QUALIFICATION HANDBOOK

City & Guilds Level 3 Certificate and Diploma in Food and Beverage Service Supervision (7103-03/04)

August 2011
Version 4.1 (April 2022)

City&
Guilds

Qualification at a glance

Subject area	Professional Food and Beverage Service
City & Guilds number	7103
Age group approved	16+
Assessment	Externally set and internally marked assignments
Fast track	Available
Support materials	Centre handbook Assessment pack Answer pack
Registration/ certification dates	See City & Guilds website for details

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Food and Beverage Service Supervision	7103-03	600/2079/9
Level 3 Diploma in Food and Beverage Service Supervision	7103-04	600/2078/7

Version and date	Change detail	Section
1.2 Jan 2012	Amendment to unit 212	Units
1.3 June 2014	Amendments to range in unit 212	Units
2.0 January 2016	Unit 212 withdrawn	Structure, Assessment, Units
3.0 March 2016	Unit 212 reinstated	Structure, Assessment, Units
4.0 August 2016	Added TQT Unit 212 withdrawn	Structure, Assessment, Units
4.1 April 2022	Added City & Guilds to cover Reference to QCF deleted Updated City & Guilds address	Front cover Pg. 62 Rear cover

Contents

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications meet the needs of learners who want to work as supervisors in front of house within a hospitality environment
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the food and beverage/front of house sector. The qualifications cover all aspects of food and beverage service supervision. They 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.
Who did we develop the qualifications with?	They were developed in association with People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: • Level 3 Diploma in Advanced Professional Cookery (7100-83) • Appropriate managerial qualifications

Structure

To achieve the **Level 3 Certificate in Food and Beverage Service Supervision**, learners must achieve **23** credits from the mandatory units. GLH: 187, TQT: 230.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/503/1725	301	Principles of supervising food and beverage services	5
K/502/0388	302	The principles of food safety supervision for catering	3
Y/503/1726	303	Principles of promoting food and beverage services and products	6
L/600/1066	304	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2
H/503/1728	305	Supervise food and beverage service	5
A/503/1735	306	Legislation in food and beverage service	2

To achieve the **Level 3 Diploma in Food and Beverage Service Supervision**, learners must achieve **23** credits from the mandatory units and a minimum of **19** credits from the optional units. GLH: min 348, max 355, TQT: 420.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/503/1725	301	Principles of supervising food and beverage services	5
K/502/0388	302	The principles of food safety supervision for catering	3
Y/503/1726	303	Principles of promoting food and beverage services and products	6
L/600/1066	304	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2
H/503/1728	305	Supervise food and beverage service	5
A/503/1735	306	Legislation in food and beverage service	2
Optional			
J/600/8243	213	Barista skills	2
L/503/1724	307	Carve, fillet, joint and serve food in a food service area	5
K/503/1732	308	Prepare, cook and serve food in a food service area	5
K/503/1729	309	Prepare and serve wines	4
D/503/1730	310	Prepare and serve alcoholic and cold non-alcoholic beverages	4
H/503/1731	311	Provide advice to customers on food and beverage matching	4
M/503/1733	313	Supervise hospitality events	5
T/503/1734	314	Prepare and serve cocktails	5

Total Qualification Time (TQT)

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

Unit route

Level 3 Certificate/Diploma in Food and Beverage Service Supervision are also available as a unit route (7103-93). Unit route is a flexible way of offering learners CPD opportunities, as well as it enables learners to achieve recognition where they are unable to achieve the full qualification.

Centres must be aware that achieving the full qualification through the unit route will result in higher overall price than the full qualification route (7103-03/04). For advice on unit funding please contact your local Funding Agency.

2   Centre requirements

Approval
Existing City & Guilds centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

If your Centre is approved to offer the qualifications Level 1 Certificate in Professional Food and Beverage Service and Level 2 Diploma in Professional Food and Beverage Service you can apply for the new Level 3 Certificate/Diploma in Food and Beverage Service Supervision approval using the **fast track approval form**, available from the City & Guilds website. Centres have to complete the Scheme of Work for the Level 3 qualification delivery.

Centres should use the fast track form if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, **new centres** will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Scheme of Work
All approval applications must be supported by a comprehensive scheme of work detailing how the scheme requirements will be addressed. This scheme of work must provide:
- Number of hours for theory and practical session
- A clear indication of cross referencing to outcomes
- Duration of each session
- Mode of delivery
- Number of sessions.

Resource requirements

Physical resources and site agreements

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.

Centre staffing

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

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate 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

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification Handbook	**www.cityandguilds.com**
Assessment pack	**www.cityandguilds.com**
Answer pack	**www.cityandguilds.com**

4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete the externally set and internally marked assignments for each mandatory unit
- successfully complete the externally set and internally marked assignment for each chosen optional unit

Please refer to a separate assessment documents for details.

Level 3 Certificate in Food and Beverage Service Supervision

Unit	Unit title	Assessment method	Where to obtain assessment materials
301	Principles of supervising food and beverage services	Assignment	Assessment pack **www.cityandguilds.com**
302	The principles of food safety supervision for catering	Assignment	Assessment pack **www.cityandguilds.com**
303	Principles of promoting food and beverage services and products	Assignment	Assessment pack **www.cityandguilds.com**
304	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	Assignment	Assessment pack **www.cityandguilds.com**
305	Supervise food and beverage service	Assignment	Assessment pack **www.cityandguilds.com**
306	Legislation in food and beverage service	Assignment	Assessment pack **www.cityandguilds.com**

Level 3 Diploma in Food and Beverage Service Supervision

Unit	Unit title	Assessment method	Where to obtain assessment materials
213	Barista skills	Assignment	Assessment pack **www.cityandguilds.com**
301	Principles of supervising food and beverage services	Assignment	Assessment pack **www.cityandguilds.com**
302	The principles of food safety supervision for catering	Assignment	Assessment pack **www.cityandguilds.com**
303	Principles of promoting food and beverage services and products	Assignment	Assessment pack **www.cityandguilds.com**
304	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	Assignment	Assessment pack **www.cityandguilds.com**
305	Supervise food and beverage service	Assignment	Assessment pack **www.cityandguilds.com**
306	Legislation in food and beverage service	Assignment	Assessment pack **www.cityandguilds.com**
307	Carve, fillet, joint and serve food in a food service area	Assignment	Assessment pack **www.cityandguilds.com**
308	Prepare, cook and serve food in a food service area	Assignment	Assessment pack **www.cityandguilds.com**
309	Prepare and serve wines	Assignment	Assessment pack **www.cityandguilds.com**
310	Prepare and serve alcoholic and cold non-alcoholic beverages	Assignment	Assessment pack **www.cityandguilds.com**
311	Provide advice to customers on food and beverage matching	Assignment	Assessment pack **www.cityandguilds.com**
313	Supervise hospitality events	Assignment	Assessment pack **www.cityandguilds.com**
314	Prepare and serve cocktails	Assignment	Assessment pack **www.cityandguilds.com**

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications, which have already been achieved to contribute to a new qualification. RPL is allowed and is also sector specific.

5   Units

Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website.

They are also on The Register of Regulated Qualifications:
http://register.ofqual.gov.uk/Unit

Below is a list of the learning outcomes for all the units.

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 213   Barista skills

UAN:	J/600/8243
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 NVQ Diploma in Food and Beverage Service.
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of the unit is to introduce to the full range of products used in making beverages. It covers where the products come from, and some of the processes they go through, from growing to the final drink. It also covers the importance of taking care of the products in order to provide an excellent final result. The unit also looks at the full range of equipment, identifies safety aspects and how to operate the equipment to deliver the desired drink quality. The unit covers the importance of presenting a positive personal image and the use of effective communication techniques.

Learning outcome	The learner will:
1. Be able to display drink building techniques	
Assessment criteria	
The learner can: 1.1 Calibrate pieces of **equipment** as necessary 1.2 Operate pieces of equipment to produce the drink required 1.3 Check drink meets **quality standards** and correct as necessary 1.4 Outline the calibration and operation of equipment 1.5 List the **drinking vessels and ancillaries** required for drinks 1.6 Describe the **quality characteristics** for the range of drinks 1.7 Outline the reasons for professional, methodical, organised and clean working practices 1.8 Explain how to correct **common presentation problems** for the range of drinks	

Range
Equipment Grinder, espresso machine, filter brewer, bean to cup machine, boiler, blender, juicer, chocolate machines, filters, filter holders, juice machine, barista kit, gas charged whipped cream dispenser **Quality standards/quality characteristics** Flavour, appearance **Calibration and operation of equipment** Calibration of grinder to produce optimum espresso shot, calibration of espresso machine (water quantity and temperature), foaming and texturing milk, producing filter and cafetiere coffee, operating a bar blender and juicer, following manufacturers' instructions, complying with health and safety regulations, using measured quantities **Drinking vessels and ancillaries** Cups, mugs, glasses as appropriate to each drink, barista equipment (tampers, jugs, thermometers), kitchen equipment **Common presentation problems** Poor crema on espresso, poor milk texture on cappuccino and cafe latte, inappropriate vessel and accompaniments used, too weak, over boiled, layers, incorrect production time

Learning outcome	The learner will:
2. Be able to clean and check equipment	
Assessment criteria	
The learner can: 2.1 Check and clean **equipment** before use 2.2 Check and clean equipment after use 2.3 Dispose of waste safely and hygienically 2.4 Identify the range of equipment available for each **product** 2.5 Explain the **brewing/production process** relevant to equipment 2.6 Describe the checks required for each piece of equipment, including the frequency 2.7 Explain the **cleaning process** for each piece of equipment 2.8 Explain how **common faults** might occur with each piece of equipment 2.9 Describe the **actions** to take for each common fault 2.10 State the **importance of leaving areas clean, tidy and safe** 2.11 Outline **methods of dealing with waste and rubbish** 2.12 State the main **employer responsibilities** and **employee responsibilities** as stated in the Health and Safety at Work Act and Food Hygiene Act	

Range
Equipment Grinder, espresso machine, filter brewer, bean to cup machine, boiler, blender, juicer, chocolate machines, filters, filter holders, juice machine, barista kit, gas charged whipped cream dispenser **Product** Coffee, tea, juices, smoothies, chocolate, milk **Brewing/production process** Filter coffee – making with filter papers and brew basket Cafetiere coffee – type of grind, amount of coffee, brewing time Espresso coffee – temperature, grind, tamping and volume Tea – water temperature, brewing time Chocolate – product mixture requirements, whipping Juice – product temperature, dilution ratio, fresh versus ambient product Smoothies – product temperature, mixing **Cleaning process** Backflushing, cleaning group seals, general cleaning **Common faults** Blocked showers or steam wands, pressure problems, temperature/steam problems, leaks, filter, steamer arm, contamination/blockage **Actions** Cleaning, informing qualified engineers **Importance of leaving areas clean, tidy and safe** Health and safety requirement, public image, product quality, professionalism, better management of busy periods **Methods of dealing with waste and rubbish** Following organisation and manufacturers' guidelines, use of knock-out drawer **Employer responsibilities** Written Health and Safety policy, to provide and maintain a safe and healthy working environment, to obtain an annual insurance check on pressure tank in espresso machine **Employee responsibilities** To act in a way that does not put themselves or others at risk, to report anything that may endanger themselves or others

Learning outcome	The learner will:
3. Be able to demonstrate product knowledge	
Assessment criteria	
The learner can: 3.1 Outline **characteristics** of the product to customers 3.2 Deal with customer queries effectively 3.3 Handle and store products and ingredients correctly and safely 3.4 Describe the **origin** and flavour of **products and ingredients**	

3.5 Describe the **processes** involved in bringing the products to the market

3.6 Explain how processes may affect the quality of products and ingredients

3.7 Compare characteristics of products

3.8 Describe **how to store and handle** products and ingredients

Range
Characteristics Flavour and visual characteristics in coffee, tea and chocolate of different varieties, origin and processing methods, flavour and performance characteristics of different milk varieties, fruits added to juices and smoothies, shelf life, both packaged and after first opening, potential food allergies

Origin Countries of origin, growing, picking, releasing, preparing for export, wet and dry process (coffee bean extraction)

Products and ingredients Coffee, tea, infusions, juices, fruit and ingredients for smoothies, chocolate, milk, cream, syrups, soya milk and other non-dairy milk, cinnamon

Processes Decaffeination, roasting, packaging

How to store and handle Storage, use by dates, sell by date, display merchandising |

Learning outcome	The learner will:
4. Be able to serve customers	
Assessment criteria	

The learner can:

4.1 Present a positive **personal image**

4.2 Use appropriate **communication techniques** with customers

4.3 Serve customers in an efficient manner

4.4 Ensure service is completed appropriately and satisfactorily

4.5 Outline the **benefits** to organisations of providing excellent customer service

4.6 Explain the **consequences** of poor customer service

4.7 Describe the **personal appearance and presentation** required for service

4.8 Describe positive **body language techniques**

4.9 Explain how to make a customer feel welcome

4.10 Outline organisational **procedures for handling customer complaints**

4.11 Explain the importance of **listening skills** when handling customer complaints

4.12 Outline organisational **procedures for processing transactions**

4.13 State different **payment methods**

Range
Personal image Appearance and presentation, body language, professional manner, showing integrity, maintaining confidentiality, trustworthiness, loyalty to customer, supporting colleagues, loyalty to the organisation **Communication techniques** Verbal communication – clear speech including menus and drinks, appropriate tone, language, volume **Benefits** Customer satisfaction, repeat business, word of mouth publicity, increased sales, increased company profits, increased staff morale, increased staff satisfaction **Consequences** Dissatisfaction, no repeat business, decreased sales, decreased staff morale, decreased staff satisfaction **Personal appearance and presentation** Appropriate clothing, grooming, personal hygiene **Body language techniques** Posture, gestures, mannerisms, eye contact, facial expressions **Procedures for handling customer complaints** Acknowledging problem, listen to the customer, confirm next action, follow up, confirmation of customer satisfaction **Listening skills** Active listening, passive listening, summarising, paraphrasing **Procedures for processing transactions** Communicate amount due, agree payment method, take payment, give receipt, answer queries **Payment methods** Cash, cheque, debit card, credit card, store/loyalty card, voucher

Unit 301   Principles of supervising food and beverage services

UAN:	R/503/1725
Level:	Level 3
Credit value:	5
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit aims to provide learners with the knowledge and understanding needed to supervise the food and beverage service, including how to manage the environmental impact of work and how to contribute to the management of finance.

Learning outcome	The learner will:
1. Understand the role of the food and beverage service supervisor	
Assessment criteria	

The learner can:
1.1 Describe **communication methods** used within teams in food and beverage service
1.2 Explain when it is appropriate to communicate with team members using the following methods:
    - verbal instructions/demonstrations
    - written instructions/demonstrations
    - pictures/diagrams
1.3 Explain appropriate **times** to give feedback to team members
1.4 Explain how to give constructive feedback to team members on performance
1.5 Explain the **importance** of **conducting briefings**
    - pre-service
    - post service
1.6 Explain how briefings should be conducted
1.7 Explain how to **motivate teams** to achieve the required standards of quality
1.8 Explain how to **motivate individuals** to achieve the required standards of quality
1.9 Explain how to **monitor** activities and performance against standards and targets
1.10 Explain the **action** to be taken if activities and performance do not meet organisational standards and targets	

Range
Communication methods verbal, written (hand written, IT), non-verbal, pictures/diagrams
Times appraisals, pre-service, post service, during service as appropriate
Importance organisation of staff, preventing errors, promoting product knowledge, motivating staff, timings, customer requests, hospitality, training needs, standardisation
Conducting briefings planned, organised, appropriate and relevant presentation, appropriate communication methods, timely
Motivate teams and individuals knowing the strengths and weaknesses of the team and individuals, positive reinforcement, motivational theories (eg Maslow, McGregor), encouraging personal development
Monitor observations, feedback, setting targets, use of appropriate paperwork (eg checklists)
Action formal (disciplinary process, grievance process), informal (1 to 1 debrief)

Learning outcome	The learner will:
2.	Understand how to manage the environmental impact of food and beverage operations
Assessment criteria	
The learner can:	
2.1 Explain the **environmental policies** that impact **food and beverage operations**	
2.2 State the **risks** posed by the food and beverage operation to the environment	
2.3 Explain how to minimise the negative impact resources may have on the environment	
2.4 Explain how to maximise the positive impact resources may have on the environment	
2.5 Describe ways in which energy use may be minimised	
2.6 Explain **sustainability** considerations when ordering stock	
2.7 Explain how to engage the team in sustainability activities	

Range
Environmental policies control of wastage, sustainability, provenance, ethical considerations, energy efficiency
Food and beverage operations
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)

Risks to the environment pollution, overuse of resources (eg fish, energy), carbon footprint of goods

Sustainability use of sustainable resources, use of alternative ingredients, awareness of the supply chain, use of reputable suppliers

Learning outcome	The learner will:
3. Understand how to contribute to the management of finance in the food and beverage operation	
Assessment criteria	
The learner can: 3.1 Define the term gross profit 3.2 Define the term net profit 3.3 Explain what makes an organisation **profitable** 3.4 Explain the **importance of using approved suppliers** 3.5 Explain how **effective stock control** can contribute to the financial stability of the organisation 3.6 Explain the **factors** which must be monitored to control costs and profit	

Range
Profitable Sales v costs considerations **Importance of using approved suppliers** credit terms, quality of goods, negotiated prices, flexibility, consistency and reliability, marketing opportunities **Effective stock control** security of goods, FIFO, control of wastage, use of dead stock **Factors** stock (food, drinks, equipment), staffing levels, building maintenance, marketing costs, wastage control, sales mix

Unit 302　　**The principles of food safety supervision for catering**

UAN:	K/502/0388
Level:	Level 3
Credit value:	3
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism and the FSA.
Aim:	The aim of the unit is to ensure that candidates are trained in accordance with Regulation (EC) No 853/2004 of the European Parliament and of the Council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Learning outcome	The learner will:
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	
Assessment criteria	
The learner can: 1.1 Summarise the **importance** of **food safety management procedures** 1.2 Explain the **responsibilities** of employers and employees in respect of food safety legislation and **procedures for compliance** 1.3 Outline **how the legislation is enforced**	

Range
Importance To ensure safe delivery, storage, preparation, cooking and service of food, compliance with legal requirements, to avoid causing harm, to avoid legal action from government agencies, to avoid civil action (both personal and against the business), to demonstrate due diligence   **Food safety management procedures**   HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points,

implementation of HACCP, corrective action, verification, documentation, ongoing review

Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure

SFBB (Safer Food, Better Business)

Responsibilities

Employers – registering the food business (premises and vehicles), ensure appropriate licences are in place, requirement for at least one employer to be trained in HACCP, ensure training is provided commensurate with employees' level of responsibility, to ensure policies and procedures are in place for training, recruitment and day-to-day staffing levels, supervision, implementation of food safety management procedures, supply of appropriate sanitary accommodation, potable water supply, adequate washing facilities, equipment, materials and PPE (personal protective equipment), record keeping and accident reporting, compliance with EHOs (environmental health officers)/EHPs (environmental health practitioners), provide sufficient ventilation

Employees – to comply with the law, to follow instructions and comply with employer's processes/procedures, to attend instruction/training/supervision, good personal hygiene, reporting of illness, reporting of errors/omissions in employer processes/procedures (eg hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries)

Procedures for compliance

Ranging and implementation of HACCP (7 principles of HACCP); Written documentation (eg on recruitment, instruction/supervision/training, guidance on working practices, reporting procedures) Record keeping (eg temperature control, delivery records, sickness records, supplier records); Ensure reputable suppliers are in place

How the legislation is enforced Through the Food Safety Act 1990, the Food Safety (England, Scotland, Wales, Northern Ireland) Regulations 2006, enforcement visits (eg by EHOs/EHPs), enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice), through the civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training

Learning outcome	The learner will:
2. Understand the application and monitoring of good hygiene practice	
Assessment criteria	
The learner can: 2.1 Explain the **importance** of, and **methods** for, **temperature control** 2.2 Explain **procedures to control contamination and cross-contamination** 2.3 Justify the **importance of high standards of personal hygiene** 2.4 Explain **procedures for cleaning, disinfection and waste disposal** 2.5 Outline **requirements relating to the design of food premises**	

and equipment

2.6 Describe the **importance of, and methods for, pest control**

Range

Importance of temperature control To prevent, or reduce to an acceptable level, bacterial multiplication; to prevent outbreaks of food poisoning; to meet due diligence criteria; EHO requirements; to keep food safe; to comply with legislation; to control wastage

Methods for temperature control

Temperature logs; use of fridges (under 8 C core), freezers (under -18 C) and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie (above 63 C), other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible (5C – 63C); calibrated, sanitized temperature probes, temperature management systems (computerised/automated systems); visual checks/control systems, manual control systems; food to be chilled below 8C within 90 minutes of cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts; use of appropriate vehicles for transporting food

Procedures to control contamination and cross-contamination

COSHH; effective cleaning procedures which are monitored and reviewed regularly; correct use of cleaning products; colour coding (eg of utensils, chopping boards, cleaning equipment); regular microbial swabbing of food preparation areas; clear separation between low and high risk areas; good visibility; pest control; work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use); equipment which is 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; personal hygiene procedures (hand washing); correct use of protective clothing; visitors' policy; use of separate sinks for food/washing food equipment/hand washing; use of sterilising sinks; correct storage of equipment; internal/external waste/food disposal procedures

Importance of high standards 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; convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food

Procedures for cleaning, disinfection and waste disposal

Cleaning and disinfection – ensuring equipment is disconnected from power before cleaning; clean as you go, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method; double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect using water above 82C; cleaning in place; consideration of procedures from delivery of food to service point; correct clearage of areas for cleaning (to avoid chemical contamination, over-spray); correct dilution of chemicals, correct equipment (single use cloths, colour coding); COSHH, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of

chemicals, manufacturers' instructions, PPE, appropriate cleaning and disposal of chemical spillages, safety data sheets; use of mechanical equipment

Waste disposal – regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, kept on hard surfaces, easy access for collection, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses), recyclables; waste collection of food waste (liquid food waste, oil, grease traps)

Requirements relating to the design of food premises and equipment

Food premises – designed to make good food hygiene practicable, relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation)

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 (eg for commercial use), suitable work surfaces (eg smooth, no crevasses)

Importance of, and methods for, pest control

Pest – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

Importance of – 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

Methods for – written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, rodenticides, pesticides; netting, fly traps, electronic fly killers; clean as you go

Learning outcome	The learner will:
3. Understand how to implement food safety management procedures	
Assessment criteria	
The learner can: 3.1 Describe the **importance** to food safety of microbial, chemical, physical and allergenic hazards 3.2 Describe **methods and procedures for controlling food safety** to include **critical control points, critical limits and corrective actions** 3.3 Explain the **requirements** for monitoring and recording food safety procedures 3.4 Describe **methods** for, and the **importance** of, evaluating food safety controls and procedures	

Range

Importance

Microbial – typical hazards FBIs and FPs (salmonella, campylobacter, e coli, e coli 0157VTEC, etc), danger zone, vegetative reproduction, binary fission, bacterial growth line (lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache etc), bacterial cell make-up (endotoxins, exotoxins, entrotoxins, etc), four elements of growth (food, water, time, warmth), psychotrophic, mesophilic, thermophilic,

Chemical – typical hazards (cleaning chemicals, veterinary residue, farming chemicals), overspray, common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting)

Physical – typical hazards (broken machinery, packaging material, plants, string, pests and insects etc), common symptoms (choking, broken teeth, vomiting, etc)

Allergenic – typical hazards (nuts, flour, diary products, shellfish, wheat, fungi, etc), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips etc)

Methods and procedures for controlling food safety

Delivery – correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver)

Storage – correct storage conditions (temperature control, dry stores, COSHH), time limits on temperature control deliveries (food stored within15 minutes from delivery), FIFO, conditions of storage facilities (infrastructure, seals, shelving, maintenance, etc), drip and cross-contamination

Preparation – correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross-contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery, etc), see also CCPs

Cooking – correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross-contamination, see also CCPs

Chilling – correct times, temperatures, methods, cross-contamination, equipment

Holding - correct times, temperatures, methods (cold and hot food holding), use of baine maries, equipment, correct disposal

Re-heating - correct times, temperatures, methods, equipment (probes and wipes)

Cleaning – in all the above: effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs

Critical Control Points, Critical Limits and Corrective Actions

CCPs – the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety

CLs – the maximum acceptable limits set by management within the HACCP analysis for the safe production of food

CAs – the actions that must be taken by the food handler where a CCP is identified to insure the safe production of food; these actions must form part of the management HCAAP plan and must be regularly reviewed and amended if required

Requirements

2006 Food Safety Regulations make it a legal requirement for records to be kept. Traceability of food (farm to fork), choice of suppliers (supplier audits), delivery records, HACCP (implement the seven steps of HACCP and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass), ensure due diligence is maintained

Methods Internal/external audits, management reviews, supervisory spot checks (including swabbing of equipment and food handlers), advisory visits by regulatory bodies, staff consultation, supervisors' handover book

Importance The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded

Learning outcome	The learner will:
4. Understand the role of the supervisor in staff training	
Assessment criteria	
The learner can: 4.1 Explain the **requirements** for induction and on-going training of staff 4.2 Explain the **importance** of effective communication of food safety procedures	

Range

Requirements

2006 Food Safety Regulations require that: the proprietor of a food business shall ensure all persons employed within a food business shall be supervised, instructed and/or trained in food hygiene matters commensurate with their work activities. Further obligations under these regulations are placed upon management in relation to training for HACPP.

Induction – benefits (quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, allows new employees to become aware of basic food hygiene matters), records of induction to be kept

On-going training – supervisors must observe employees and carry out spot checks to ensure company standards and legal requirements are being maintained. Discrepancies observed and/or identified must be recorded and have corrective action taken (staff may need to be placed of refresher food safety courses or retrained in company procedures)

Importance In defence of due diligence (including HACCP), staff are aware of legal requirements, company policies and procedures, risks can be eliminated or reduced to an acceptable level, staff awareness/ability is raised, reduction of possible FBIs and FP outbreaks, to encourage good working relationships

Unit 303	Principles of promoting food and beverage services and products

UAN:	Y/503/1726
Level:	Level 3
Credit value:	6
GLH:	45
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit aims to provide learners with an understanding of promoting services and products within food and beverage. In promoting food and beverage services and products learners need to understand the different factors that impact the service as well as the importance of and how to provide a positive meal experience for different types of service.

Learning outcome	The learner will:
1. Understand the importance of product knowledge in food and beverage service	
Assessment criteria	
The learner can: 1.1 Explain the **impact different dietary requirements** have within a food and beverage service outlet. 1.2 Explain the **impact different cooking terms** used in a menu have on service 1.3 Explain the importance of food and beverage product knowledge 1.4 Explain **factors** that need to be considered when choosing a supplier	

Range
Impact of dietary requirements Adapting the menu, staff menu knowledge
Impact of different cooking terms understanding of cooking time of dishes (eg well done dishes taking longer to cook), understanding of cooking methods, service styles, advising customers of timings as necessary
Importance of food and beverage product knowledge dietary requirements, effective selling, advising customers, motivation of staff, customer satisfaction, positive reputation

Factors quality of goods, flexibility, consistency and reliability, marketing opportunities, regional produce

Learning outcome	**The learner will:**
2. Understand the factors that influence the food and beverage service	
Assessment criteria	
The learner can: 2.1 Explain how **different cultures and religions influence** food and beverage service 2.2 Describe the **historic influences** on food and beverage service 2.3 Explain how **media and modern technology influence** food and beverage service 2.4 Explain how **changes in lifestyle** influence food and beverage service 2.5 Explain how **changes in trends** influence food and beverage service	

Range
Influence of cultures and religions Availability of products from a wide range of cultures/countries, awareness of religious dietary requirements (eg halal, kosher) **Historic influences** table etiquette (eg Victorian table setting), service styles and techniques (eg medieval influences on carving), different types of restaurants (eg post-war immigration) **Media and modern technology influences** restaurant critics (TV, press), restaurant review websites and blogs, social networking sites, IT equipment **Changes in lifestyle** healthy lifestyle, nutritional guidance, eating out more accessible, increased customer knowledge of the industry, Eco social factors, environment and sourcing **Changes in trends** Cultures and cuisines, cooking techniques (eg sous vide), service styles (eg carving, family service), newly marketed products, use of local produce

Learning outcome	**The learner will:**
3. Understand how to supervise different styles of service	
Assessment criteria	
The learner can: 3.1 Compare different **styles of food and beverage service** 3.2 Explain how to identify **trends in levels of demand** for different styles of service 3.3 Explain how different styles of service influence **staff requirements** 3.4 Compare the **preparation** needed for different styles of service 3.5 Compare the **resources** needed for different styles of service	

City & Guilds Level 3 Certificate and Diploma in Food and Beverage Service Supervision (7103-03/04)

Range
Styles of food and beverage service Table service, self-service, assisted service, single point service, service in situ **Trends in levels of demand** understanding of the trading business patterns within F&B outlet (eg festive season, special occasions) **Staff requirements** quantity of staff, skill levels, staff hours, range of staff positions **Preparation and resources needed** layout of the rooms, equipment needed, sufficient stock levels

Learning outcome	The learner will:
4. Understand the concepts of a meal experience	
Assessment criteria	
The learner can: 4.1 Explain the term '**meal experience**' 4.2 Evaluate different meal experiences 4.3 Explain how customer perceptions impact on the meal experience 4.4 Explain the importance of food and beverage service **staff contributing** to the meal experience 4.5 Explain the **importance of gaining customer feedback** on food and beverage service 4.6 Explain the **methods for gaining customer feedback** on food and beverage service	

Range
Meal experience The overall experience of a customer during a meal including: ambience, service, lighting, food and drink, value, customer's reasons for dining, how the experience makes the customer feel **Staff contribution** level and style of customer service as appropriate to the establishment, to maintain the reputation of the business **Importance of gaining customer feedback** to ensure that products and services meet customer expectations, to improve service **Methods for gaining customer feedback** quantitative and qualitative feedback

Learning outcome	The learner will:
5. Describe different menu styles and types	
Assessment criteria	
The learner can: 5.1 Describe different **menu styles and types**	

5.2 Explain the **importance of language** use in creating menus

5.3 Explain the **legislative requirements** relevant to creating menus

5.4 Identify **key information** that needs to be displayed on the beverage menu

5.4 Explain how to deal with **unexpected problems** that may occur with menus

Range
Menu styles and types Breakfast, lunch, afternoon tea, dinner.   **Importance of language** spelling and grammar, use of terminology appropriate to the establishment/market   **Legislative requirements** Sale and Supply of Goods Act, Price Marking (Food and Drink), Weights and Measures, The Consumer Protection from Unfair Trading Regulations 2008   **Key information** price, measures/weights, description of the item, ABV   **Unexpected problems** insufficient number of menus for service, inaccurate information, printing problems

Learning outcome	The learner will:
6. Understand the use of sales and marketing in food and beverage service	
Assessment criteria	

The learner can:
 6.1 Outline the **legal requirements** that should be taken into account when developing and implementing promotional activities
 6.2 Explain how promotional activities can be generated from a sales report
 6.3 Identify **key opportunities** to implement promotional activities
 6.3 Identify the target markets, sales targets and main competitors that are relevant to food and beverage service
 6.4 Explain how competitors **influence** the food and beverage service
 6.5 Identify a range of **promotional activities** relevant to food and beverage service
 6.6 Compare different **selling techniques** in food and beverage service
 6.7 Explain how the following impact on food and beverage outlet:
    - guide books
    - ratings
    - restaurant critics	

Range
Legal requirements Sale and Supply of Goods Act, Price Marking (Food and Drink), Weights and Measures, Anti-Discrimination legislation, drink awareness

Key opportunities special occasions, supplier offers, off-peak offers

Influence price, promotions, range of products, service offered, clusters of the same style of establishments (eg Asian restaurants in Brick Lane, London)

Promotional activities special offers (eg 2 for 1, online deals and discounts, menu combinations), loyalty programmes, samples, tie-in deals (eg pre-theatre meal)

Selling techniques
direct (face to face)
indirect (menus, displays, product knowledge)

Principles of supervising customer service performance in hospitality, leisure, travel and tourism

UAN:	L/600/1066
Level:	Level 3
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

Learning outcome	The learner will:
1. Understand how to develop a customer service culture within their business	

Assessment criteria
The learner can:
1.1 Describe the role of the supervisor in **leading by example** when delivering excellent customer service
1.2 Explain the **impact** of customer service on the performance of the business
1.3 Explain the **relationship** between delivering customer service and selling services
1.4 Identify and apply good practice **techniques** to monitor the delivery of customer service against **organisational standards**

Range
Leading by example Professionalism, behaviour, working according to organisation procedures, listening skills, body language, assertiveness, appropriate use of language, use of eye contact, communication skills/ questioning techniques, personal presentation, motivating, leadership, support
Impact
Positive: Increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, increased market share, job satisfaction and staff

motivation
Negative: loss of business and a reputation

Relationship Customers buy from people not organisations. A customer service deliverer who is knowledgeable about the product, presentable and professional, friendly and eager-to-please will build rapport with the customer.

Techniques Use of performance indicators, analysis of customer feedback, analysis of complaint log, Investors In People (IIP), use of mystery shopper/diner, reviewing standards, review of reputation/press coverage

Organisational standards Set out in the organisation's service offer or customer charter relating to providing service to meet customer needs and expectations and procedures for dealing with problems and complaints.

Learning outcome	The learner will:
2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching	
Assessment criteria	
The learner can: 2.1 Analyse how **effective teams** can be **developed** to deliver excellent customer service 2.2 Explain the importance of **staff development** in ensuring that excellent customer service is delivered 2.3 Describe the **role** of the supervisor in developing teams 2.4 Describe how **training and coaching sessions** can be implemented to improve the delivery of customer service 2.5 Describe the **importance** of providing feedback to staff 2.6 Apply appropriate **methods** to deliver feedback to staff	

Range
Effective teams Co-operation and understanding of other's feelings, courtesy and respect, admitting blame when due, encouraging a non-blame - non-critical culture, building of loyalty, giving praise where it is due, understanding why some decisions have been made even when they don't agree with them, learning to listen and to think before speaking, empathising with the views of the others even if they oppose own views, communicating the goals of the team and working with them to achieve them.
Developed Individual team roles (Belbin), the team dynamics, good working relationships, communication and interpersonal skills required, monitoring against service standards, support and feedback on performance, personal development of self and team members
Staff development Product knowledge, communication and interpersonal skills, use of equipment, knowledge of company procedures, knowledge of legislative requirements.

Role

- Continuously developing staff that provide customer service
- Monitor and assess performance, eg observation, psychometric testing, training needs analysis (TNA), feedback, questioning
- Set objectives and targets that relate to customer service in area of responsibility
- Identify when development and training could improve customer service performance
- Understand the range of types and styles of development and training and how to select those that are appropriate to customer service, organisation, and specific training and development needs
- Understand that individuals have different learning styles and some development techniques will suit some and not others
- Understand why it is important to have an input into the design and delivery of customer service development and training
- Help staff to put into practice what they have learned
- Assess the impact that development and training has had on customer service performance
- Access types of additional support that could be provided to staff following development and training.

Training and coaching sessions

Shadowing will improve customer service delivery by observation of best practice by an experienced member of staff/expert

Mentoring – another individual providing one-to-one support, feedback and evaluation of performance

Coaching/training– using customer service improvement techniques

Classroom – training members of staff in a specific environment on specific subjects; particularly useful for development of knowledge (procedures, legislation)

Roleplay- used to simulate situations and improve interpersonal skills

Importance Motivate staff, identify weaknesses or training needs, aid in target setting, aid development of the team

Methods Formal or informal, positive or negative

Learning outcome	The learner will:
3. Understand how to effectively monitor and communicate levels of customer service performance	
Assessment criteria	
The learner can: 3.1 Analyse the **importance** of developing and implementing clear customer **service standards** 3.2 Describe appropriate ways in which supervisors can **monitor and measure the performance** of team members 3.3 Describe appropriate **corrective actions** that can be taken to resolve failures in the delivery of customer service	

3.4 Explain how performance against customer service standards can be **recorded** and **communicated**

3.5 Identify ways in which measurement of the **effectiveness** of customer service can be used to **improve** future performance

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Range

Importance Standardisation of operation across the organisation, consistency in the level of service provided, organisational procedures allowing staff to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service, transparency of service and provision

Service standards Level of service during and after sale, procedures for complaints, complying with industry codes of practice and legislation

Monitor and measure performance Benchmarking, KPIs, appraisal / performance review, customer feedback, observation, mystery shopper, self-assessment and target-setting, SWOT analysis.

Corrective actions Investigate what went wrong, identify failures and causes, apologise/resolve customer problem, review procedures, consider disciplinary/ warning, feedback to staff, consider development and training of staff.

Recorded Progress reporting, performance review, analysis of records or feedback.

Communicated
Verbally – in team meetings or one-to-ones.
In writing – reports, memos, emails, target scoreboard.

Effectiveness Customer feedback, number of complaints, records (such as sales)

Improve Identify areas for improvement, identify areas of good practice, indicate a review policies/procedures/customer charter, identify training needs, re-evaluate customer needs/expectations, implement initiatives

Unit 305   Supervise food and beverage service

UAN:	H/503/1728
Level:	Level 3
Credit value:	5
GLH:	44
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit is about supervising the food and beverage service ensuring that service areas and equipment are suitably clean and ready for use for service. This also includes liaising with other departments to ensure the food and beverage service runs smoothly and dealing with problems to ensure that service meets the required standard. The unit also covers how to supervise the reception area as this is also an important element in the overall dining experience

Learning outcome	The learner will:
1. Understand how to supervise the food and beverage service	
Assessment criteria	
The learner can: 1.1 Explain the importance of setting up service areas in accordance with business needs 1.2 Explain how to regulate the time available and prioritise tasks 1.3 Describe how staff should communicate with customers and conduct themselves in the food and beverage service area 1.4 Explain how to communicate operational procedures to staff 1.5 Explain how to ensure staff receive the correct training to support their responsibilities 1.6 Explain how to allocate staff duties according to service requirements 1.7 Explain how to minimise the disruption to the service when problems occur 1.8 Explain the importance of keeping customers informed of potential **problems in service** 1.9 Explain how to inform customers of problems with service	

Range
Problems in service quality of products, timing problems, organisational problems (eg overbooking), staffing issues, emergencies

Learning outcome	The learner will:
2. Be able to supervise food service	
Assessment criteria	

The learner can:

2.1 Ensure food service area is set up in accordance with business needs

2.2 Agree allocation of **food service duties** with team according to service requirements

2.3 Monitor table service

2.4 Interact with customers throughout the service

2.5 Ensure that procedures for clearing, cleaning and stocking food service areas are followed correctly

2.6 Provide feedback to appropriate person on the effectiveness of procedures in the food service area

Range
Food service duties waiting staff, runners

Learning outcome	The learner will:
3. Be able to supervise beverage service	
Assessment criteria	

The learner can:

3.1 Ensure bar area is set up in accordance with business needs

3.2 Ensure coffee area is set up in accordance with business needs

3.3 Agree allocation of **beverage service duties** with team according to service requirements

3.4 Ensure specified standards and procedures for the service of products are maintained

3.5 Ensure the beverage service complies with social responsibility practices and relevant legislation

3.6 Maintain the comfort and well-being of customers in the bar area

3.7 Ensure that procedures for clearing, cleaning and stocking beverage service areas are followed correctly

3.8 Provide feedback to appropriate person on the effectiveness of procedures in the beverage service area

Range
Beverage service duties Bartenders, baristas, runners

Learning outcome	The learner will:
4. Be able to supervise reception area	
Assessment criteria	

The learner can:

4.1 Ensure staff maintain the appearance of the reception area

4.2 Liaise with food and beverage service supervisors to provide information on:
- bookings

> \- changes to service

4.3 Allocate and brief staff to reception duties including:
>   - personal presentation
>   - standard of behaviour
>   - relevant procedures
>   - work routines

4.4 Oversee the arrival, seating arrangements and departure of customers

4.5 Ensure team follow procedures for:
>   - maintaining payment points
>   - answering telephone calls
>   - customer queries/complaints

4.6 Recommend ways of improving the reception service

4.7 Provide feedback to appropriate person on the effectiveness of procedures in the reception area

Unit 306   Legislation in food and beverage service

UAN:	A/503/1735
Level:	Level 3
Credit value:	2
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of this unit is to provide learners with an understanding of legislation relevant to the food and beverage service including the impact it has on the service and the responsible promotion and sale of alcohol.

Learning outcome	The learner will:
1. Understand the legislation relating to the food and beverage service	

Assessment criteria
The learner can:
1.1 Describe the main areas of **health, hygiene and safety laws and regulations** which impact the food and beverage service
1.2 Explain **employee and employer responsibilities** in relation to licensing legislation
1.3 Identify the **legislation requirements relating to the sale of items to customers**

1.4 Identify the requirements of legislation relating to
    - disability
    - equality and diversity
   - business contracts
    - data protection
    - smoking
    - misuse of drugs

Range
Health, hygiene and safety laws and regulations Health and Safety at Work Act, Food Safety Act, HACCP, COSHH **Employee and employer responsibilities** Employee – adhere to the licensing legislation Employer – train staff and ensure implementation of licensing legislation

Legislation requirements relating to the sale of items to customers Sale and Supply of Goods Act, Price Marking (Food and Drink), Weights and Measures (Food), Weights and Measures (Intoxicating Liquor)

Learning outcome	The learner will:
2. Understand how legislation impacts on the food and beverage service	
Assessment criteria	
The learner can: 2.1 Explain the purpose and requirements of legislation in the food and beverage service 2.2 Explain the **consequences** to the employee/employer of non-compliance 2.3 Identify which **authorities** have a right of entry to premises 2.4 Identify when authorities have a right of entry to premises	

Range
Consequences Financial penalty, loss of licence, termination of employment, imprisonment **Authorities** Trading Standards Office, Police, Environmental Health Office

Learning outcome	The learner will:
3. Understand how to sell alcohol responsibly	
Assessment criteria	
The learner can: 3.1 Identify different strengths of alcoholic drinks by 'alcohol by volume' (abv) 3.2 Identify sensible drinking limits 3.3 Explain the **effects** alcohol can have on human body 3.4 Explain **good practice** in avoiding conflict situations 3.5 Describe the industry guidelines on **irresponsible drinks promotions**	

Range
Effects stages of intoxication **Good practice** positive attitude, keeping calm, appropriate tone of voice, body language **Irresponsible drinks promotions** happy hours, 2 for 1 offers, drinking competitions, promoting to minors, loyalty schemes

Unit 307   **Carve, fillet, joint and serve food in a food service area**

UAN:	L/503/1724
Level:	Level 3
Credit value:	5
GLH:	44
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will cover the skills and knowledge required for carving, jointing, filleting and serving food in a food service area.

Learning outcome	The learner will:
1. Understand how to carve, fillet, joint and serve food in a food service area	

Assessment criteria
The learner can:
1.1 Explain the **legislative requirements** relevant to carving, jointing and filleting food at the table
1.2 Identify **food items** suitable for carving, filleting and jointing
1.3 Explain how to prepare the **equipment** required for service
1.4 Identify **departments** that may need to be liaised with during service involving carving, filleting and jointing food
1.5 Explain how to carry out preparation techniques including:
- Carving
- Jointing
- Skinning
- Boning
- Filleting
- Portioning
- Presenting and arranging
1.6 Explain how **food quality** can be maintained whilst carving, filleting and jointing food at the table
1.7 Explain the importance of portion control
1.8 Explain how portion control can be maintained
1.9 Explain how to deal with **problems** that may arise when carving, jointing and filleting food at the table

Range
Legislative requirements health and safety, food safety, sale and supply of goods

Food items fruit, fish, shellfish, meat, poultry, game

Equipment Gueridon trolley, carving boards/flats, carving knife/fork, service equipment (spoons, forks, serviettes, sauce ladles, speciality equipment), service crockery

Departments kitchen, stills

Food quality temperature, presentation

Problems quality of ingredients, quality of preparation/cooking, mistake with techniques, temperature

Learning outcome	The learner will:
2. Be able to carve, fillet joint and serve food in a food service area	
Assessment criteria	
The learner can: 2.1 Ensure that service areas and equipment are ready for service 2.2 Arrange the food and accompaniments prior to presentation to the customer 2.3 Present the dish to the customer before serving if required 2.4 Carve, fillet, joint and serve food in a food service area 2.5 Interact with customers throughout the service 2.6 Clear the area including any equipment used	

Unit 308 Prepare, cook and serve food in a food service area

UAN:	K/503/1732
Level:	Level 3
Credit value:	5
GLH:	44
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of this unit is to enable learners to gain knowledge of how to prepare cook and serve food in front of the customer. An important aspect of this type of food service is the person who is providing it as they will need to have excellent technical skills, communication skills, presentation skills but also excellent knowledge of the service and of the food items being sold. This could apply to a range of services including gueridon, buffet, banquet, service at the table

Learning outcome	The learner will:
1. Understand how to serve food in a food service area	
Assessment criteria	

The learner can:
1.1 Explain the **legislative requirements** relevant to food service using trolleys
1.2 Explain the importance of preparing all **equipment** required for service
1.3 Explain how to determine whether **food items** are suitable for service
1.4 Describe the correct **storage conditions** for food items
1.5 Describe details of the food items available including,
    - the supplier
    - traceability
    - specific qualities
    - taste
    - texture
    - aroma
    - dietary requirements
1.6 Describe the cooking, assembly and service methods used for dishes
1.7 Describe the finishing methods used for dishes
1.8 Describe garnishes used for different dishes
1.9 Explain the importance of portion control	

1.10 Explain how portion control can be maintained

1.11 Explain how to deal with **problems** that may arise when serving food in a food service area

Range
Legislative requirements health and safety, food safety, sale and supply of goods
Equipment gueridons trolleys, flambé trolleys, flambé lamps (gas, methylated spirits), suzette pans, service spoons/forks, service crockery
Food items fish/shellfish, meat, offal, desserts
Storage conditions temperature, storage time, service temperature
Problems quality of ingredients, mistake with techniques, issues with temperature

Learning outcome	The learner will:
2. Be able to prepare for service	
Assessment criteria	

The learner can:

2.1 Ensure that service areas and equipment are ready for service

2.2 Select items for service according to menu and service requirements

2.3 Display food and service items effectively in a manner that will attract customers

Learning outcome	The learner will:
3. Be able to serve food in a food service area	
Assessment criteria	

The learner can:

3.1 Communicate the nature and features of the service to customers

3.2 Present food items to assist customers in making their selection

3.3 Prepare dishes in line with
- standard procedures
- hygiene and safety procedures
- customer requirements

3.4 Finish dishes using finishing techniques including:
- caramelisation
- sauteing/shallow frying
- flaming with alcohol
- addition of cream

3.5 Prepare accompaniments and finishing ingredients

3.6 Interact with customers throughout the service

3.7 Clear the area including any equipment used

Unit 309   Prepare and serve wines

UAN:	K/503/1729
Level:	Level 3
Credit value:	4
GLH:	35
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of this unit is to further develop the learner's understanding of different types, styles and characteristics of wines so that they are able to evaluate a range of wines and make recommendations to customers during service

Learning outcome	The learner will:
1. Understand different types and styles of wine	
Assessment criteria	

The learner can:

1.1 Describe the specific **qualities** of different types of wine

1.2 Explain how different **types** and styles of wine are produced including:
- crushing
- pressing
- fermentation
- clarification
- maturation
- bottling

1.3 Explain the characteristics of different **grape varieties**

1.4 Explain the **classification** of wines by **region and country**

1.5 Compare **quality control** of wine from different regions and countries

1.6 Explain **taste characteristics** of different wines

1.7 Explain **faults** that may occur in wine

Range
Qualities Grape variety, origin, vintage, viticulture, vinification
Types of wine still, sparkling, fortified
Grape varieties white grape – sauvignon blanc, chardonnay, reisling, pinot grigio, viognier, semilion; red grape – cabernet sauvignon, pinot noir, merlot, shiraz, Tempranillo, sangiovese

Region and country Europe, New World

Classification
By country – France (Vin de table, vin de pays, VDQS,AOC)
Italy (Vino da tavola, DOC, DOCG)
Spain (Vino de Mesa, DO, DOCa)
Germany (Deutscher Landwein, QbA, QmP-Kabinett, Spätlese, Auslese, Beerenauslese, Eiswein and Trockenbeerenauslese)

Quality control type of grape used, how and where it's grown, when it's picked and harvested, wine production method, how the wine is aged, fermentation

Taste characteristics acidity, age, oak, sweetness, tannin, weight, body, flavour, fruitiness, length, balance

Faults corked, oxidation, acidification, sediment, sulphur dioxide

Learning outcome	The learner will:
2. Understand the storage and service requirements of wine	
Assessment criteria	
The learner can: 2.1 Explain how to **maintain the condition of wine** prior to service 2.2 Explain the **importance** of using appropriate **glassware** and **service equipment** for wines 2.3 Explain possible solutions for issues that may occur when preparing and serving wine 2.4 Explain the standard procedures for presenting and serving wine 2.5 Explain how to **store wine that has been opened**	

Range
Maintain the condition of wine temperature, light, position, humidity, preparation for service (eg decanting, settling)
Importance enhance the taste, aroma and appearance, meet customer and establishment's expectations,
Glassware flutes, red and white wine glasses
Service equipment decanters, bottle openers, wine salvers, ice buckets, wine coolers, linen napkins
Store wine that has been opened use of vacuum system, gas system, refrigeration

City & Guilds Level 3 Certificate and Diploma in Food and Beverage Service Supervision (7103-03/04)

Learning outcome	The learner will:
3. Be able to prepare and serve a range of wines	
Assessment criteria	
The learner can: 3.1 Ensure service areas and equipment are ready for service 3.2 Ensure wine stock is available and in a condition suitable for use 3.3 Ensure that the wine list is accurate 3.4 Match wines to a range of foods 3.5 Evaluate wines using **accepted sensory evaluation techniques** 3.6 Use information from wine evaluations to guide customers in their choice of wines 3.7 Open bottles of wine using appropriate equipment 3.8 Serve wine to customers in a manner that is appropriate 3.9 Store wines that have been opened according to standard procedures	

Range
Accepted sensory evaluation techniques appearance, aroma, taste

Unit 310   Prepare and serve alcoholic and cold non-alcoholic beverages

UAN:	D/503/1730
Level:	Level 3
Credit value:	4
GLH:	36
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of this unit is to provide learners with the knowledge and skills needed to prepare and serve a range of beverages. Learners will develop an understanding of different types, styles and characteristics of a range of beverages and different service styles for each.

Learning outcome	The learner will:
1. Understand different types of beers, ciders and perrys	
Assessment criteria	
The learner can: 1.1. Describe the specific qualities of **different types of beers**, **ciders and perrys** 1.2. Explain the **taste characteristics** of beers ciders and perrys 1.3. Explain how different types of beers, ciders and perrys are **produced** 1.4. Explain **faults** that can occur in beers, ciders and perrys 1.5. Explain how to **maintain the condition** of beers, ciders and perrys prior to service	

Range
Different types of beers bitter, ales stout, porter, white beer, Pilsner, lager, country/area of origin
Ciders and perrys region/country of origin, draught, bottled, style
Taste characteristics aroma, flavour, look
Produced malting (beer), pressing (cider), fermenting, ageing
Faults cloudy, flat, sour, foreign bodies.

Maintain the condition stock rotation, cellar management	

Learning outcome	The learner will:
2. Understand how beers, ciders and perrys should be prepared and served	

Assessment criteria

The learner can:

2.1 Explain issues that can occur in the service of beers, ciders and perrys

2.2 Explain the **importance of using appropriate glassware** and service equipment for beers, ciders and perrys

2.3 Describe the **presentation standards** for serving beers, ciders and perrys

2.4 Identify **techniques and equipment** that can be used in the presentation of beers ciders and perrys

2.5 Explain the importance of cleaning drinks dispense lines

Range

Importance of using appropriate glassware flavour and aroma of drink, legal measure, presentation standard

Presentation standards brand recognition, establishment standard.

Techniques and equipment pouring methods ie pump, bottles

Learning outcome	The learner will:
3. Understand different types of spirits and liqueurs	

Assessment criteria

The learner can:

3.1. Describe the specific qualities of different types of **spirits and liqueurs**

3.2. Explain the **taste characteristics** of spirits and liqueurs

3.3. Explain how different types of spirits and liqueurs are produced

3.4. Explain how to maintain the condition of spirits and liqueurs prior to service

Range

Spirits and liqueurs vodka, gin, rum, brandy, tequila, calvados, eau de vie, whiskey, vermouths, port and sherry

Taste characteristics aroma, flavour, look

Learning outcome	The learner will:
4. Understand how spirits and liqueurs should be prepared and served	

Assessment criteria
The learner can:
4.1. Compare the **different service styles** for spirits and liqueurs
4.2. Explain different **terminology used by customers** when ordering spirits and liqueurs
4.3. Explain **issues that can occur** in the service of spirits and liqueurs
4.4. Explain the **importance of using appropriate glassware and service** equipment for spirits and liqueurs
4.5. Describe **presentation standards** for serving spirits and liqueurs
4.6. Identify **techniques and equipment** that can be used in the presentation of spirits and liqueurs

Range
Different service styles aperitif, digestif, in cocktails, with a mixer
Terminology used by customers questions for customers, questions by customers
Issues that can occur over/under pouring, brand recognition, drink awareness
Importance of using appropriate glassware and service flavour and aroma of drink, legal measure, presentation standard, specific glasses for specific drinks eg brandy balloons for brandy glasses.
Presentation standards Temperature, accompaniments, mixers, garnishes
Techniques and equipment optics, measures, free pouring

Learning outcome	The learner will:
5. Understand how cold non-alcoholic beverages should be prepared and served	

Assessment criteria
The learner can:
5.1. Describe a range of **cold non-alcoholic beverages**
5.2. Compare the different service styles for cold non-alcoholic beverages
5.3. Explain the importance of using appropriate glassware and service equipment for cold non-alcoholic beverages
5.4. Explain the importance of stock rotation of cold non-alcoholic beverages

Range
Cold non-alcoholic beverages sodas, juices, cordials, water

Learning outcome	The learner will:
6. Understand how to maintain customer service when serving beverages	
Assessment criteria	
The learner can: 6.1 Describe the **techniques** that can be used to guide customers in their choice of beverage 6.2 Explain how customer care can be maintained through the service of beverages	

Range
Techniques up-selling, suggestive selling, beverage knowledge

Learning outcome	The learner will:
7. Be able to serve a range of beverages	
Assessment criteria	
The learner can: 7.1. Provide customers with accurate information on beverages 7.2. Assist customers to make a choice that meets their needs 7.3. Serve alcoholic and cold non-alcoholic beverages at the correct temperature 7.4. Serve alcoholic and cold non-alcoholic beverages using the appropriate glassware and service equipment 7.5. Store beverages that have been opened according to standard procedures	

Unit 311 Provide advice to customers on food and beverage matching

UAN:	H/503/1731
Level:	Level 3
Credit value:	4
GLH:	32
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit covers the skills and knowledge required to provide advice on matching a range of beverages to different menu items. It focuses on knowledge relating to all beverages and recommendations for classic beverage and food combinations.

Learning outcome	The learner will:
1. Understand how to provide advice to customers on food and beverage matching	

Assessment criteria
The learner can:
1.1 Explain how to engage with customers in discussion on beverages
1.2 Explain how to support customer's beverage selection using a variety of **techniques**
1.3 Explain why a range of foods and beverages may be considered to be **classic combinations**
1.4 Explain how the **senses** work in relation to taste
1.5 Explain how different foods can affect the palate and taste sensation
1.6 Explain how to advise customers on a range of food and beverages that may be considered classic combinations
1.7 Describe the type of language that should be used when describing attributes of beverages including: - aroma - taste
1.8 Explain **where to obtain information** needed regarding beverages

Range
Techniques questioning, soliciting information about customer preferences, offering samples,
Classic combinations eg steak and claret, champagne and oysters

Senses sight, smell, hearing, touch,
Where to obtain information labels, suppliers, presentations, exhibitions, tastings, trade journals

Learning outcome	**The learner will:**
2. Be able to provide advice to customers on food and beverage matching	
Assessment criteria	
The learner can:	
2.1 Promote **beverages** that will enhance the combination of food and beverages	
2.2 Assist customers in beverage selection according to taste and price preference	
2.3 Offer specific advice on the compatibility of different beverages with menu or food items	

Range
Beverages wines, beers, perrys, ciders, fortified wines, spirits, liqueurs, cocktails, soft drinks, hot beverages

UAN:	M/503/1733
Level:	Level 3
Credit value:	5
GLH:	44
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	This unit will cover supervising an event such as a banquet, corporate entertainment event, reception or conference, and ensuring everything goes smoothly. The unit covers the preparation, running and closing of the event and includes briefing, monitoring, clearing up and debriefing staff beyond the close of the event.

Learning outcome	The learner will:
1. Understand the importance of planning hospitality events	
Assessment criteria	

The learner can:
1.1 Explain the health and safety and **legislative requirements** relevant to hospitality events
1.2 Explain the importance of assessing the **impact that the event is likely to have on others**
1.3 Identify the **information required** to plan different types of events including:
    - customers' specific requirements
    - staffing
    - equipment
    - budget
    - venue capacity
    - other specifications.
1.4 Explain how to deal with **additional requirements** for different client groups including:
    - children
    - older people
    - people with disabilities.
1.5 Explain the importance of obtaining reliable sources of information
1.6 Explain the **importance of briefing staff**
    - prior to the event
    - after the event
1.7 Explain how to ensure the **products and services** available support a variety of events	

1.8 Explain how to ensure appropriate **management of contractors** likely to be employed for events	
1.9 Explain how to carry out a risk assessment of the premises	

Range
Legislative requirements licensing laws, weights and measures legislation
Impact that the event is likely to have on others environmental impact, noise pollution
Information required menus/drinks lists, dietary requirements, disability access, style of service, table decorations, entertainment, audio/visual requirements
Additional requirements seating requirements, special menus, access
Importance of briefing staff table allocation, style of service, dietary requirements, job allocation, order of service, set up/breakdown requirements
Products and services menu, drinks lists, room set up, staffing levels
Management of contractors timings, prices, agreed levels of service

Learning outcome	The learner will:
2. Understand how to supervise events	
Assessment criteria	
The learner can:	
2.1 Explain how to **monitor the event**	
2.2 Explain how to carry out an inspection of equipment used during events	
2.3 Explain how information about the event **should be communicated** to customers and staff	
2.4 Explain the importance of communicating with the organiser of the event	
2.5 Explain the **legislative requirements** relevant to the clearing of the venue where the event is being held	

2.6 Explain how to deal with **problems** that may arise
    - During an event
    - After the event	

Range
Monitor the event timings, service, staff, menus,
Should be communicated briefing, notice boards
Legislative requirements licensing laws

Problems dietary requirements, extra guests, seating requirements, guests late seating, breaking down the event	

Learning outcome	The learner will:
3. Be able to supervise events	
Assessment criteria	
The learner can: 3.1 Ensure **equipment and materials** needed for the event are available to the staff that will need to use them 3.2 Inspect the event venue to ensure that it has been **prepared** as agreed 3.3 Communicate the legal requirements of the event to customers and staff 3.4 Liaise with **relevant people** before, during and after the event 3.5 Monitor the event to ensure that it is running to plan 3.6 Record **relevant information** about the event	

Range
Equipment and materials furniture, crockery and cutlery, cloths, glasses, wine and drinks **Prepared** tables, service areas, bar area **Relevant people** organiser, waiting staff, bar staff, chefs **Relevant information** breakages, drinks consumed, number of guests at the event, additional charges

Unit 314   Prepare and serve cocktails

UAN:	T/503/1734
Level:	Level 3
Credit value:	5
GLH:	41
Endorsement by a sector or regulatory body:	This unit is endorsed by People1st, the SSC for Hospitality, Leisure, Travel and Tourism.
Aim:	The aim of this unit is to provide learners with the skills and knowledge required to prepare and serve a range of cocktails using a range of techniques.

Learning outcome	The learner will:
1. Understand how to prepare cocktails	

Assessment criteria
The learner can:
1.1 Describe the characteristics of **ingredients** used to prepare **cocktails**
1.2 State the **basic ratio of tart to sweet**
1.3 Explain the properties of the
- strong building blocks
- weak building blocks
1.4 Explain the relationship between 'weak' and 'strong' building blocks
1.5 Explain the effects of :
- shaking ingredients with ice
- stirring ingredients with ice
1.6 Explain the effects of muddling
1.7 Explain the benefit of using caster sugar in cocktails
1.8 Compare different blending procedures used for cocktails
1.9 Identify potential **problems associated with blending** ingredients used in cocktails
1.10 Explain how liquids can be layered
1.11 Explain the importance of adding a twist
1.12 Explain the importance of a balanced drink
1.13 Explain how different garnishes can compliment a range of cocktails including:
- rum based
- tequila based
- gin/vodka based
- whisk(e)y/brandy based

Range
Ingredients spirits, liqueurs, soft drinks, fruit and herbs **Cocktails** Daiquiri, Mojito, Caipirinha, Margarita, Sours, Tom Collins, Sloe Gin Fizz, Singapore Sling, the Bramble, Side Car, the Martini, the Manhattan, the old fashioned, Sazarac, Cosmopolitan, the Champagne Cocktail, Bellinis, Red Snapper/Bloody Mary using different methods **Basic ratio of tart to sweet** 2:1 **Problems associated with blending** health and safety considerations, ingredients not mixing properly

Learning outcome	The learner will:
2. Understand how to free pour cocktails	
Assessment criteria	
The learner can: 2.1 Identify the **advantages** and **disadvantages** of free pouring 2.2 Identify different **measuring systems** used when free pouring cocktails 2.3 Describe how a speed pourer works 2.4 Describe how the stun cut off works 2.5 Explain the **importance** of accurate pour testing 2.6 Describe the current **legal requirements** relating to free pouring	

Range
Advantages speed, showmanship **Disadvantages** under or over pouring, inconsistency **Measuring systems** fluid ounce, mls **Importance** stock control, quality of product, legal implications **Legal requirements** weights and measure act, legally required equipment (eg jiggers/optics), licensing laws

Learning outcome	The learner will:
3. Understand how to serve cocktails	
Assessment criteria	
The learner can: 3.1 Compare the different **service styles** for cocktails 3.2 Explain **issues** that can occur in the service of cocktails 3.3 Explain the **importance** of using appropriate glassware and service **equipment** for cocktails 3.4 Describe the presentation standards for cocktails	

3.5 Identify a range of **techniques** and equipment that can be used in the presentation of cocktails

| **Range** |
| --- |
| **Service styles** frozen, neat, on the rocks, tall, up |
| **Issues** timings, inconsistency (taste and measures) |
| **Importance** taste, appearance, presentation, showmanship |
| **Equipment** three piece shaker (and name variations), Boston shaker, muddler, bar spoon, Hawthorn strainer, fine strainer, cannelle knife, zester, prep knife, chopping board, chop-stick, waiters friend, bar blade, speed pourers, champagne sealers and vacuum wine stoppers, store and pour, squeezy bottle |
| **Techniques** shaking, straining, building, stirring, layering, muddling, free pouring |

Learning outcome	**The learner will:**
4. Be able to prepare and serve a range of cocktails	
Assessment criteria	

The learner can:
 4.1. Provide customers with accurate information on cocktails
 4.2. Assist customers to choose a cocktail
 4.3. Assemble cocktails using a range of methods including:
      - shaking
      - straining
      - building
      - stirring
      - layering
      - muddling
      - free pouring
 4.4. Finish a range of cocktails using relevant accompaniments
 4.5. Serve a range of cocktails using the appropriate:
      - techniques
      - service equipment
      - glassware	
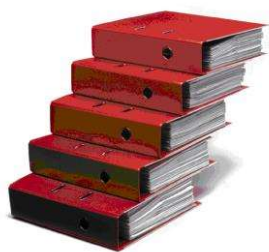
Appendix 1   Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

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**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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

City & Guilds Group
The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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