanding of the importance of how to portion items and be able to identify different dishes for people with differing diets. This could, for some learners, be where they begin to learn silver service skills.

In order to enhance the learner's knowledge of different types of service and service experiences the learner could read restaurant reviews from local and national newspapers which may be used to stimulate class discussions on the subject.

Unit 109

Bar service skills

Level: SCQF 4

Credit value: 4

Unit aim

To introduce the learner to the operating procedures of a bar and the service of beverages

Learning outcomes

There are **four** learning outcome to this unit. The learner will:

- 1 know the characteristics of a range of beverages
- 2 be able to set up the bar for beverage service
- 3 be able to serve beverages
- 4 be able to clear, clean and restock the bar area.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 109

Bar service skills

Outcome 1

Know the characteristics of a range of beverages

Assessment criteria

Underpinning knowledge

The learner can:

- 1 identify the **ingredients** used and alcohol by volume in **beers, ciders and perrys, spirits** and liqueurs
- 2 identify the **main grape varieties**
- 3 identify **types** and **styles** of wines
- 4 identify the types of **non-alcoholic beverages**.

Range

Ingredients

Malt, cereals, hops, fruits, potato, botanicals, sugar cane, agar

Beers, ciders and perrys, spirits

Ale, lager, gin, whisk(e)y, vodka, rum, brandy, tequila

Main grape varieties

White grape varieties (sauvignon, chardonnay, reisling)

Red grape varieties (cabernet sauvignon, pinot noir, merlot, syrah/shiraz)

Types

Sparkling, still, fortified

Styles

Red/white/rose, (sweet, body, aroma, tannin, oak, acidity)

Non-alcoholic beverages

Cordials, juices bottled and fresh, aerated waters, smoothies, mineral waters

Unit 109

Bar service skills

Outcome 2

Be able to set up the bar for beverage service

Assessment criteria

Practical skills

The learner can:

- 1 **prepare** the bar area for service
- 2 prepare and store **accompaniments, garnishes and decorative items**.

Underpinning knowledge

The learner can:

- 1 identify **key equipment** used in bar service
- 2 list accompaniments, garnishes and decorative items for a **range of beverages**
- 3 outline the **importance** of stock control in a bar area and communicating stock levels.

Range

Prepare

Safely, hygienically

Bar equipment, glassware, display shelves, promotional activities, stock

Key equipment

Glasses, measures, pourers, optics, fridges, coolers, bottle openers, cask pumps, draught pumps, gas canisters, kegs, cask barrels, knives, chopping boards, drip trays/mats, ice buckets, coasters/drink mats, linen napkins, straws, stirrers, promotional equipment (poster leaflets coaster)

Accompaniments, garnishes and decorative items

Ice, lemonade, cordials, water, lime wedges, mixers and fruit juices, straws, stirrers.

Range of beverages

Spirits, liqueurs, cocktails (Daiquiri, Mojito, Caipirinha, Margarita, Sours, Tom Collins, Sloe Gin Fizz, Singapore Sling, the bramble, Side Car, the Martini, the Manhattan, the old fashioned, Sazarac, Cosmopolitan, the Champagne Cocktail, Bellinis, Red Snapper (bloody Mary), soft drinks, beers

Importance

FIFO, stock rotation, stock requisitions control of costs, control procedures

Unit 109

Bar service skills

Outcome 3

Be able to serve beverages

Assessment criteria

Practical skills

The learner can:

- 1 take a beverage order
- 2 serve a **range of beverages** at the correct temperature with accompaniments, garnishes and decorative items within legal requirements.

Underpinning knowledge

The learner can:

- 1 identify **glassware** used to serve a **range of beverages**
- 2 identify the legal measurements and **equipment** for the service of alcoholic beverages.

Range

Range of beverages

Spirits, liqueurs, cocktails (Daiquiri, Mojito, Caipirinha, Margarita, Sours, Tom Collins, Sloe Gin Fizz, Singapore Sling, the bramble, Side Car, the Martini, the Manhattan, the old fashioned, Sazarac, Cosmopolitan, the Champagne Cocktail, Bellinis, Red Snapper (bloody Mary), spirit & mixers beverages, bottled beverages, draught beverages, canned beverages, boxed beverages, wines (by glass and bottle)

Glassware

Hi ball/Collins, brandy balloon, Paris goblet, flute, wine glasses, copita, handle pint, straight pint, pilsner, martini

Equipment

Ice bucket, measure/jiggers, glasses

Unit 109

Bar service skills

Outcome 4

Be able to clear, clean and restock the bar area

Assessment criteria

Practical skills

The learner can:

- 1 select and use **procedures** to clean, clear and restock.

Underpinning knowledge

The learner can:

- 1 state the correct storage of glassware and bar service equipment
- 2 explain the **factors** to be taken into consideration when clearing, cleaning and restocking areas during service.

Range

Procedures

Cleaning schedules, restocking schedules, requisitioning stock, closedown, lockup

Factors

Health and safety, food safety (stock rotation), fire safety, security, anticipating demand

Unit 109 Bar service skills

Notes for guidance

Outcome1:

The learner is expected to show a basic knowledge of the range of products that are on offer in the bar.

Outcome 2:

The learner must be able to set up the bar area for service to the establishment standards and as set out in the establishment procedures. The learner must be able to display their ability to follow correct procedures when checking equipment for service. They must show an awareness of the necessary health and safety requirements. Centres must insure that all practices are reflective of today's industry.

Outcome 3

Learners must be able to serve a range of beverages to customers taking into consideration levels of customer service, legal requirements and establishment procedures and standards of service.

Outcome 4

Learners must be able to show how to clear and clean the bar area using the correct equipment and procedures, taking health and safety into account. They are also expected to restock the bar area using correct stock controls systems.

It is likely that the learners working towards this unit at Level 1 will have little knowledge about the hospitality and catering industry. It is therefore essential to deliver this unit towards the beginning of any course. It should also be noted that those learners pre-16 should not be working on this unit. Most learners will have had some experience of eating-out in restaurants and fast food outlets. Some learners may also have had experience of staying in hotels. The majority of learners though, will have no experience of serving behind a bar. The teaching would benefit from educational visits to differing catering establishments to investigate different levels of service and style. It would also be useful to introduce learners to local employers in the hospitality and catering industry. Employers can be valuable in providing interesting and relevant information to learners about different sectors of the industry, its beverage operations and job opportunities.

Learners should be able to show their progress through practical application of the technical skills that are required in today's licensed trade. The centre should ensure that they have the necessary equipment and licenses to carry out these activities. Learners are required to gain an underpinning knowledge and the practical skills of serving a range of beverages used in today's industry. Ideally, formal lectures should be kept to minimum and assessors should organise inter-active sessions with the learners to gain a practical approach to their learning. The teaching of this unit should reflect the learners' learning needs and provide a sound knowledge of the bar service skills required in the hospitality and catering industry.

It is essential that the delivery of this unit is not solely concentrated on equipping learners to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlight the diversity of today's industry.

Reference books:

*ProActive Food & Drink Service City & Guilds Rabone P, Bamunuge H, Edwards G, Nutley J.
Text @ Pearson Education Limited 2008*

Unit 110

Hot beverage skills

Level: SCQF 4

Credit value: 2

Unit aim

To introduce the learner to the skills to prepare and serve a simple range of hot beverages

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 be able to make and serve coffees
- 2 be able to make and serve teas
- 3 know how to make and serve hot chocolate.

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

The assessment of this unit is contained within an assessment pack which is available on City & Guilds website.

Unit 110

Hot beverage skills

Outcome 1

Be able to make and serve coffees

Assessment criteria

Practical skills

The learner can:

- 1 prepare and serve a range of coffees with accompaniments

Underpinning knowledge

The learner can:

- 1 state the **origins** of coffee
- 2 state how coffee beans are **processed**
- 3 explain how different **types of beans and blends** affect the taste of coffee
- 4 identify **equipment and accompaniments** used for making and serving coffee
- 5 identify **individual requirements** when preparing and serving coffee
- 6 describe how to correct **problems** with quality when preparing coffee.

Range

Origins

Countries (South America, Asia, Africa and Kenya)

Processed

Harvesting from coffee bush, roasting, grinding and blending, freeze dried (instant), packaged

Types of beans and blends

Arabica (milder) Robusta (harsher, more bitter, more caffeine) roasted, ground and blended

Equipment and accompaniments

Hot water source, 'pour and serve' machine, cafetiere, instant, cup (china, paper, plastic) saucers, coffee spoon or stirrer, underplate/salver/tray, milk jug, sugar bowl, brown sugar, milk/cream, sweeteners

Individual requirements

Strength, size, temperature/type of milk, allergies/intolerances

Problems

Storage, strength, temperature, coffee grounds present, bitty cream/milk

Unit 110

Hot beverage skills

Outcome 2

Be able to make and serve teas

Assessment criteria

Practical skills

The learner can:

- 1 prepare and serve a range of teas with accompaniments.

Underpinning knowledge

The learner can:

- 1 state the **origins** of tea
- 2 state how tea leaves are **processed**
- 3 state how tea is **packaged**
- 4 identify **equipment and accompaniments** for making and serving teas
- 5 state the **range** of teas which customers may request.
- 6 identify **individual requirements** when preparing and serving tea
- 7 describe how to correct **problems** with quality when preparing tea.

Range

Origins

Countries (India, China, Sri Lanka – formerly Ceylon, and Africa)

Processed

Harvesting from tea bush (*Cemellia Senensus*), withering, rolling, fermenting, drying

Packaged

Loose, string and tag, bag, instant envelope, flowering tea

Equipment and accompaniments

Hot water source, tea pot, tea strainer, milk jug, sugar bowl, tea cup and saucer, teaspoon, lemon, milk, sugar, honey, sweeteners

Range

Black (breakfast, afternoon) tisane (herbal, fruit) green, white, oolong

Individual requirements

Strength, size, temperature/type of milk, allergies/intolerances

Problems

Storage, strength, temperature, tea leaves present, bitty milk

Unit 110

Hot beverage skills

Outcome 3

Know how to make and serve hot chocolate

Assessment criteria

Underpinning knowledge

The learner can:

- 1 state the **origins** of the cacao bean
- 2 state how cacao beans are **processed**
- 3 identify **equipment and accompaniments** for making and serving hot chocolate
- 4 state the range of **hot chocolate** which customers may request
- 5 identify **individual requirements** when preparing and serving hot chocolate
- 6 identify **problems** which may arise with the quality of chocolate being prepared.

Range

Origins

Countries (West Africa, Asia, South America, Central America)

Processed

Harvested from the cocoa Tree, fermented, dried, roasted, ground, pressed and sieved

Equipment and accompaniments

Hot water/milk source, glasses/cups and saucers, whipped cream dispenser, milk jug, sugar bowl, spoon, stirrer, tray, milk, sugar, sweeteners, marshmallows, chocolate sprinkles

Hot Chocolate

Flavoured chocolates (eg hazelnut, chilli, ginger), Continental (thick consistency), American style (lighter consistency), white/milk/dark solid chocolate

Individual requirements

Strength, size, temperature/type of milk, accompaniments

Problems

Storage, temperature, strength

Unit 110 Hot beverage skills

Notes for guidance

This unit is designed to introduce the learner to the importance of following establishment procedures to produce quality hot beverages. It covers the tree/bush to cup journey of tea, coffee and chocolate. Learners must know the main factors influencing the quality and style of the end product. The tutor should highlight the trend in customer awareness and expectations in relation to the sale and service of hot beverages.

Outcome 1

The learner must be able to prepare and serve a minimum of three coffees: pour and serve, cafetiere and instant with appropriate accompaniments.

Outcome 2

The learner must be able to prepare and serve a range of teas with appropriate accompaniments.

Outcome 3

The learner must know how to serve hot chocolate with appropriate accompaniments

Most learners will have had some experience of visiting branded high street coffee bars and also of producing beverages in a domestic environment. Some may have had experience of staying in hotels. Most learners will not, however be familiar with the range of products available nor of producing beverages to meet high volume sales.

Teaching would benefit from educational visits to differing catering establishments to investigate different levels of service and style. It would also be useful to introduce learners to local employers in the hospitality and catering industry, its beverage operations and job opportunities.

Learner should be able show their progress through practical application of technical skills. Centres must ensure that they have the necessary equipment to carry out these activities.

Learners are required to gain an underpinning knowledge and the practical skills of serving a range of beverages in line with current industry practice. Ideally, formal lectures should be kept to a minimum and assessors should organise interactive sessions with the learners to gain a practical approach to their learning. The teaching of this unit should reflect the learners' learning needs and provide a sound knowledge of the service of basic beverages service in the hospitality and catering industry.

It is essential that this unit is delivered holistically and centres are encouraged to link this unit to customer care and food and beverage service skills.

Reference books:

ProActive Food & Drink Service City & Guilds, Rabone P, Bamunuge H, Edwards G, Nutley J. Text @ Pearson Education Limited 2008

Industry publications:

<http://www.lavazza.com/corporate/en/>

Level: SCQF 5

Credit value: 1

Unit aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the Unit at Level 5 will enable learners to identify how to make changes to catering practice, in order to improve the safety of the catering service as a whole.

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand how individuals can take personal responsibility for food safety
2. understand the importance of keeping him/herself clean and hygienic
3. understand the importance of keeping the work areas clean and hygienic
4. understand the importance of keeping food safe.

Guided learning hours

It is recommended that **9** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit has potential links to the Hospitality NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

This unit will be assessed by an externally set, internally marked paper based test.

Unit 620

Food safety in catering

Outcome 1

understand how individuals can take personal responsibility for food safety

Assessment criteria

Underpinning knowledge

The learner can:

- 1 outline the **importance of food safety procedures, risk assessment, safe food handling and behaviour**
- 2 describe how to report **food safety hazards**
- 3 outline the **legal responsibilities** of food handlers and food business operators.

Range

Importance

Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action)

Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization

Risk assessment

Recognition of the likelihood of a hazard occurring

Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food

Behaviour

Behaviours relating to working with food, good level of personal hygiene, effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), taking care over food, awareness of and reporting of unacceptable behaviours

Food safety hazards

Physical, biological, chemical, allergenic

Legal responsibilities

Food handlers – personal hygiene, illness (reporting, appropriate time away from food – 48 hours after last symptoms), understanding of food poisoning (anything which when ingested will cause harm), understanding of food hygiene (steps taken to prevent food poisoning)

Food business operators – appropriate food hygiene practices, requirement of food businesses to be registered with local authorities, compliance with EHO

Unit 620

Food safety in catering

Outcome 2

Understand the importance of keeping him/herself clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

- 1 explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination
- 2 describe effective personal hygiene **practices**, for example, protective clothing, **hand washing, personal illnesses, cuts and wounds**.

Range

Importance of personal hygiene

Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination

Practices

Protective clothing – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hairnets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis

Hand washing

Transmission of bacteria, correct hand washing procedures and equipment (soap, water, drying facilities, brushes), importance of hand washing after handling of raw food, separate sink for hand washing

Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning), reporting close/prolonged contact with persons with the above symptoms, eg family members, friends

Cuts and wounds

Reporting cuts and wounds, understanding the difference between septic cuts and wounds and uninfected cuts and wounds, appropriate use of detectible waterproof dressings (eg blue plasters)

Unit 620

Food safety in catering

Outcome 3

Understand the importance of keeping the work areas clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

- 1 explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal**
- 2 state **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
- 3 outline the **importance of pest control**.

Range

Work area and equipment

Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces

Cleaning and disinfection methods

Work area – clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect, water above 82°C. Single use cloths or colour-coded cloths

Equipment – cleaning in place (static equipment, eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart

Safe use and storage of cleaning chemicals and materials

Chemicals – COSHH, lockable storage away from foods (restricted access) storage in original containers, labelling, dilution, mixing of chemicals, manufacturers' instructions, PPE, avoiding chemical contamination/cross-contamination (eg over-spray), appropriate cleaning and disposal of chemical spillages, safety data sheets

Materials – appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths

Waste disposal

Regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, clean as you go, separating food and general waste, eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests)

How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

Work flow – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas), good visibility

Work surfaces – smooth, impervious, non tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use)

Equipment – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose

Importance of pest control

Legislative requirements, to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food

Pests – rodents, cockroaches, insects, stored product insects, domestic pets, birds, wild cats

Signs of pest infestation – droppings, smell, smear marks, pupae/egg cases, larvae, damaged/gnawed packaging and food spillages, infrastructure holes

Assessment criteria**Underpinning knowledge**

The learner can:

- 1 state the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards
- 2 explain **how to deal with food spoilage** including recognition, reporting and disposal
- 3 describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- 4 explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
- 5 describe **stock control procedures** including deliveries, storage, date marking and stock rotation.

Range**Sources and risks to food safety**

High risk groups – pregnant, young, old, sick (those with a weakened immune system)

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (moulds, yeasts), harmless organisms, viruses, toxins

Chemical – cleaning chemicals/materials, pesticides (eg rodenticides, insecticides)

Physical – mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass

Allergenic – nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, any other potentially allergic food stuff/substance

How to deal with food spoilage

Recognition – visual (mould, colour), smell, texture

Reporting – to supervisor/line manager

Disposal – clearly labelled ('Not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen

Safe food handling practices and procedures / Importance of temperature controls

To meet 'due diligence' criteria, EHO requirements

Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets

Danger zone for food = 5°C – 63°C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible

Cooking – cooked to 75°C or higher unless this is detrimental to the quality of the food, cooking to appropriate temperature to kill spores

Chilling – food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone)

Reheating – best practice is to reheat above 75°C core temp for two minutes, reheat once only. Best practice in Scotland is reheat above 82°C core temp for two minutes, reheat once only

Holding – correct temperature (core temp of 8°C or lower for cold food, 63°C or higher for hot food)

Serving – served at appropriate temperature (cold = below 8°C, hot = above 63°C)

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot)

Stock control procedures

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1°C and 5°C to ensure 8°C core temperature for chilled; -18°C core temp for frozen), dry goods may be stored at ambient temperature

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out)

4 Assessment

Summary of assessment methods

| Unit No. | Title | Assessment Method | Where to obtain assessment materials |
|----------|--|--|---|
| 102 | Introduction to employability in the catering and hospitality industry | <p>Assignment 7093-106</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 103 | Health and safety awareness for catering and hospitality | <p>Assignment 7093-103</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 104 | Legislation in food and beverage service | <p>Assignment 7093-104</p> <p>Short-answer questions covering the underpinning knowledge.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 105 | Understand menus | <p>Assignment 7093-105</p> <p>Short-answer questions covering the underpinning knowledge.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |

| Unit No. | Title | Assessment Method | Where to obtain assessment materials |
|-----------------|------------------------------------|---|---|
| 107 | Dealing with payments and bookings | <p>Assignment 7093-107</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 108 | Food and beverage service skills | <p>Assignment 7093-108</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 109 | Bar service skills | <p>Assignment 7093-109</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 110 | Hot beverage skills | <p>Assignment 7093-110</p> <p>The assignment covers the skills and knowledge in the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | 7093-04 Assessment pack available to download from www.cityandguilds.com |
| 620 | Food safety in catering | <p>Paper-based multiple choice test</p> <p>The assessment covers all of the knowledge outcomes.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out..</p> | 7093-620 available to download from www.cityandguilds.com |

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.
- Where units are assessed by a short answer test – please refer to individual assessment

5 Course design and delivery

Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

5 Course design and delivery

Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Core Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- SVQ in Hospitality Services at SCQF Level 4

Core Skills

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In some cases, candidates undertaking this qualification will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Workplace Core Skills assessment

Where candidates require separate Core Skills certification to build or plug gaps in their Profile, Workplace Core Skills units can be undertaken alongside this qualification.

Appendix 2 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 contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

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.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

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 including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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

City & Guilds Group

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

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