Level 2 Diploma in Professional Food and Beverage Service (7103-02) and Level 2 Certificate in General Food and Beverage Service Skills (7103-12)

Qualification handbook

500/7478/7

500/8698/4

Level 2 Diploma in Professional Food and Beverage Service (7103-02) and Level 2 Certificate in General Food and Beverage Service Skills (7103-12)

Qualification handbook

Version and date	Change detail	Section
Version 1.7 October 2011	Amended fast track information	Centre requirements
Version 2 July 2012	Addition of the qualification structure for 7103-12	Introduction to the qualification
Version 3.0 August 2012	Amend cooking temperature to 75˚C for safe food handling practices	Unit 202 Outcome 4
Version 3.1 August 2012	Amendment to range on multiple units	Units
Version 4.0 August 2013	Amendment to assessment method table Included for 620 and 820 Fast track approval removed	Assessment/ Centre requirements
Version 4.1 September 2017	Added TQT details	Introduction and Structure
	Deleted QCF	Throughout
Version 4.2 July 2022	Removed image from front cover	Front cover
Version 4.3 February 2023	Unit 202 - updated range for 'allergenic'	Units

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Contents

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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	Level 2 Diploma in Professional Food and Beverage Service
City & Guilds qualification number	7103-02
Ofqual accreditation number	500/7478/7

Qualification title and level	Level 2 Certificate in General Food and Beverage Service Skills
City & Guilds qualification number	7103-12
Ofqual accreditation number	500/8698/4

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. On successful completion of this qualification learners can look to progress onto more senior supervisory qualifications such as the Level 3 Diploma in Hospitality Supervision and Leadership (NVQ).

1.1   Qualification structure

To achieve the Level 2 Diploma in Food and Beverage Service (7103-02) learners must achieve all **44** credits from the mandatory units available.

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.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
D/500/8934	201	Investigate the catering and hospitality industry	Mandatory	4	n/a
H/502/0132	202	Food safety in catering	Mandatory	1	n/a
H/500/8935	203	Health and safety in catering and hospitality	Mandatory	3	n/a
F/600/4269	204	Legislation in food and beverage service	Mandatory	2	n/a
T/600/4270	205	Menu knowledge and design	Mandatory	3	n/a

	T/500/8938	206	Applying workplace skills	Mandatory	3	n/a
	A/600/4271	207	Principles of beverage product knowledge	Mandatory	4	n/a
	F/600/4272	208	Service of hot beverages	Mandatory	5	n/a
	J/600/4273	209	Food and beverage service skills	Mandatory	15	n/a
	L/600/4274	210	Handling payments and maintaining the payment point	Mandatory	3	n/a
	T/600/1059	211	Principles of customer service in hospitality, leisure travel and tourism	Mandatory	1	n/a

To achieve the Level 2 Certificate in General Food and Beverage Service Skills (7103-12) learners must achieve a minimum of **25** credits from the mandatory units available.

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.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
H/502/0132	202	Food safety in catering	Mandatory	1	n/a
F/600/4269	204	Legislation in food and beverage service	Mandatory	2	n/a
T/600/4270	205	Menu knowledge and design	Mandatory	3	n/a
A/600/4271	207	Principles of beverage product knowledge	Mandatory	4	n/a
F/600/4272	208	Service of hot beverages	Mandatory	5	n/a
J/600/4273	209	Food and beverage service skills	Mandatory	15	n/a
L/600/4274	210	Handling payments and maintaining the payment point	Mandatory	3	n/a

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Certificate in General Food and Beverage Service Skills	186	250

1.2   Opportunities for progression

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

- Level 3 NVQ in Hospitality Supervision and Leadership (NVQ)
- Level 3 Diploma in Advanced Professional Cookery (7100)

1.3   Qualification support materials

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

Description	How to access
Assessment pack	Order from stock code TS-02-7103 or download from **www.cityandguilds.com/catering**
Answer pack	Order from stock code HC027103 or download from **www.cityandguilds.com/catering**
Promotional materials	**www.cityandguilds.com/catering**
fast track approval forms/generic fast track approval form	**www.cityandguilds.com/catering**

Level 2 Diploma in Professional Food and Beverage Service (7103-02) and Level 2 Certificate in General Food and Beverage Service Skills (7103-12)

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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 qualification including qualification-specific requirements for centre staff.

All new centres are subject to the standard Qualification Approval Process for 7103 qualifications.

2.1 Resource requirements

Physical resources and site agreements

The resources required to complete this qualification are provided within the guidance and range within each unit. It is acceptable to 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 verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, 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.

2.2 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.

Learners who are pre-16 should not be undertaking Unit 209 as it is not legal for those pre-16 to serve or work with alcohol.

3   Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) **www.accreditedqualifications.org.uk**

Structure of units

The units in this qualification are written in a standard format and comprise the following:
- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- 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	Unit number	Credits
201	Investigate the catering and hospitality industry	D/500/8934	4
202	Food safety in catering	H/502/0132	1
203	Health and safety in catering and hospitality	H/500/8935	3
204	Legislation in food and beverage service	F/600/4269	2
205	Menu knowledge and design	T/600/4270	3
206	Applying workplace skills	T/500/8938	3
207	Principles of beverage product knowledge	A/600/4271	4
208	Service of hot beverages	F/600/4272	5
209	Food and beverage service skills	J/600/4273	15
210	Handling payments and maintaining the payment point	L/600/4274	3
211	Principles of customer service in hospitality, leisure travel and tourism	T/600/1059	1

Unit 201   Investigate the catering and hospitality industry

Level: 2

Credit value: 4

Unit aim

This unit will provide learners with an understanding of the main functions, scope and size of the hospitality and catering industry. Learners will also develop an understanding of the links with other related businesses. With this as a starting point they will investigate the industry using a variety of sources and consolidate their understanding by carrying out a simple survey to compare key indicators between different sectors.

Learners will apply their own experience of the hospitality and catering industry and, using a range of information methods, will investigate staff roles, conditions and career opportunities within the industry both nationally and globally.

Learning outcomes

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

1   know the hospitality and catering sector
2   understand the national and international employment opportunities available in the hospitality and catering industry.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Hospitality unit 504 (1GEN 4)

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.

Key Skills

This unit contributes towards the Key Skills in Communication, Information Technology, Application of Number, Problem Solving and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Reflective learners; Self managers.

Assessment

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

Unit 201 Investigate the catering and hospitality industry

Outcome 1   Know the hospitality and catering sector

Assessment criteria

Practical skills

The learner will be able to:

1   compare and contrast the **features** of **establishments** in hospitality and catering

2   assess the impact of **key influences** on the industry.

Underpinning knowledge

The learner will be able to:

1   describe the terms 'hospitality' and 'catering'

2   identify the **structure**, **scope** and **size** of the hospitality and catering industry

3   describe the **key influences** on the development of the hospitality and catering industry

4   explain the **differences** between types of **operations**

5   explain the different **features** of the commercial and service **sectors**

6   explain the **importance** of the industry to the national economy.

Range

Features

Opening times, menu, pricing, staffing, layout, design, location

Establishments

Commercial: hotels, lodges and guest houses, restaurants, cafés and fast food outlets, travel and leisure outlets, such as trains, airlines, cruises and coaches, tourism and recreation outlets such as museums, historic buildings, theme parks, visitor attractions and event management.

Public Service sector: hospitals and residential homes, contract catering services (industrial catering, college refectory, school meals and prison services)

Key influences

Social trends, cultural, consumer spending, inflation, regulation, legislation, tourism, culinary achievers, media

Structure

Sector, operations, establishment

Scope

Regional, national, multi-national, international, globally, SME, partnership, independent, franchise, limited companies, PLC

Size

Workforce, number of establishments, total turnover

Differences

Hospitality (accommodation, service, food and drink), catering (service, food and drink), commercial and public services sector (staffing, pricing policies, opening times, incidence of demand)

Operations

Hospitality, accommodation, catering

Sectors

Commercial, public

Importance

Employment provision, contribution to GDP and taxation

Unit 201 Investigate the catering and hospitality industry

Outcome 2 Understand the national and international employment opportunities available in the hospitality and catering industry

Assessment criteria

Practical skills

The learner will be able to:

1   outline the **main job roles** available within the hospitality and catering **industry**
2   outline **differences in staff roles and conditions** in the hospitality and catering **industry,** including **legal requirements**.

Underpinning knowledge

The learner will be able to:

1   describe the **main job roles** in a catering establishment
2   describe the **differences in staff roles and conditions** in the different **sectors**
3   identify the **legal requirements** to work within the law
4   identify **sources of information** about the hospitality and catering **industry**
5   describe the **functions** of professional associations related to catering occupations and describe their functions in relation to national and international context.

Range

Main job roles

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

Industry

National and international

Differences in staff roles and conditions

Job titles, level of responsibility, level of authority, qualifications, progression opportunities, working conditions, uniforms, pay scales, working hours

Legal requirements

Age restrictions, qualifications, health check, visa (if required), work permits

Sectors

Commercial, public service

Sources of Information

Local guides and handbooks, use of internet and websites, publicity brochures, local tourist information centres and libraries, local job centres, staff recruitment agencies, professional magazines and local/regional newspapers

Functions

Promoting the industry, providing members with information, providing professional membership, providing competitions, providing demonstrations of excellence, providing advocacy for the profession

Unit 201 Investigate the catering and hospitality Industry

Notes for guidance

It should be recognised that learners working towards the Professional Food and Beverage Service qualification at Level 2 may fall into one of several brackets. Learners may have already completed a Level 1 Professional Food and Beverage Service Qualification and be progressing to Level 2. Learners may have joined a programme of study directly at level 2 from education or they may already be working at a junior level within the industry. However, it is likely that some learners will have personal knowledge of the provision of hospitality and catering services in different types of establishments.

By whatever path a learner comes to be studying, it is important that they are aware of the level of commitment required to become a successful server of food and beverages. It should be made clear that professional standards are essential and that demonstrating good practice and behavioural attitudes are vital for anyone looking for a career within the catering industry. Good attendance and punctuality should reflect the expectations of employers. Successful teamwork will depend on the efforts of each individual.

This unit should be delivered into two parts. The first part is concerned with knowledge of the hospitality and catering sector, highlighting its importance to the national economy. The second part concerned with reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

If learners have already completed the Level 1 Professional Food and Beverage Service Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the learners to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised inter-active sessions with the learners, to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the learners' learning needs and provide a national and an international context of the hospitality and catering industry.

When learners are comparing differing operations in depth, covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to learners. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK, will provide learners with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being undertaken by learners for the first part of this unit. The career opportunities could be covered by assisting learners to explore their future goals and aspirations to succeed in the hospitality industry. Learners could attend career seminars and presentations organised nationally

to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies 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. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

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 202   Food safety in catering

Level: 2
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 2 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

These qualifications are based on NOS which have been developed by the SSC People1st. Titles are as follows:

- Level 2 NVQ in Hospitality.

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.

Key Skills

This unit contributes towards the Key Skills in Communication, Information Technology, Application of Number, Problem Solving and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Reflective learners; Self managers.

Assessment

This unit will be assessed by an online multiple choice or paper based test covering underpinning knowledge.

Unit 202   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 202 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, hair nets, 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 above 45°C, 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 202   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, stages of cleaning remove debris, main wash, rinse, sanitise, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect water above 82C. 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 products 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

Unit 202   Food safety in catering
Outcome 4   Understand the importance of keeping food safe

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, celery; cereals containing gluten; crustaceans; eggs; fish; lupin; milk; molluscs; mustard; nuts; peanuts; sesame seeds; soya; sulphur dioxide and 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. To kill spores, food must be cooked to above 120°C for 3 minutes ie for retorting.

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 and Serving– cold: below 8°C, hot: above 63°C.

Legal time tolerances: hot food that is not temperature controlled can be held for up to 2 hours; cold food that is not temperature controlled can be held for up to 4 hours.

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)

Unit 203 Health and safety in catering and hospitality

Level: 2
Credit value: 3

Unit aim

This unit will provide learners with an understanding of the requirements and benefits of health and safety legislation. Health & safety at work issues have become increasingly important over the last few years and the catering and hospitality industry is no exception.

The unit will provide learners with a basic level of understanding of the health & safety roles and responsibilities of individuals working in catering and hospitality and of the practical implementation of these responsibilities. Learners will gain an appreciation of the legal responsibilities involved in their own health & safety as well as the health & safety of other people including colleagues and customers. Learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The unit is also concerned with common hazards and risks. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.

The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners are also introduced to the functions of personal protective clothing (PPE) and the types of safety signs.

Learning outcomes

There are four outcomes to this unit. The learner will be able to:
1   know the importance of health and safety in the catering and hospitality industry
2   know hazards in the catering and hospitality work place
3   be able to control hazards in the workplace
4   be able to maintain a healthy and safe workplace.

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

* N/SVQ in Hospitality unit 501 (1GEN1)

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.

Key Skills

This unit contributes towards the Key Skills in Communication, Information Technology, Application of Number, Problem Solving and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Reflective learners, Self managers. Further details can be found in Appendix 1.

Assessment

This unit will be assessed by an assignment covering the knowledge including short answer questions

Unit 203 Health and safety in catering and hospitality
Outcome 1 Know the importance of health and safety in the catering and hospitality industry

Assessment criteria

Underpinning knowledge
The learner will be able to:
1   identify the **groups** who have responsibilities in current legislation
2   identify the **legal responsibilities** of employers and employees
3   discuss the **power** of enforcement officers
4   identify the **action** available to the enforcement officers in the event of non-compliance
5   state **regulations** covering specific safety issues
6   identify **common causes** of ill health and accidents
7   list the **potential costs** of non-compliant health and safety practices
8   list the **potential benefits** of compliant health and safety practices.

Range

Groups
Employers, employees, people in control of work premises, self-employed, designers, manufacturers and suppliers, local authorities, health and safety executive, local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors)

Legal responsibilities
Employers
Provide and maintain equipment and a workplace which is safe and healthy, 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

Power
Enter the premises at all reasonable times, investigate the premises, check, dismantle and remove equipment , collect a sample of food and take photos, inspect the records, ask questions, seize and destroy articles

Action
Verbal or written advice, improvement notices, prohibition notices, prosecution resulting in unlimited fines or imprisonment for up to two years, or both

Regulations

Manual handling operations, personal protective equipment, fire precautions (workplace), provisions and use of work equipment, control of substances hazardous to health

Common causes

Occupational (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling

Environmental (lighting and ventilation, temperature, flooring (eg type, wet, damaged)

Human (carelessness, inexperience, lack of training, lack of attention)

Potential costs

Accidents, illnesses, stress, damaged reputation, increased sick leave and staff turnover, prosecution, fines, compensation claims, legal costs

Potential benefits

Reduction in accidents and ill-health, healthy, happy and motivated workers, enhanced reputation, increased productivity, improved profitability

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Unit 203   Health and safety in catering and hospitality
Outcome 2   Know hazards in the catering and hospitality work place

Assessment criteria

Underpinning knowledge
The learner will be able to:
1   list **causes** of slips, trips and falls in the workplace
2   state the steps 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 procedure**
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 **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 rules, not wearing the correct PPE, physical/mental state

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 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

Training in the use of equipment, personal protective equipment (PPE), safe working procedures, report faults

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits

Control methods

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

Main causes of fire and explosions

Electricity, electrical fault, gas leak, 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 aid, emergency services), follow legal requirements

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Unit 203 Health and safety in catering and hospitality
Outcome 3 Be able to control hazards in the workplace

Assessment criteria

Underpinning knowledge
The learner will be able to:
1 define the term '**hazard**'
2 define the term '**risk**'
3 list the **steps** in the risk assessment process
4 identify the **benefits** of risk assessment
5 state the **control measures** to reduce risk
6 state the **reasons** for reporting accidents
7 explain the **legal requirement** for accident reporting
8 outline the **information** to be recorded in the Accident Book
9 state **the functions of PPE**
10 state the **employers' and employees' responsibilities** regarding provision use, care and maintenance of PPE
11 state how the **main types of safety signs** can be identified.

Range

Hazard
Anything having potential to cause harm

Risk
Likelihood of hazard causing actual harm

Steps
Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review

Benefits
Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance

Control measures
Remove or eliminate hazard, separate or isolate worker from hazard, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk

Reasons
Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks

Legal requirement

Employee's responsibility (report all accidents to management), employer's responsibility (records, maintain accident book or report form, report certain accidents to HSE/local authority)

Information

Date, time, name, brief description of accident, witnesses, action taken by whom, result

The functions of PPE

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

Employers and employees responsibilities

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

Employees' responsibility (comply with the policy of wearing PPE when necessary, report any defects in 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)

Unit 203 Health and safety in catering and hospitality

Outcome 4 Be able to maintain a healthy and safe workplace

Assessment criteria

Underpinning knowledge
The learner will be able to:
1   briefly describe the **sources of information** which can assist in developing health and safety systems in the workplace
2   identify the **features in the food preparation area** which will affect safe working practices
3   identify the **welfare facilities** required for the staff in catering and hospitality operations
4   define **incident reporting**
5   outline the **procedure to be followed** when an incident is reported
6   identify **situations** where emergency procedures must be followed
7   state the **emergency procedure** in the event of a serious accident/incident.

Range

Sources of information
Acts of parliament (statutory regulations, European Union Directives, Health and Safety Executive), local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors)

Features in the food preparation area
Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping

Welfare facilities
Toilets, washing facilities, changing and PPE storage facilities, rest facilities, drinking water

Incident reporting
Reporting of verbal abuse, threats or assault which could lead to a serious hazardous situation

Procedure to be followed
The incident should be recorded, investigated, risk assessed, control measures introduced and reviewed

Situations
Accident/incident resulting in serious injury or even death, fire, explosion

Emergency procedure
Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently

Unit 203 Health and safety in catering and hospitality
Notes for guidance

The learners working towards this unit at Level 2 would have had some 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 in the beginning of the course so that the learners are well aware of the related issues. The focus of this unit is to broaden the coverage and raise the importance of health and safety in different types of catering and hospitality establishments. The learners will learn about health and safety practices, hazards in the work place and compliance procedures to be followed in relation to health and safety of people on the catering premises.

It would be useful to deliver this unit in four parts. The first outcome focuses on the importance of health and safety in the catering and hospitality industry, including the legal responsibilities of employers and employees. The learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The second part of this unit will 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 and a third of over 3 day 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 outcome looks at the hazards and risk assessment in the workplace. The learners also need to know the steps involved in the risk assessment process and its benefits. In addition, the learners must be aware of accident procedures, the functions of PPE and the types of safety signs.

The final outcome is concerned with the awareness of maintaining a healthy and safe workplace and the procedures for reporting accidents and emergencies.

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*

Unit 204   Legislation in food and beverage service

Level: 2
Credit value: 2

Unit aim

To develop the learner's understanding of legislation and legal responsibilities when serving food and beverages.

Learning outcomes

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

1   understand how legislation impacts on the service of food and beverages.

Guided learning hours

It is recommended that **12** 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 is linked to the National Occupational Standards in Hospitality:

- 2GEN1 Give customers a positive impression of yourself
- 2DS2.1 Take customer orders
- 2DS2.2 Serve drinks

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st

Key Skills

This unit contributes towards the Key Skills in the following areas: Improving own learning and performance. Further details may be found in Appendix 1

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Reflective learners, Self managers. Further details can be found in Appendix 1.

Assessment

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

Unit 204 Legislation in food and beverage service

Outcome 1 Understand how legislation impacts on the service of food and beverages

Assessment criteria

Underpinning knowledge

The learner can:

1   explain the purpose and **requirements** of prevailing **legislation** in the service of food and beverages
2   identify law **enforcement bodies** and the consequences to the employee/employer of non-compliance.

Range

Requirements

Purpose, limitations, responsibilities, employee, employer, consequences of non-compliance

Legislation

1   Weights and Measures
2   Price Marking (Food and Drink Services)
3   Data Protection
4   Smoke-free Legislation
5   Licensing – Licensing objectives, enforcement and granting bodies, opening hours, young persons, people who cannot be served, liability of the licence holder, penalties for non compliance
6   Sale and Supply of Goods
7   Anti-Discrimination
8   Misuse of Drugs

Enforcement bodies

Trading standards, local councils, police, enforcement body for weights and measures, Information Commissioner's Office, equality and human rights commission

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Unit 204　　　　Legislation in food and beverage service

Notes for guidance

It is likely that the learners working towards this unit at Level 2 will have some knowledge about the hospitality and catering industry. The purpose of this unit is to broaden the learners understanding and knowledge of the legislation and regulations that affect the hospitality industry. Learners must be made aware of the importance of complying with hospitality and catering legislation and the implications of non-compliance.

Learners should be given an in-depth view of actual regulations and acts listed, covering the key requirements and how they affect them as employees and the employers and customers. The learner must gain, not only a working knowledge of their responsibilities of the regulations and acts but, an understanding about how an establishment organises and controls compliance with them.

The centres are encouraged to link this unit with Unit 208 Service of hot beverages. Role plays and scenarios within an RWE will help guide the learners on how the regulations and legislation should be enforced.

To help learners gain a better understanding of legislation case studies and real life, examples found in industry press are essential to the learning. To give more depth to the learning, experience visits to local establishments and talks from speakers from the regulators of legislation are recommended.

Reference books:

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

Unit 205   Menu knowledge and design

Level: 2
Credit value: 3

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 **four** learning outcomes to this unit. The learner will:
1   know menu styles
2   understand menus and dishes composition
3   know service items
4   understand dietary requirements.

Guided learning hours
It is recommended that **21** 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 is linked to the National Occupational Standards in Hospitality:
- 1FS3 Prepare and clear areas for counter/take away service
- 2FS1 Prepare and clear areas for table service
- 2FS2 Serve food at the table

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.

Key Skills
This unit contributes towards the Key Skills in the following areas: Communication; Improving own learning and performance. Further details can be found in Appendix 1

Personal, Learning and Thinking Skills (PLTS)
Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Self managers

Assessment
This unit will be assessed by a short answer written paper.

Unit 205　　　Menu knowledge and design

Outcome 1　　　Know menu styles

Assessment criteria

Underpinning knowledge

The learner can:
1　　describe styles of **menus** within the hospitality industry
2　　describe how **factors** impact on menu planning
3　　identify the **information** that must be included in a menu.

Range

Menus

A la carte, table d'hôte, specials, set menus, function menus, tasty menus, themed menus

Factors

Seasonality, type of service, time, location, staffing, trends, costs, competition, number of covers, occasion

Information

Description of items, dietary, accurate sourcing, pricing, measurements and legal requirements

Unit 205 Menu knowledge and design

Outcome 2 Understand menus and dish composition

Assessment criteria

Underpinning knowledge

The learner can:

1 explain the benefits of menu **knowledge**
2 identify the ingredients in a range of dishes
3 identify **dishes** that can be cooked or prepared to the customer's taste in the kitchen
4 explain the main **cooking terms** used in a menu and how differently cooked items are presented.

Range

Knowledge

Cooking methods, ingredients, costs, cooking terms, dish composition

Dishes

Mixed salads, flambé dishes, cheese, filleted or boned fish, carved meat, sliced ham or smoked fish

Cooking terms

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

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Unit 205   Menu knowledge and design
Outcome 3   Know service items

Assessment criteria

Underpinning knowledge
The learner can:
1   identify cutlery, crockery and equipment for different types of **menu items**
2   identify accompaniments and sauces for different types of menus **items**
3   identify the benefits of **table theatre**
4   identify the equipment required for **table theatre**.

Range

Menu items
Steak, roast meat, fish, poultry, pasta, salads/starters, soups, cheeses, desserts

Items
Soups, salads, starters, mains, desserts

Table theatre
Flambé, carving, mixed salads, gueridon, boning/filleting

Unit 205　Menu knowledge and design

Outcome 4　Understand dietary requirements

Assessment criteria

Underpinning knowledge

The learner can:

1　describe the requirements of different **dietary needs**
2　describe why service staff must know the ingredients of all items on a menu.

Range

Dietary needs

Vegetarian, vegan, celiac, lactose intolerant, Jewish, Hindu, diabetic, allergies, health

Unit 205   Menu knowledge and design
Notes for guidance

Outcome 1

Menus are an essential tool in the day to day running of a restaurant, they are the single most important item of communication that is used to show what a restaurant serves. The learners should be exposed to as many menus as possible from a wide a range of establishments. These menus may show good and bad practice in menu writing and should be in as many different forms as is possible for example: paper, card, menu boards, fliers, screens, online, chalk boards.

How a menu is developed should be discussed, with emphasis on local, season produce. Menus can reflect current trends or be classical or traditional. Parts of this outcome could be delivered by a chef as there is a great deal of overlap between this outcome and their work.

Outcome 2

From the menus that the learners come into contact with within their RWE, or have collected from their other assignments such as when working for Unit 201 Investigate the catering and hospitality industry, the learner should be able to identify the items and dishes and be able to explain them as if to a customer.

Outcome 3

In tangent with Outcome 2 the learner should be able to identify the most suitable cutlery for customers to eat the dishes on the menu. The learner should be able to identify pieces of cutlery and how a table should be set for the menu.

Outcome 4

The learner should be able to identify from their menu dishes suitable items for a range of diners who cannot eat particular ingredients.

Unit 206 Applying workplace skills

Level: 2
Credit value: 3

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and understanding to apply the personal skills required within the workplace in the hospitality and catering industry. A high level of interpersonal skills is demanded of those working in this industry which must be maintained when working under pressure. In this unit learners will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practice communication and team working. Learners are encouraged to appreciate the different methods of communication available and to select appropriate types and styles of interaction for different situations. Later in the unit they will be introduced to the skills they will require to apply for work in the industry with a view to developing interview skills and producing a Curriculum Vitae.

Learning outcomes

There are four outcomes to this unit. The learner will:
1   be able to maintain personal presentation
2   be able to work effectively with customers and colleagues
3   be able to prepare for a job application
4   be able to produce a plan to develop skills.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:
* N/SVQ in Hospitality units 504 (1GEN4), 601 (2GEN1)

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.

Key Skills

This unit contributes towards the Key Skills in Communication, Information Technology, Application of Number, Problem Solving and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Reflective learners; Team workers; Self managers. Further details can be found in Appendix 1

Assessment

The outcomes for this unit will be assessed on the basis of evidence produced as a result of an assignment covering the knowledge including short answer questions

Unit 206   Applying workplace skills
Outcome 1   be able to maintain personal presentation

Assessment criteria

Practical skills
The learner will be able to:
1   maintain a professional personal appearance
2   demonstrate a positive and professional approach in their working conditions.

Underpinning knowledge

The learner will be able to:
1   explain what is considered to be **professional presentation** of ones self
2   describe the **reasons** for maintaining professional presentation and the **effect this has on the organisation**
3   explain the **skills** required to maintain the work area.

Range

Professional presentation
Appearance (dressing appropriately to the job role, personal grooming), behaviour (conduct, attitude, initiative, standards, punctuality, dependability, skills (organising, communication, time management)

Reasons
To present a professional image, to demonstrate personal pride, to develop confidence, to allow identification, to give status, to promote health and safety and comply with food hygiene legislation, branding, meet job requirements, to act as a role model to others

Effect this has on the organisation
Customer satisfaction, repeat business, staff morale, staff satisfaction, improved profit, reputation

Skills
Forecasting, planning, organising, coordinating, controlling (stock, equipment, hygiene) cleaning and tidying

Unit 206 Applying workplace skills

Outcome 2 Be able to work effectively with customers and colleagues

Assessment criteria

Practical skills

The learner will be able to:

1 demonstrate a positive attitude and behaviour with customers and colleagues
2 demonstrate use of correct procedures and good practice in dealing with customers and colleagues
3 communicate effectively to **identify** and provide support to customers and colleagues to **solve** problems should they arise
4 demonstrate working with others to achieve targets

Underpinning knowledge

The learner will be able to:

1 describe the **skills** required to work effectively with customers and colleagues to provide a quality service or product
2 describe how to **identify** and **solve** customer and colleague problems and complaints should they arise
3 list the **key stages** in working to meet team targets.

Range

Identify

Customer (identify signs of customer dissatisfaction (prompting, plate waste, body language, verbal complaint, customer comment card) follow company guidelines).

Colleagues (body language, silence, conflict)

Solve

Customer (offering replacements, offering alternative, a gesture of goodwill), colleagues (open discussion, ask someone to mediate)

Skills

Co-operation, communication, observing, anticipating needs of customers and colleagues, complaint handling

Key stages

Individual targets, work plans, disseminating information, seeking guidance, measurement, corrective action, evaluation, final outcome, records

Unit 206   Applying workplace skills

Outcome 3   Be able to prepare for a job application

Assessment criteria

Practical skills

The learner will be able to:
1   produce a Curriculum Vitae (CV) and covering letter
2   demonstrate a variety of **interview skills**.

Underpinning knowledge

The learner will be able to:
1.   state the purpose of a Curriculum Vitae and the **information** to be included
2.   explain the purpose of a covering letter and its importance
3.   state the **importance of professional presentation and quality of content** of the Curriculum Vitae and covering letter
4.   list the **preparations** that should be made for an interview
5.   explain the **importance of evaluating** an interview.

Range

Interview skills

Time management, questioning, skills assessment, self analysis, communication skills

Information

Personal details, contact details, qualifications, work experience, membership of associations, personal skills, referees

Importance of professional presentation and quality of content

First impression, use of vocabulary, spelling, layout, punctuation, appropriateness of information

Preparations

Personal appearance, records, documentation, research about the job, planning the journey, planning time, planning questions, practice techniques (role play)

Importance of evaluating

Learning from experience, identifying what could be improved, identifying what went well, requesting feedback to support development

Unit 206 Applying workplace skills

Outcome 4 Be able to produce a plan to develop skills

Assessment criteria

Practical skills
The learner will be able to:
1   evaluate current skills against job aims
2   identify an opportunity to develop a skill
3   set and work towards a target
4   keep a record of skills development.

Underpinning knowledge
The learner will be able to:
1   describe the **purpose of a personal development plan**
2   describe **how development plans are produced**
3   explain the **importance of feedback**.

Range

Purpose of a personal development plan
Targets (long and short term), records, time scales

How development plans are produced
Using self evaluation, feedback from line manager and colleagues, reviews

Importance of feedback
To evaluate performance, to improve own performance

Unit 206 Applying workplace skills
Notes for guidance

It should be recognised that learners working towards the Level 2 Professional Food and Beverage Service Qualification may fall into one of several brackets. Learners may have already completed a Level 1 Professional Food and Beverage Service Qualification and are progressing to Level 2. Learners may have joined a programme of study directly at Level 2 or they may already be working at a junior level within the industry.

By whatever path a learner comes to be studying, it is important that they are aware of the level of commitment required to become a successful waiter or bartender. It should be made clear that professional standards are essential and that demonstrating good practice and behavioural attitudes are vital for anyone looking for a career within the catering industry. Good attendance and punctuality should reflect the expectations of employers. Successful teamwork will depend on the efforts of each individual.

It is vital that learners understand the basics of workplace skills before progressing. By taking this approach it will ensure that the learner has a broader base of knowledge and understanding of workplace skills within the catering and hospitality industry.

Whilst delivering and assessing the outcomes, it is important to focus on workplace skills within the catering and hospitality industry. It should be made clear to learners that workplace skills are essential to the industry and that demonstrating good practice and having a positive attitude is vital for anyone who is looking for a career within the catering and hospitality industry.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners be given access to real working practice in the catering and hospitality industry. However, where this is not practicable simulated situations, in a catering and hospitality context, will need to be used instead.

Practical work experience will benefit learners to demonstrate their abilities in a real life environment and build their confidence. Work placements should be encouraged in local restaurants, cafes, pubs and hotels where access to the public is possible. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged. It is strongly advised that learners undertake practical work experience. Where this is not practicable, simulated situations can be used, but it is essential they are conducted within a catering and hospitality context and reinforce the attitude, behaviour and skills required to work within the industry successfully.

Unit 207 Principles of beverage product knowledge

Level: 2
Credit value: 4

Unit aim
To develop the learner's understanding of alcoholic and non alcoholic beverages served in UK hospitality establishments.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1 know the types of beers, ciders and perrys and how they are served
2 understand the characteristics of wine and how they relate to food
3 understand the characteristics of spirits and liqueurs
4 know the characteristics of non-alcoholic beverages
5 understand the characteristics and mixing of cocktails.

Guided learning hours
It is recommended that **34** 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 is linked to the National Occupational Standards in Hospitality
- 2DS2 Serve alcoholic and soft drinks
- 2DS3 prepare and serve cocktails
- 2DS4 Prepare and serve wines

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.

Key Skills
This unit contributes towards the Key Skills in Communication, Problem Solving, Improving Own Learning and Performance; Working with others. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)
Learners undertaking this unit will demonstrate PLTS in the following areas: Reflective learners; Team workers; Self managers. Further details can be found in Appendix 1

Assessment
This unit will be assessed by a short answer written paper.

Unit 207 Principles of beverage product knowledge

Outcome 1 Know the types of beers, ciders and perrys and how they are served

Assessment criteria

Underpinning knowledge

The learner can:

1 explain how beer, cider and perry are **produced** and packaged
2 describe the **characteristics** of different beers, ciders and perrys
3 identify the different **unit sizes** of beers, ciders and perrys
4 identify different **considerations** when serving different types of beer, cider and perry
5 describe different **faults** that can occur in beer, cider and perry.

Range

Produced

Ingredients, fermentation process, brewing process,

Characteristics

Alcohol by volume, types of beer (ales, lagers, stouts), colour, smell, taste, regional influence,

Unit sizes

Nips, half pint, pint, litre, half litre,

Considerations

Pouring technique, temperature, glassware, storage, sediment,

Faults

Cloudy, flat, sour, foreign bodies

Unit 207 Principles of beverage product knowledge

Outcome 2 Understand the characteristics of wine and how they relate to food

Assessment criteria

Underpinning knowledge
The learner can:
1   describe the **types** and **styles** of wine
2   describe the **main grape varieties**
3   describe the **information** presented on a wine label
4   describe how different types and styles of wines are **produced**
5   define the terms vintage, non-vintage, New Worlds Wines, Old World Wines, unit of alcohol
6   explain the **principles** of wine tasting
7   explain why **wine and food** are matched
8   outline the **process** to follow when at the table
9   describe the different **faults** that can occur in wine.

Range

Types
Sparkling, still, fortified

Styles
Colour, sweetness, body, tannin, oak, acidity

Main grape varieties
White grape varieties (sauvignon, chardonnay, reisling), red grape varieties (cabernet sauvignon, pinot noir, merlot, syrah/shiraz),

Information
Name of wine, country of origin, alcohol by volume, size of bottle, supplier, grower, grape, variety, vintage, region, quality, taste

Produced
Viticulture, vinification, fermentation, maturing

Principles
Appearance (clarity, colour, condition), nose (aromas, intensity, condition), taste (sweetness, acidity, body, length/finish, oak, tannin) recording details, tasting technique

Wine and food
Characteristic of the wine (acidity, age, oak, sweetness, tannin, weight), flavour of the food (spicy, rich, light), type of food (fish, shellfish, meat, desserts, cheeses)

Process

White, red, sparkling, by the bottle, by the glass, equipment for service, temperatures

Faults

Corked, oxidation, acidification, sediment, sulphur dioxide

Unit 207   Principles of beverage product knowledge

Outcome 3   Understand the characteristics of spirits and liqueurs

Assessment criteria

Underpinning knowledge

The learner can:
1   explain how spirits and liqueurs are **produced**
2   explain the purpose of an aperitif and digestif as part of the meal experience
3   identify **spirit based and wine based beverages**.

Range

Produced

Distillation, pot still, continues still, maceration, infusion (heat), maturing

Spirit based and wine based beverages

Gin, brandy, rum, vodka, whisky (blended/malt), calvados, eau de vie, pastis, tequila, vermouths, Baileys, Tia Maria, Disarrono, Cointreau, Grand Marnier, Benedictine

Unit 207 Principles of beverage product knowledge

Outcome 4   Know the characteristics of non-alcoholic beverages

Assessment Criteria

Underpinning knowledge

The learner can:
1.   identify the **characteristics** of a range of mineral waters
2.   identify a range of **aerated waters**
3.   describe juices, smoothies, squashes and cordial,
4.   define non-alcoholic and low alcoholic beverages

Range

Characteristics

Still, sparkling, carbonated, mineral, spring

Aerated waters

Tonic, soda, dry ginger, bitter lemon, cola, ginger beer, lemonades

Unit 207 Principles of beverage product knowledge

Outcome 5 Understand the characteristics and mixing of cocktails

Assessment criteria

Underpinning knowledge

The learner can:

1. define the terms cocktail and mixology
2. identify **equipment** used in the mixing of cocktails
3. describe the different **methods** for the mixing of cocktails
4. describe how to make a **range** of cocktails (alcoholic and non-alcoholic)
5. explain the importance of **presentation** in cocktail making

Range

Equipment

Shakers, mixing glass, stirrers, strainers, blenders, pourers, knives, chopping board, glasses, measures, bottle openers, swizzle sticks, drinking straws, ice buckets tongs, whisks, ice crusher, muddler, cocktail spoon,

Methods

Shake, stir, build, pour, layer, muddle

Range

Daiquiri, Mojito, Caipirinha, Margarita, Sours, Tom Collins, Sloe Gin Fizz, Singapore Sling, the Bramble, Side Car, the Martini, the Manhatten, the old fashioned, Sazarac, Cosmopolitan, the Champagne Cocktail, Bellinis, Red Snapper,/Bloody Mary using different methods

Presentation

Glassware, accompaniments, garnishes and decorative items

Unit 207 Principles of beverage product knowledge
Notes for guidance

In today's industry the customer has become more knowledgeable and discerning about what they drink. Consequentially the bar person has to become better informed about the products that are on offer in an establishment.

It is strongly recommended that the principles of responsible retailing are applied throughout this unit.

The learners working towards a Level 2 are likely to have some knowledge about the different types of beverages served in establishments. The teaching of this unit is to broaden that knowledge to include the methods of production and wider range of products.

The focus of these five outcomes should be on developing an understanding of the diversity of each subject area. The range of products should mirror what is available in today's industry and include the availability of different levels of quality within the products ranges. The centres are encouraged to make learners aware of the trends within the industry.

Centres are to be encouraged to introduce employers and specialist professionals from the industry to provide interesting and relevant information to learners, and give insight from an industry perspective. The teaching would also benefit from educational visits to a variety of producers to broaden the learners' experience of the subject.

Formal lectures although unavoidable should be kept to a minimum but supervised interactive sessions with the different products will help put the theoretical understanding into context.

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

Unit 208 Service of hot beverages

Level: 2
Credit value: 5

Unit aim

To extend the learner's skills in preparing and serving a range of speciality teas, coffees and hot chocolate using specialist equipment

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. be able to prepare and serve coffees
2. be able to prepare and serve teas
3. be able to prepare and serve hot chocolate
4. be able to identify, check and clean equipment

Guided learning hours

It is recommended that **34** 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 is linked to the National Occupational Standards in Hospitality

- 2DS7 Prepare and serve dispensed and instant hot drinks
- 2DS8 Prepare and serve hot drinks using specialist equipment

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.

Key Skills

This unit contributes towards the Key Skills in Communication, Information Technology and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)

Learners undertaking this unit will demonstrate PLTS in the following areas: Independent enquirers; Creative thinkers; Reflective learners; Team workers; Self managers

Assessment

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

Unit 208 Service of hot beverages

Outcome 1 Be able to prepare 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 describe the **processing** of the coffee bean
2 outline the **storage requirements** for coffee
3 describe the **importance of roast, blend and grind** on taste
4 describe the **characteristics** of a range of **coffees**
5 describe the **range** of coffee products available
6 describe how to correct **problems** with quality when preparing coffee

Range

Coffees

Cappuccino, espresso, latte, americano, macchiato, doppio, ristretto, mocha, cafetiere liquor coffee

Processing

Harvesting, wet processing (washing fermenting, drying), dry processing, sorting and grading, grinding, packaging

Storage requirements

Cool, dry conditions, vacuum packed in foil bag, tins and jars. After opening airtight containers, cool dry, away from strong tasting food/smells.

Importance of roast, blend, and grind

Roasting grades - light, medium, full, double roast, release oils and flavour, blended to create balance (Arabica-milder, Robusta-harsher and more caffeine), levels of acidity, depth of flavour strength and variety. Grind suitable for production method eg pour and serve, cafetiere, espresso

Characteristics

Composition, foam cap, strength, colour, creamer

Range

Bean, pre-ground, instant, decaffeinated, in cup brew

Problems

Strength, temperature, coffee grounds present, grind, temperature/texture of steamed milk, size of foam cap

Unit 208   Service of hot beverages

Outcome 2   Be able to prepare 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   describe the **processing** of the tea leaf
2   outline the **storage requirements** for tea
3   describe the **importance of blend and leaf size** on the making of tea
4   describe the **characteristics and effects** of a range of **teas**
5   describe the **range** of tea products available
6   describe how to correct **problems** with quality when preparing tea.

Range

Teas
Black (breakfast, Earl Grey, Assam, Darjeeling, Lapsang Souchong), green, Oolong, white, infusion (herbal, fruit)

Processing
Harvested from bush (Camellia Sensenis) wilted, bruised (natural oils released and left to darken (oxidise)

Storage requirements
Cool dry, away from strong odours and foods sealed containers

Importance of blend and leaf size
Blend (consistency of product, balance of flavour)**,** colour, strength
Large leaf (orange pekoe) better infusion and flavour to very small pieces (fannings/dust) used in tea bags

Characteristics and effects
Harsh, slightly bitter, mild, smoked, calming, digestive, stimulant, anti-oxidant

Range
Loose, tea bags, string and tag, instant

Problems
Strength, temperature, tea leaves present, bitty milk, hard water

Unit 208   Service of hot beverages

Outcome 3   Be able to prepare and serve hot chocolate

Assessment criteria

Practical skills

The learner can:
1   prepare and serve a range of hot chocolates with accompaniments.

Underpinning knowledge

The learner can:
1   describe how the **origins** and **production methods** of the cocoa bean **impact** on the final product
2   outline the **storage requirements** for hot chocolate
3   describe the **characteristics and effects** of a range of **hot chocolates**
4   describe the **range** of tea products available
5   Describe how to correct **problems** with quality when preparing hot chocolate.

Range

Origins

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

Production methods

Fermented, dried, shipped, washed, roasted, nibbed, blended, ground, pressed and ground for powder/pressed and cocoa butter and condiments added for chocolate

Impact

Flavour, quality, use, cost

Storage requirements

Cool, dry, away from strong odours/foods/sunlight, sealed containers

Characteristics and effects

Sweeter, bitter, milkier, smooth,

Range

Powdered, solid

Problems

Strength, temperature, consistency,

Unit 208   Service of hot beverages
Outcome 4   Be able to identify, check and clean equipment

Assessment criteria

Practical skills
The learner can:
1   check and clean equipment before and after use.

Underpinning knowledge
The learner can:
1   identify a **range** of equipment available
2   explain the **brewing/production process** relevant to equipment
3   describe the **checks** required for equipment
4   describe **cleaning processes** for equipment
5   describe how **common faults** in equipment are **identified**
6   describe the actions to take to rectify common faults
7   explain the **importance** of leaving the areas clean, tidy and safe
8   outline methods of dealing with waste and rubbish.

Range

Range
Espresso machines, cafetieres, automated filter machines, crockery (eg pots, cups, saucers, jugs, bowls), stainless steel/silver plate (eg jugs, spoons), grinder, tamper, milk jug, thermometer, teapots, strainers, urn & still, hot water jugs, lemon squeezer

Brewing/production process
Grinding, measuring, infusion time, water temperature, building presentation

Checks
Espresso machine (steam wand, water pressure, temperature gauge, descaling);
Cafitiere (free from stale grinds, seal intact, plunger working);
Automated filter machine (power, filter basket clean and scale free, warmer plate working);
Urn (scale free, water feed); Tea pots and coffee pots (stain free, undamaged, suitable lids)

Cleaning processes
Following manufacturers instructions for specific equipment
Stripping equipment down, soaking, checking seals, removing stains and limescale polishing,

Common faults
No power, no steam, damaged crockery, leaks,

Identified
Observation, product, customer feedback, check-list

Importance
Health & safety compliance, establishment standards, efficiency.

Unit 208　　　Service of hot beverages
Notes for guidance

This unit is designed to provide the learner with a sound knowledge of the diversity of hot beverages available and the skills required to prepare and serve them using specialist equipment. The learner must understand the importance of maintaining equipment in a clean and hygienic condition to deliver a consistent quality product.

Outcome 1 - the learner must be able to prepare and serve a range of coffees (ie cappuccino, espresso, latte, with appropriate accompaniments using specialist equipment).
Outcome 2 - the learner must be able to prepare and serve a range of teas (ie black, fruit and herbal, with appropriate accompaniments).
Outcome 3 - the learner must be able to prepare and service a range of hot chocolates with appropriate accompaniments.
Outcome 4 - the learner must complete establishment/manufacturer checks and ensure all equipment is clean before and after use each session.

The first three outcomes require the learner to be aware of common problems with product quality and how to correct them. The tutor should highlight how some problems with the end product may indicate equipment faults.

Learners working towards Level 2 are likely to have experience of producing simple beverages and will most likely have visited branded high street coffee bars. This unit aims to extend the learners knowledge of processing and production methods whilst highlighting the extensive range of products available to the consumer. It is important that the learner understands current trends and customer expectations in relation to the sales of these hot beverages.

The tutor should also highlight the development of ethical trading in the supply and sale of tea, coffee, and cocoa, ie the Rain Forrest Alliance, Fair trade, UTZ certified and ETP (ethical tea partnership). The learners should understand the impact of packaging for tea, coffee and hot drinking chocolate in relation to suitability, hygiene and economy in a catering and hospitality establishment.

Centres are encouraged to introduce employers and specialist professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that some formal lectures will be necessary at Level 2 but it is recommended that they are kept to a minimum and are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to produce a wide range of hot beverages that reflect current industry practice. It is suggested more weighting is given to the practical element of this unit to enhance the learner experience and help put the theory into context. It is essential that this unit is delivered holistically and centres are encouraged to link this unit to Principles of customer service in hospitality and Food and beverage service skills units.
http://www.lavazza.com/corporate/en/

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

Unit 209   Food and beverage service skills

Level: 2
Credit value: 15

Unit aim
To provide learners with food and beverage service skills.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1   understand the purpose of different food and beverage establishments
2   be able to set up, serve, maintain and clear for service of food at table
3   be able to set up, serve, maintain and clear for service of beverages at table
4   be able to set up, prepare, maintain and clear for bar service.

Guided learning hours
It is recommended that **119** 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 is linked to the National Occupational Standards in Hospitality
- 2FS1 Prepare and clear areas for table service
- 2FS2 Serve food at the table
- 2FS3 Provide a silver service
- 2FS4 Provide a carvery/buffet service
- 2DS1 Prepare and clear bar area
- 2DS3 Prepare and serve cocktails
- 2DS4 Prepare and serve wines

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.

Key Skills
This unit contributes towards the Key Skills in the following areas: Communication; Problem Solving; Improving own learning and performance; Working with others. Further details can be found in Appendix 1

Personal, Learning and Thinking Skills (PLTS)
Learners undertaking this unit will demonstrate PLTS in the following areas: Creative thinkers; Reflective learners; Team, workers; Self-managers

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

Unit 209 Food and beverage service skills

Outcome 1 Understand the purpose of different food and beverage establishments

Assessment criteria

Underpinning knowledge

The learner can:
1   explain **why** customers use food and beverage establishments
2   explain customer expectations of the different **styles of service** in a range of **establishments**
3   explain the **staff requirements** of different styles of service.

Range

Why

Leisure, business, family, experience, date, convenience,

Styles of service

Table service, self-service, assisted service, single point service, service in situ

Establishments

Commercial: hotels, lodges and guest houses, restaurants, cafés and fast food outlets, travel and leisure outlets, such as trains, airlines, cruises and coaches, tourism and recreation outlets such as museums, historic buildings, theme parks, visitor attractions and event management.

Public Service sector: hospitals and residential homes, contract catering services (industrial catering, college refectory, school meals and prison services)

Staff requirements

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

Unit 209 Food and beverage service skills
Outcome 2 Be able to set up, serve, maintain and clear for service of food at table

Assessment criteria

Practical skills

The learner can:
1   set up and clear tables and service stations for different **styles of service**
2   interact with customers
3   provide **table service**
4   select the equipment and accompaniments for the food items to be served.

Underpinning knowledge

The learner can:
1   describe the preparation activities for service
2   explain how different customer needs **impact** on the preparation for service.

Range

Styles of service

Plated, silver (reflective of modern practice), table theatre (Gueridon- reflective of modern practice)

Table service

Interpreting customer needs, serving customer items, cutlery changes and accompaniments, maintain stations and tables, clearing

Plated, silver, table theatre (Gueridon)

Impact

Seating plan, staffing, style of service, timings, communication with other departments,

Unit 209   Food and beverage service skills

Outcome 3   Be able to set up, serve, maintain and clear for service of beverages at table

Assessment criteria

Practical skills

The learner can:
1. set up and clear tables
2. provide information to customers on the beverages available
3. provide **beverage service** at the table
4. provide a **wine service** at the table

Underpinning knowledge

The learner can:
1. describe the preparation activities for service

Range

Beverage service

Taking beverage order, serving beverages in correct glassware, use of trays

Wine service

Taking wine order, opening/pouring of wine, correct glassware, use of trays

Unit 209 Food and beverage service skills

Outcome 4 Be able to set up, prepare, maintain and clear for bar service

Assessment criteria

Practical skills

The learner can:
1 **set up** a bar area
2 prepare a range of **beverages** within legal requirements
3 select the glassware, garnishes, equipment and accompaniments for **beverages**
4 maintain, clear and clean the bar area after service

Underpinning knowledge

The learner can:
1 describe the preparation activities for service
2 explain the importance of communicating stock levels in the bar area prior to and during service

Range

Set up

Par levels, stock control procedures

Beverages

Glass of wine, spirit, spirit and mixer, beer (bottled or draught), cocktail (Daiquiri, Mojito, Caipirinha, Margarita, Sours, Tom Collins, Sloe Gin Fizz, Singapore Sling, the bramble, Side Car, the Martini, the Manhatten, the old fashioned, Sazarac, Cosmopolitan, the Champagne Cocktail, Bellinis, Red Snapper,/Bloody Mary), liqueur, aperitif, digestive, juices, cordial, water

Unit 209   Food and beverage service skills
Notes for guidance

Outcome 1

This outcome explores why customers use different establishments. Learners must be able to review each style of dining establishment and different style of service and match it to the requirements that a range of customers may have.

Outcome 2

This is the practical table service element of the unit and includes a plated service which may be in a Brasserie or fine dining style of RWE. If RWE is not available, the assessment should be conducted in a way that simulates as closely as possible the delivery of a real table service.

To raise the standard from the Level 1 a partial or full silver service should be undertaken by the learner. This silver service could be of the bread or the entire meal, the learners must be able to lift and serve different items onto their guests' plates.

Table theatre is the term given to an array of skills which are carried out in front of the customer at the table. It includes a wide range of skills and has been included at this level to ensure that the learner begins to gain confidence and interact with the customers. The array of skills can include slicing bread from a trolley in front of the customer, tossing salads to order at the table, carving items for a guest, filleting and boning fish and flambé work.

Outcome 3

This outcome is concerned with the service of drinks at a table, be it in a lounge bar setting or at a dining table. The learner should be able take drinks orders correctly and serve a range of drinks including opening a bottle of wine which must be a bottle with a cork. The learner must be able to top up drinks when appropriate. The learner should also be able to carry a drinks tray to serve and clear the drinks.

Outcome 4

Set in a bar the learner must experience setting up a bar and be able to identify the main areas that need to be set up. The learner must be able to serve a range of beverages in the correct glasses to the style required by the establishment.

Unit 210　Handling payments and maintaining the payment point

Level:　　　　　2
Credit value:　　3

Unit aim
To enable learners to take, process and balance payments and respond appropriately to unexpected payment situations in a food and beverage environment.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1　understand the security procedures at the payment point
2　be able to open, maintain and close a payment point
3　be able to deal with payments.

Guided learning hours
It is recommended that **24** 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 is linked to the National Occupational Standards in Hospitality
- 1GEN2 Maintain and deal with payments

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.

Key Skills
This unit contributes towards the Key Skills in: Application of Number and Improving Own Learning and Performance. Further details can be found in Appendix 1.

Personal, Learning and Thinking Skills (PLTS)
Learners undertaking this unit will demonstrate PLTS in the following areas: Team workers,; Self-managers

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

Unit 210 Handling payments and maintaining the payment point

Outcome 1 Understand the security procedures at the payment point

Assessment criteria

Underpinning knowledge
The learner can:
1   explain the **role** of a cash handler in maintaining the security of the payment point
2   explain the **procedures** for secure handling of payments
3   explain the **purpose** of the control systems used to process customer bills

Range

Role
Follow establishment procedures to keep all payments secure, ensure bills available and accurate,

Procedures
Storage of notes, coin and non-cash payments, security of till drawer, supervision of payment point, Dealing with telephone payments
Dealing with mistakes, refunds and voids, use of PDQ machines, reporting anything unusual or suspicious.

Purpose
Security, receipts, sales and stock control, management reports

Unit 210 Handling payments and maintaining the payment point

Outcome 2 Be able to open, maintain and close a payment point

Assessment criteria

Practical skills

The learner can:
1 prepare the payment point for service
2 maintain float and equipment
3 perform close down procedure.

Underpinning knowledge

The learner can:
1 describe the **checks** required to set up and close a payment point
2 explain the **purpose** of a float.

Range

Checks

Agree/accept/sign float, additional materials (eg pens, till rolls), balance takings against till reading, handover float

Purpose

Allow trading at start of day prior to sales, provide change for items sold, prevent delays at the payment point, and allow uplifts without reducing amount of change available

Unit 210　Handling payments and maintaining the payment point

Outcome 3　be able to deal with payments.

Assessment criteria

Practical skills

The learner can:
1　prepare and present customer bills
2　carry out payment transactions
3　balance payment received.

Underpinning knowledge

The learner can:
1　explain the **responsibilities** in preparing a customer bill
2　identify types of **problems** that might occur when taking payments
3　explain procedures for dealing with **unexpected situations** when processing payments.

Range

Responsibilities

Accurate details of all items sold, legislation, prompt and polite response to customer request for bill, advise customer of any delays, receive payment and give change as required.

Problems

Card declined, insufficient notes or coins, delays (eg queues, customer forgets pin, card will not swipe), equipment, customer unable to make payment

Unexpected situations

System or power failure - manual processing of transactions
Emergency evacuation - securing monies
Suspect use of card - following establishment procedure
Runners - following establishment procedure
Opportunistic theft - following establishment procedure
PDQ breakdown - manual/telephone processing
Suspected counterfeit notes- make checks and follow establishment procedures
Customer unable to make a payment

Unit 210 Handling payments and maintaining the payment point

Notes for guidance

This unit highlights the importance of maintaining safety and security by following establishment policies and procedure when dealing with cash and non cash payments.

Outcome 1

The learner must understand the use of the security procedures at the payment point, the role of the cashier, establishment procedures and control systems used to process customer bills

Outcome 2

The learner must be able to prepare payments, maintain the float and equipment and perform close down procedures following establishment procedures.

Outcome 3

The learner must be able to prepare and present bills, carry out transactions and balance payments received following establishment procedures and legal requirements.

Learners working towards this unit at Level 2 are likely to have some knowledge of the different types of payment point and this unit aims to extend the knowledge and skills necessary to ensure security at the payment point. Tutors should promote an understanding of how theft is often opportunistic and how good working practice can minimise this.

The learner should have the opportunity to process a range of payments.

Ideally the outcomes for this unit could be met with the learner in a cashier role but some centres may wish to adopt a more flexible approach by combining duties / roles.

Teaching would benefit from educational visits to different types of local establishments and visiting speakers are also to be encouraged, ie from the centres local constabulary or employers to provide interesting, relevant information on security in a catering and hospitality context.

It is recommended that formal lectures are kept to a minimum, with learning centred on supervised interactive sessions in a real environment, which will encourage, motivation and enthusiasm whilst promoting a deeper understanding by linking theory with practical application.

It is essential that this unit is delivered holistically and centres are encouraged to link this unit to Principles of Customer Care in HLTT, Legislation in Food and Beverage Service and Food and Beverage Service Skills units

Reference books:

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

Unit 211   Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Level: 2
Credit: 1

Unit aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1.   Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2.   Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
3.   Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Guided learning hours

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

Assessment and grading

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

Unit 211   Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 1   Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:

1   Describe the **role of the organisation** in relation to customer service
2   Identify the characteristics and benefits of **excellent customer service**
3   Give examples of internal and external **customers** in the industries
4   Describe the **importance of product knowledge and sales** to organisational success
5   Describe the **importance of organisational procedures** for customer service

Range

Role of the Organisations

tour operators; transport providers; accommodation providers; visitor attractions; restaurants and fast food outlets; leisure centres; conference and banqueting; pubs, bars and nightclubs; cafes bars and bistros; sports, gyms, recreational and social clubs.

Organisation's role relates to:

- Setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.

- Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards.

- Complying with industry codes of practice and legislation:

  - Health and Safety at Work Act.
  - Data Protection Act.
  - Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act.
  - Consumer legislation - Sale of Goods Act. Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act, The Consumer Protection Regulations.

Excellent customer service

meeting and exceeding customer expectations, knowing key benefits/features of organisations services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty, forming a relationship with customers, ensuring customers leave happy and return, ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad.

Benefits of excellent customer service:

increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, job satisfaction and staff motivation.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.

Customers

an individual or an organisation and is somebody who receives customer service from a service deliverer. Customers can be internal eg from another part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The learner should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

Importance of Product Knowledge and Sales

provide relevant product information to the customer to help them with their decision or any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs against the correct product, increase referrals/repeat business/ increase sales.

Importance of Organisational Procedures

service standards, feedback systems, complaints procedures, emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

Unit 211 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:
1 Identify the **benefits of excellent customer service** for the individual
2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
3 Describe the **importance of personal presentation** within the industries
4 Explain the importance of using appropriate **types of communication**
5 Describe the **importance of effective listening skills**

Range

Benefits of excellent customer service

recognition within the organisation, motivation, customer loyalty, engaging/building relationships with customers makes the role more enjoyable, job satisfaction, monetary rewards, referrals, increased sales, better career prospects.

Importance of Personal presentation

own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation should address:
creating a first impression, dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.

Types of communication

Communication
Clear, respectful, polite and confident, without the use of jargon, adapted to meet individual needs.

It is important to adapt methods of communication to meet the individual needs of a range of customers for example those:
with language difficulties, with health issues, of different age groups, with cultural differences, with learning difficulties.

Face-to-face – is about eye contact and active listening. 'Normal' eye contact may differ across cultures; 'active listening is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding

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Written communication is eg letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

Importance of effective listening skills
Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood:

make eye contact, pay attention to the words, expressions, and body language of the speaker, use positive body language to express your continued concentration, use encouraging phrases such as "I see" or "Go on, do not interrupt – allow the speaker to finish, give the person your complete attention, summarise the discussion to bring the conversation to a close.

Techniques to ensure understanding:

Paraphrasing, clarifying, probing, verifying, summarising

Unit 211 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:

1 Identify what is meant by **customer needs** and expectations in the industries
2 Identify the **importance of anticipating and responding to varying customers' needs and expectations**
3 Describe the **factors** that influence the customers' choice of products and services
4 Describe the importance of meeting and exceeding customer expectations
5 Describe the **importance of dealing with complaints** in a positive manner
6 Explain the **importance of complaint handling procedures**

Range

Customer needs

information eg directions, facilities, price, availability, health, safety and security, assistance eg for parents, those with disabilities, level of service eg that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services eg customers' expectations, identification of needs, knowledge of products and services.

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed:

through what customers hear and see, what they read and the messages the organisation sends (ie via its reputation and brand), what actually happens to them when dealing now and in the past with an organisation, by word of mouth, through the media.

Customer expectations will be specific to the industries but broadly fall into expectations about:

level of service, value for money, hygiene and health and safety, luxury factor.

Importance of anticipating and responding to varying customers' needs and expectations

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non verbal clues so that customer's are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

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Factors

Price, value for money, reputation/brand, past experience, recommendation.

Customers buy benefits and solutions **not** products and the learner should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors. Benefits can be:

security/peace of mind, time savers, money savers, health and safety, status, convenience, comfort, flexibility, enjoyment, to comply with legislation.

Importance of dealing with complaints

Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be:

price-value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown.

Importance of complaint handling procedures Importance

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customer which will include:

acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve.

Techniques for dealing with complaints include:

keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff.

Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

Use the HEAT strategy (Hear, Empathise, Apologise, Take Ownership).

4 Assessment

4.1 Summary of assessment methods

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Investigate the catering and hospitality industry	Assignment 7103-201 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
202	Food safety in catering	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes. Alternative assessment options: 820 – Food Safety in catering assignment 620 – Food Safety in catering (Scotland) assignment Assessment pack available to download from www.cityandguilds.com	N/A Examinations provided on GOLA.
203	Health and safety in catering and hospitality	Assignment 7103-203 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set short answer questions, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code SP-027103
204	Legislation in food and beverage service	Assignment 7103-204 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
205	Menu knowledge and design	Assignment 7103-205 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103

Unit No.	Title	Assessment Method	Where to obtain assessment materials
206	Applying workplace skills	Assignment 7103-206 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code SP-027103
207	Principles of beverage product knowledge	Assignment 7103-207 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
208	Hot beverage skills	Assignment 7103-208 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
209	Food and beverage service skills	Assignment 7103-209 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
210	Handling payments and maintaining the payment point	Assignment 7103-210 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103
211	Principles of customer service in hospitality, leisure travel and tourism	Assignment 7103-211/4421-201 The assessment covers the underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified OR externally short answer questions, externally marked.	7103 Assessment pack available to download from www.cityandguilds.com or from Publications Stock code: SP-027103

Time constraints

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

- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

- Where units are assessed by a GOLA or short answer test – please refer to individual assessment

4.2 Test specifications

The test specifications for the units are below:

Test 1: Unit 202
Duration: 1 hour

Outcome	Approx.% weightings
1. understand how individuals can take personal responsibility for food safety	13
2. understand the importance of keeping him/herself clean and hygienic	10
3. understand the importance of keeping the work areas clean and hygienic	22
4. understand the importance of keeping food safe	55

4.3 Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

As this qualification sits on the Learners may have already achieved some of the units as part of other qualifications. When this occurs, learners are not expected to repeat the units within this qualification

5 Course design and delivery

5.1 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.
- 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

5.2 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, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

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

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the learner may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 N/SVQ in Hospitality (7082)

Key/Essential Skills (England, and Wales and Northern Ireland)
Key Skills signposting
This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each Key Skills qualification. Where learners are working towards Key Skills alongside this qualification they will need to be registered with City & Guilds for the Key Skills qualifications.

It should not be assumed that learners will necessarily be competent in, or able to produce evidence for, Key Skills at the same level as this qualification.

The 'signposts' below identify the **potential** for Key Skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Key Skills evidence will need to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*' (available from **www.cityandguilds.com/keyskills**).

The qualification provides opportunities to gather evidence for the accreditation of Key skills as shown in the table below. However, to gain Key Skills certification, the Key Skills would need to be taken as an additional qualification.

Unit number/ and title	Communication	Application of Number	Information Technology
201 Investigate the catering and hospitality industry	C2.1; C2.2a; C2.2b; C2.3	N2.1; N2.2a; N2.3 Possibly also N2.2c (if research stats about industry)	ICT2.1; ICT2.2; ICT2.3
202 Food safety in catering	C2.1; C2.2a; C2.2b; C2.3		ICT2.1; ICT2.2; ICT2.3
203 Health and safety in catering	C2.1; C2.2a; C2.2b; C2.3		ICT2.1; ICT2.2; ICT2.3
204 Legislation in food and beverage service			
205 Menu knowledge and design	C2.1a, C2.2		
206 Applying workplace skills	C2.1; C2.2a; C2.2b; C2.3		ICT2.1; ICT2.2; ICT2.3
207 Principles of beverage product knowledge	C2.1; C2.2		
208 Service of hot beverages	C1a;C2b;C2.2a; C2.2b; C2.3a		ICT2.1; ICT2.2; ICT2.3
209 Food and beverage service skills	C2.1; C2.2		
210 Handling payments and the payment point		N2.2c	
211 Customer Service for hospitality, leisure, travel and tourism			

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Unit number/ and title	Problem Solving	Improving own learning and performance	Working With Others
201 Investigate the catering and hospitality industry		LP2.1; LP2.2; LP2.3	
202 Food safety in catering		LP2.1; LP2.2; LP2.3	
203 Health and safety in catering	Possibly also PS2.1; PS2.2; PS2.3	LP2.2 Possibly also LP2.1, LP2.3	
204 Legislation in food and beverage service		LP2.1; LP2.2; LP2.3	
205 Menu knowledge and design		LP2.1; LP2.2; LP2.3	
206 Applying workplace skills	PS2.1; PS2.2; PS2.3	LP2.1; LP2.2; LP2.3	WO2.1; WO2.2; WO2.3
207 Principles of beverage product knowledge	PS2.1; PS2.2; PS 2.3	LP2.1; LP2.2; LP2.3	WO2.1; WO2.2; WO2.3
208 Service of hot beverages		LP2.1; LP2.2; LP2.3	
209 Food and beverage service skills	PS2.1; PS2.2; PS2.3	LP2.1; LP2.2; LP2.3	WO2.1; WO2.2; WO2.3
210 Handling payments and the payment point		LP2.1; LP2.2; LP2.3	
211 Customer |Service for hospitality, leisure, travel and tourism			

Essential Skills (Northern Ireland only)

If this qualification is being delivered alongside the Essential Skills Northern Ireland qualifications, the above Key Skills signposts can be used to illustrate the relevance of these skills to learners.

Essential Skills portfolio evidence must be based on an approved vocational or generic Action Based Activity; these can be downloaded from **www.cityandguilds.com/essentialskillsni**.

Functional Skills (England only)

The Key Skills qualifications are expected to be phased out in England from 2010, and will be largely replaced by the Functional Skills awards. More information about these qualifications is available from **www.cityandguilds.com/functionalskills**.

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In some cases, learners 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 learners require separate Core Skills certification to build or plug gaps in their Profile, Workplace Core Skills units can be undertaken alongside this qualification.

The table below identifies potential opportunities for gathering evidence for the Workplace Core Skills evidence. The unit specifications and assessment recording documents can be obtained from **www.cityandguilds.com/coreskills**.

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**.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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 learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:
- ***Walled Garden***
  Find out how to register and certificate learners on line
- ***Events***
  Contains dates and information on the latest centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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