

# City & Guilds Level 3 Diploma for Butlers (7105-02)

500/6598/1

**City &**  
**Guilds**

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City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## **City & Guilds Group**

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# City & Guilds Level 3 Diploma for Butlers (7105-02)



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# City & Guilds Level 3 Diploma for Butlers (7105-02)

Qualification level and title	City & Guilds qualification number	Qualification accreditation number	GLH	TQT
City & Guilds Level 3 Diploma for Butlers	7105-02	500/6598/1	450	630

Version and date	Change detail	Section
V3.1 April 2022	TQT and GLH clarification	Page 4 and structures

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## 2 About the qualification

### 2.1 Aim of the qualification

This vocationally related award has been developed in conjunction with employers and covers the broad spectrum of tasks that butlers would be required to undertake. The qualification has been developed for those wishing to train or work as butlers in a range of organisations such as private houses, luxury hotels and overseas employers. It offers a flexible approach to provide individuals with the opportunity to achieve a qualification relevant to their individual learning and business needs.

#### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

#### Initial assessment and induction

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

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit

#### Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

## **Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

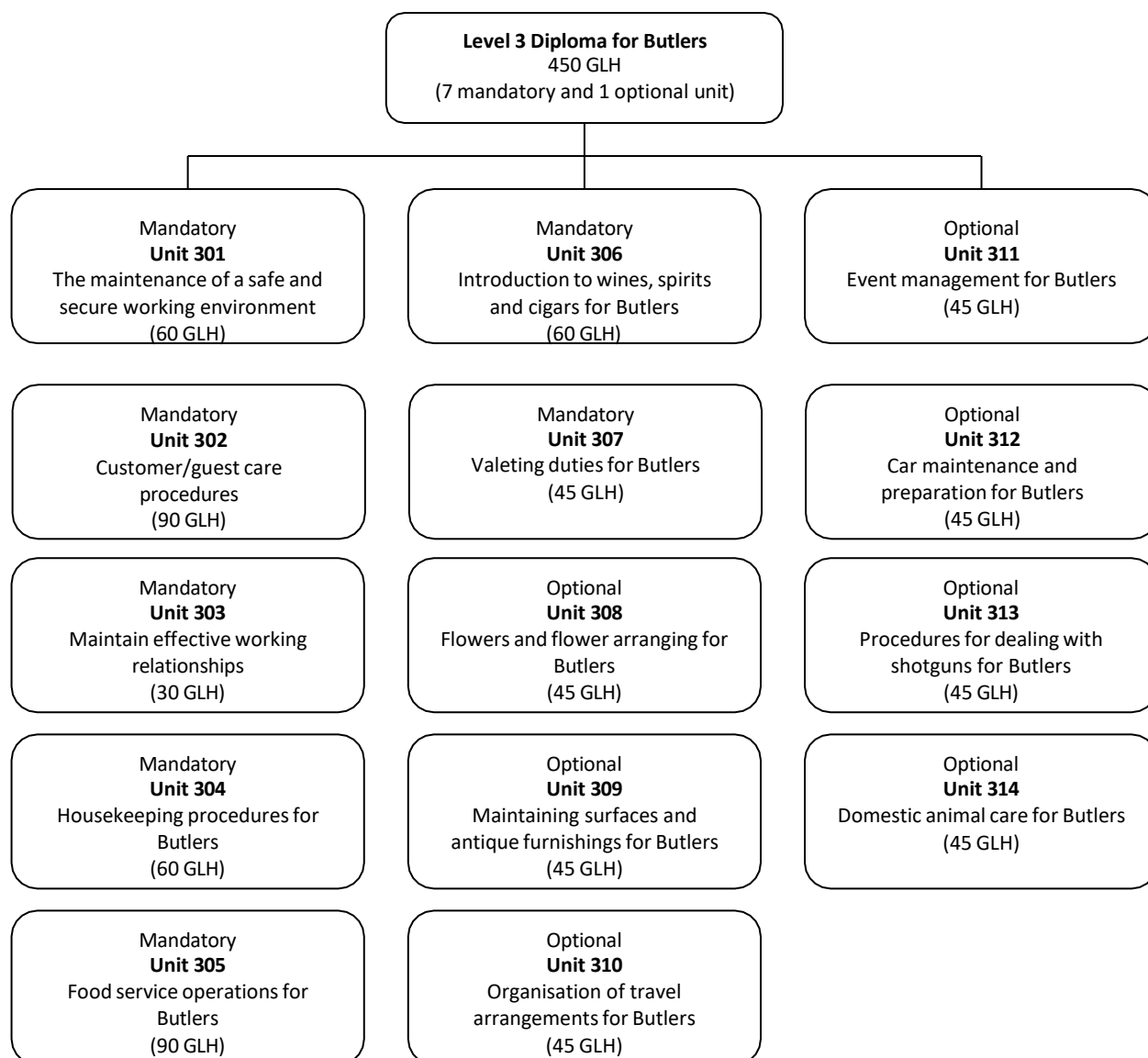
Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 2 About the qualification

### 2.2 The structure of the qualification

The following certificates will be awarded to successful candidates on completion of the required combinations of units. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC) for each unit completed.

The award consists of mandatory and optional units, plus a recommended minimum of **12 weeks work experience**. In order to gain the award, candidates must successfully achieve eight units. This consists of seven mandatory and one optional units.



Guided learning hours have been recommended for each unit. There is a total of 450 hours recommended for the complete qualification. Centres should note that additional time may be needed for Key Skills delivery and assessment practice.

## Total Qualification Time

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds in Diploma in Butlers	450	630

## 2 About the qualification

### 2.2 The structure of the qualification

#### Related publications

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
Assessment pack	Website and Publication Sales

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval:* This document 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.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

#### City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	<a href="http://www.walled-garden.com">www.walled-garden.com</a>	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.



## **2 Candidate entry and progression**

### **Candidate entry requirements**

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification.

It is recommended that as part of the qualification candidates undertake a period of work experience lasting at least twelve weeks.

### **Age restrictions and legal considerations**

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Centres need to choose very carefully which units are selected as certain age restrictions may apply. For example, handling of shotguns, serving of alcohol. Centres need to ensure that candidates can comply with all legal requirements of each unit before selection.

### **Progression**

The qualification provides knowledge and practical skills related to the Level 2 NVQ in Hospitality. Candidates can progress onto Level 3 NVQ in Hospitality Supervision.



## 4 Centre requirements

### 4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, previously known as **scheme approval**. In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

## 4 Centre requirements

### 4.2 Resource requirements

City & Guilds does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the award are met, teachers/assessors may design courses of study in any way that they feel best meets the needs and capability of candidates. Teachers/assessors should familiarise themselves with the structure and content of the award before designing an appropriate course. Centres may wish to introduce other topics as part of the programme, which will not be assessed through the qualifications, e.g. to meet local or organisational needs such as purchasing policies.

It is recommended that centres cover the following in the delivery of the course, where appropriate

- Health and safety considerations, in particular the need to impress to candidates that they must preserve the health and safety of others as well as themselves
- Key Skills such as Communication, Application of Number, Information Technology
- Environmental education, related European issues
- Spiritual, moral, ethical, social and cultural issues.

#### **Good Practice**

In order to deliver this programme effectively it is recommended that tutors should have broad hospitality experience. The programme should be supported by an employer and/or manager in the Hospitality sector or employer in the private house sector

It is strongly recommended that candidates should undertake a basic training in the role of a butler either in a private house environment or a hospitality environment in order to enable them to achieve the practical skills and standards required in the mandatory and optional modules.

At a minimum candidates must be provided with the opportunity to undertake a period of work experience in a suitable establishment. Without this 'on-the-job' experience, candidates will be unable to carry out the assignments for each unit.

#### **Assessor and verifier requirements**

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

#### **Continuing professional development (CPD)**

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

## 4 Centre requirements

### 4.3 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the *Directory of qualifications*.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

## 4 Centre requirements

### 4.4 Quality assurance

#### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier/moderator

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

#### External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

#### External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

## 5 Course design and delivery

### Recommended delivery strategies

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

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

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

### Relationship to other qualifications and the wider curriculum

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

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

### Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

### Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the

- need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child protection legislation.

## **Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

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Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 6 Assessment

### 6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

Assignments are made up of practical tasks and short answer questions.

City & Guilds provides the following assessments:

- Assessment Pack (stock code EN-01-7092)

#### **Grading and marking**

Mandatory assessments are graded pass / credit / distinction. Optional assessments are graded pass / fail.

#### **Accreditation of prior learning and experience (APEL)**

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



## 7 Key skills signposting

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

Unit	Unit Title	Key Skill	Level	Refs
301	The maintenance of a safe and secure working environment	Communication	3	C3.2
		Problem solving	3	PS3.2, PS3.3
		Working with others	2	WO2.1, WO2.2
302	Customer/guest care procedures	Communication	2 & 3	C2.1a, C2.1b, C2.3, C3.1a
		Problem solving	3	PS3.1, PS3.2
		Working with others	2	WO2.1, WO2.2, WO2.3
		Improve own learning and performance	2	LP2.1, LP2.2
303	Maintain effective working relationships	Communication	2	C2.1a
		Problem solving	2	PS2.1, PS2.2, PS2.3
		Working with others	2	WO2.1, WO2.2
304	Housekeeping procedures for Butlers	Application of Number	1	N1.2
		Communication	1 & 2	C1.1, C1.2, C2.1a
		Problem solving	2	PS2.1, PS2.2, PS2.3.1
		Working with others	3	WO3.1, WO3.2, WO3.3.1
305	Food service operations for Butlers	Application of Number	1	N1.2
		Communication	1, 2 & 3	C3.1a, C2.1b, C1.2.C1.3
		Problem solving	3	PS3.1, PS3.2, PS3.3.1
		Working with others	2 & 3	WO3.1, WO3.2, WO2.3
306	Introduction to wines, spirits and cigars for Butlers	Communication	1	C1.2, C1.3
		Working with others	2	WO2.1, WO2.2, WO2.3
		Problem solving	2	PS2.1, PS2.2, PS2.3
307	Valeting duties for Butlers	Communication	1	C1.1
308	Flowers and flower arranging for Butlers	Application of Number	1	N1.1, N1.2

Maintaining surfaces and antique furnishings for Butlers

P r o b l e m	s o		PS2.1, PS2.2, PS2.3
	Communication	1	C1.2, C1.3
	Problem solving	2	PS2.1, PS2.2, PS2.3
	n g		
	2		

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## 7 Key skills signposting

Communication

2 & 3

C3.1a, C2.2, C2.3

310	arrangements for Butlers	Information and communication technology	1	ICT1.1
		Problem solving	1 & 2	PS2.1, PS2.2, PS1.3
		Working with others	2	WO2.1, WO2.2
311	Event management for Butlers	Application of Number	1	N1.1
		Communication	1 & 2	C1.1, C1.2, C2.1a
		Problem solving	2	PS2.1, PS2.2, PS2.3.1
		Working with others	2	WO2.1, WO2.2, WO2.3
312	Car maintenance and preparation for Butlers	n/a	n/a	n/a
313	Procedures for dealing with shotguns for Butlers	n/a	n/a	n/a
314	Domestic animal care for Butlers	Application of Number	1	N1.1, N1.2
		Communication	1 & 2	C1.1, C1.2, C1.3, C2.1a
		Problem solving	1 & 2	PS1.3, PS2.1, PS2.2



## 8 Units

### Availability of units

The units for this qualification follow. They may also be obtained from the centre resources section of the City & Guilds website.

### Structure of units

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

- title
- unit reference
- rationale
- statement of guided learning hours
- connections with other qualifications, eg S/NVQs, key skills
- assessment details
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge
- range

### The units in this qualification are:

Unit 301	The maintenance of a safe and secure working environment
Unit 302	Customer/guest care procedures
Unit 303	Maintain effective working relationships
Unit 304	Housekeeping procedures for Butlers
Unit 305	Food service operations for Butlers
Unit 306	Introduction to wines, spirits and cigars for Butlers
Unit 307	Valeting duties for Butlers
Unit 308	Flowers and flower arranging for Butlers
Unit 309	Maintaining surfaces and antique furnishings for Butlers
Unit 310	Organisation of travel arrangements for Butlers
Unit 311	Event management for Butlers
Unit 312	Car maintenance and preparation for Butlers Unit
313	Procedures for dealing with shotguns for Butlers
Unit 314	Domestic animal care for Butlers

## Unit 301

# The maintenance of a safe and secure working environment

## Overview

### Rationale

The aim of this unit is to provide candidates with a fundamental knowledge and understanding of the principles associated with the maintenance of a safe and secure working environment. Particular emphasis is placed on the responsibility of each individual to ensure good practice within this area.

The aim of this unit is to provide the candidate with the skills needed to operate a safe and hygienic environment for themselves, customers/guests, staff and visitors.

### Learning outcomes

- 1 Maintain health and hygiene practices
- 2 Follow fire procedures
- 3 Maintain a safe environment for customers/guests, staff and visitors
- 4 Maintain security in the working environment

### Guided Learning Hours

It is envisaged that candidates will require 60 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 10 hours

Outcome 2: 10 hours

Outcome 3: 20 hours

Outcome 4: 20 hours

### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 3 NVQ/SVQ in Hospitality Supervision:

Unit HS4 Maintain the health, safety and security of the working environment

## Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 301                    The maintenance of a safe and secure working environment

### Outcome 1                    Maintain health and hygiene practices

#### Practical skills

- 1        Ensure own **appearance/hygiene** meets required guidelines
- 2        Carry out routine inspections in line with **hygiene practices**

#### Underpinning knowledge

##### The candidate will be able to

- 1        state the **need for correct hygiene practices**
- 2        investigate the **sources** for obtaining information on current health and safety legislation
- 3        list the **areas** where the need for hygiene is essential
- 4        identify the major **causes** of hygiene risks to the health and safety of staff and customers/guests
- 5        describe the **reasons** for wearing the appropriate clothing, footwear and headgear at all times
- 6        state the importance to **reporting** illness and infections to the appropriate person
- 7        state the **importance** of treating cuts, grazes and wounds by the correct person
- 8        describe the **process** of routine hygiene inspections
- 9        describe actions to be taken to rectify identified problems

#### Range

##### Appearance/hygiene

Clean, smart and appropriate clothing, footwear and headgear are worn according to accepted practice, hair is neat and tidy and worn in line with operational requirements, cleaning procedures in relation to general appearance have been carried out, cuts, grazes and wounds have been appropriately treated

##### Hygiene practices

Routine inspections of hygiene standards in all areas, routine inspections of hygiene standards of utensils, linen, crockery and cutlery, checking food displays in dining areas to ensure hygiene standards are maintained, carrying out all operations in an organised and efficient manner in line with accepted procedures and legal requirements

##### Need for correct hygiene practices

Preventing illness, legal, contributing to good service, contributing to good working practice

##### Sources

Within the organisation, outside the organisation

##### Areas

Individual employees, bars, dining areas, housekeeping areas, kitchen

##### Causes



Cross-contamination, cross-infection, illness



**Reasons**

Compliance with good hygiene practice, contribution to good personal presentation, The function of protective clothing

**Reporting**

Compliance with good hygiene practice

**Importance**

Preventing infection

**Process**

Ensuring compliance with regulations, minimising risk to health and safety, inspection of potential risk items and areas to include equipment, utensils, crockery, cutlery and cloth

## **Unit 301                    The maintenance of a safe and secure working environment**

### **Outcome 2                Follow fire procedures**

#### **Practical skills**

- 1        Raise the alarm in the event of a fire
- 2        Check fire fighting equipment is in line with manufacturers' instructions
- 3        Check that all **safety and emergency** signs and notices are adhered to
- 4        Follow correct evacuation procedures
- 5        Advise staff and guests on fire procedures

#### **Underpinning knowledge**

##### **The candidate will be able to**

- 1        state the possible causes of fire within the establishment
- 2        list the uses of different **types** of fire fighting equipment
- 3        state **where** to obtain information on current fire regulations
- 4        describe the **information** to be aware of in the event of a fire
- 5        list the **preventative measures** that minimise fire risks.

#### **Range**

##### **Safety and emergency signs**

Mandatory, prohibition, warning, fire fighting, safety

##### **Types**

Fire hose, fire blanket, foam extinguisher, powder extinguisher, water extinguisher, carbon dioxide extinguisher

##### **Where**

In-house, nationally available

##### **Information**

Location of alarm systems, coding of fire extinguishers, correct use and when to be used, location of fire exits, information on safety notices, evacuation procedures

##### **Preventative measures**

Routine checks of fire equipment, fire drills, hazards related to storage of materials, rubbish disposal including general, chemical and contaminated waste, cleaning routines, use of notices and signs, legal requirements 'Regulatory Reform (Fire Safety) Order 2005'.

## **Unit 301            The maintenance of a safe and secure working environment**

Outcome 3            Maintain a safe environment for customers/guests, staff and visitors

### **Practical skills**

- 1            Identify potential hazards to the safety of customers/guests, staff and visitors
- 2            Take appropriate initial action in the event of accidents, damage or non-rectifiable hazards
- 3            Advise customers/guests/staff/visitors about hazards and potential hazards

### **Underpinning knowledge**

#### **The candidate will be able to**

- 1            identify potential **hazards** to the safety of customers/guests, staff and visitors
- 2            describe **methods** of making customers/guests, staff and visitors aware of all hazards and potential hazards
- 3            identify the **personnel** to whom accidents, damage and non-rectifiable hazards should be reported
- 4            state the **purpose** of a safety hazards check list
- 5            describe the **procedures** to be taken in the event of an accident
- 6            investigate the main points of the **legislation** relevant to hygiene and safe working practices
- 7            list the **penalties** for infringing regulations
- 8            explain the **methods** for minimising health risks.

### **Range**

#### **Hazards**

Slips, trips, falls, chemical, bacterial, hot food and beverages, environmental (eg dermatitis), allergies, lifting, carrying and handling, electricity, gas, broken items, missing items

#### **Methods**

Use of signs and other warning devices according to establishment specification

#### **Personnel**

Line manager, duty manager, maintenance team

#### **Purpose**

Regular monitoring procedure to identify hazards, provides schedules for equipment maintenance and repair, identifies levels of responsibility of staff responsible for monitoring hazards

#### **Procedures**

Minimum acceptable provision, nominated first aiders, identification of basic skills, treatment of injured persons (assurance, position of injured person), documentation (report forms/books)

**Legislation**

COSHH, Health and Safety at Work Act 1974, Food Safety Act 1990, Food Hygiene (England) NI, Wales or Scotland Regulations 2006, Manual Handling, Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR), Personal Protective Equipment at Work Regulations

**Penalties**

Fine, restraining order, closure

**Methods**

Training/qualifications, regular cleaning, maintaining personal hygiene, providing physical barriers, complying with workplace procedures, designing areas for easy cleaning

## **Unit 301                    The maintenance of a safe and secure working environment**

### **Outcome 4                    Maintain security in the working environment**

#### **Practical skills**

- 1        Assess potential security risks
- 2        Advise customers/staff/guests about security hazards
- 3        Secure public and staff areas against unauthorised access
- 4        Secure storage and security facilities against unauthorised practice
- 5        Deal with problems arising from security hazards

#### **Underpinning knowledge**

##### **The candidate will be able to**

- 1        list the areas of the working environment that require attention in relation to security
- 2        describe the **importance of maintaining security** in the workplace
- 3        describe the operation of **key systems** within the establishment
- 4        identify the source of **security hazards**
- 5        state the **procedures** for reporting lost/found property and other security incidents
- 6        describe the **personal characteristics** necessary to deal effectively with security issues
- 7        list the **documentation** to be used as part of security procedures.

#### **Range**

##### **Areas**

Customer/guest areas, staff areas (eg cellar, bar, passageways, cloakrooms, food store, guest/customer bedroom, staff changing room, reception area)

##### **Importance of maintaining security**

Ensure client and staff belongings are safe, maintain client goodwill/staff confidence, insurance liability requirements, legal requirements, establishment policy

##### **Key systems**

Grand master, master, floor, section master, sub master

##### **Security hazards**

Bomb threats, suspicious packages, suspicious people, confidential information, protesters, journalists

##### **Procedures**

Lost/found - reporting to supervisor; details - where found, when found, description of lost item, length of time held by the establishment

Major incidents - raising the alarm, evacuation of the building, telephone procedure, follow organisation policy for dealing with strangers in restricted areas

##### **Personal characteristics**

Responsible attitude, vigilance, observance, attention to detail

**Documentation**

As per establishment policy



## Unit 302

## Customer/guest care procedures

### Overview

#### Rationale

This unit is concerned with the methods by which good practice of customer care is established and maintained. The characteristics and benefits of effective customer care are identified and considered and emphasis is placed on the procedures that are required in order to sustain good practice.

The aim of this unit is to give the candidate the skills needed to provide a high level of customer/guest care at all times. Excellent customer service provides a positive impression of the service and organisation and it is essential in creating a positive experience for customers/guests.

#### Learning outcomes

- 1 Establish routine procedures for customer/guest care
- 2 Handle non-routine situations effectively according to established guidelines
- 3 Greet and assist visitors
- 4 Evaluate own performance and identify opportunities for improving relationships with customers/guests

#### Guided Learning Hours

It is envisaged that candidates will require 90 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 20 hours

Outcome 2: 20 hours

Outcome 3: 30 hours

Outcome 4: 20 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

##### Level 2 NVQ/SVQ in Hospitality

- |            |  |
|------------|--|
| Unit 2GEN1 | Give customers a positive impression of yourself and your organisation |
| Unit 2R1   | Deal with communications as part of the reception function             |
| Unit 2R2   | Deal with the arrival of customers                                     |
| Unit 2R9   | Resolve customer service problems                                      |

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidates underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 302

## Customer/guest care procedures

### Outcome 1

Establish routine procedures for customer/guest care

#### Practical skills

- 1 Deal with **customers/guests** promptly and politely
- 2 Establish customer/guest needs
- 3 Handle appropriate methods of communication in order to facilitate good service
- 4 Evaluate appropriate levels of guest service
- 5 Carry out the relevant establishment procedures for customer/guest care

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the **characteristics** of good customer care
- 2 identify **requirements** of customer/guest
- 3 explain the **benefits** of good customer care
- 4 identify the **factors** involved in appropriate personal presentation
- 5 describe the **importance** ① of appropriate personal presentation
- 6 describe the **importance** ② of effective selling to the employee role
- 7 explain the factors involved in **communication** with customers/guests
- 8 describe **legislation** relating to customer care.

#### Range

##### Customers/guests

Internal, external

##### Characteristics

Politeness, willingness to assist, prompt service, reflecting the culture of the establishment, added value, remedial action, patience, good humour, pleasant manner, self confidence, self organisation, eye contact, impartiality, confidentiality, punctuality, good attendance

##### Requirements

Urgent, non-urgent, quality of service, quality of products, timing of service, manner of service, value for money, information, special requirements – dietary, religious, cultural

##### Benefits

Increased business, customer satisfaction, repeat business, referred trade, reputation, setting of standards for staff

##### Factors

Routine care and cleaning of clothes and footwear, use of accessories and jewellery, use of cosmetics, hair condition and style, hands and nails, clean shaven, balanced diet, sufficient rest and leisure, use of skin and body preparations, adequate personal hygiene routines

**Importance** □

Unit 302 Self confidence, improved self image, conforms to establishment image, provides example to other staff

## Customer/guest care procedures

### Importance

Individual's contribution to organisation's efficiency, image and where appropriate profitability; developing sales opportunities, awareness of customer's/guest's spending power, efficiency achieving customer/guest satisfaction, gaining customer/guest confidence

### Communication

Verbal, non-verbal, facial expression, written communication, forms of address, appropriate use of telephone and internal communication systems, response to customer/guest special needs

### Legislation

Equality of treatment of customers/guests - Disability Discrimination Act, Equal Opportunities Act; Health and safety at work regulations and associated legislation – Health and Safety at Work Act 1974 and subsequent amendments; Trades descriptions Act, Sale of Goods Act



## Unit 302

## Customer/guest care procedures

### Outcome 2

Handle non-routine situations effectively according to established guidelines

#### Practical skills

- 1 Use appropriate communication methods to identify customer/guest needs in non-routine situations
- 2 Assess and deal with incidents according to establishment policy
- 3 Deal with customer/guest complaints according to establishment policy

#### Underpinning knowledge

##### The candidate will be able to

- 1 identify different types of customer/guest **emotions**
- 2 interpret customer/guest emotions and select appropriate **responses**
- 3 identify types of customer/guest **incidents** and establishment policy for dealing with them
- 4 describe types of customer/guest **complaints** and establishment policy for dealing with them
- 5 explain the importance of establishing **priorities** when dealing with customer/guest complaints/incidents
- 6 explain the importance of only giving **accurate** information that may be **disclosed**.

#### Range

##### Emotions

Anger, distress, vulnerability, frustration

##### Response

Verbal – language, tone, volume, terms of address

Non-verbal – body language, eye contact, facial expressions

##### Incidents

Theft, loss, accident, illness

##### Complaints

Service – slow service, cold food, incorrect beverages

Facilities - unclean, unprepared, lack of amenities

Staff - rude, poor personal hygiene, indifferent, arrogant

##### Priorities

Assess the situation, evaluate customer/guest needs, deal with situation without delay, advise customer/guest of the next step, follow correct establishment reporting procedures

##### Accurate and disclosed

Ensure all information is accurate whilst maintaining customer/guest and establishment confidentiality

**Practical skills**

- 1 Greeting visitors on their arrival
- 2 Directing and advising visitors according to the purpose of their visit
- 3 Communicate appropriate information to the visitor

**Underpinning knowledge**

**The candidate will be able to**

- 1 identify the main **arrival activities** required to receive guests
- 2 identify **types** of visitor
- 3 identify visitor's **needs**
- 4 describe appropriate **responses** to visitor's needs
- 5 state the **reasons** for an establishment's security system
- 6 describe the **impact** of the establishment's security systems on visitors
- 7 describe the establishment procedures for dealing with emergencies
- 8 list the **communication systems** and their use in the organisation
- 9 describe the correct form of address for different **types of visitor**
- 10 describe the main reception activities.

**Range**

**Arrival activities**

Security gates, parking facilities, external appearance of building and grounds, appropriate staff levels

**Types**

Expected, unexpected, internal to organisation, external service provider

**Needs**

Routine enquiries, complex enquiries

**Responses**

Arrivals – welcoming manner, formal and informal greetings, using correct mode of address to all visitors

Daily situations – introducing people, making visitors feel at ease, conversing, routing enquiries/comments to other parts of the organisation

Departures – ensuring visitors have all belongings, confirming purpose of visit has been achieved, responding to problems/issues

**Reasons**

Security and safety, crime is less likely, allows control on entry to the establishment

**Impact**

Visitors feel intimidated, visitors feel secure and safe, may give the impression there may be security issues that don't exist, may affect repeat trade



**Communication**

Telephone, paging system, closed circuit television, internal mail/electronic mail

**Communication systems**

Efficiency of service, interaction between departments, comfort of customer/guest

**Types of visitor**

Royalty, clergy, peerage, overseas, services/suppliers

## Unit 302

## Customer/guest care procedures

### Outcome 4

Evaluate own performance and identify opportunities for improving relationships with customers/guests

#### Practical skills

- 1 Assess own personal appearance and performance factors
- 2 Assess own customer care factors, prioritisation and types of assistance
- 3 Assess own performance against legal requirements and organisation's procedures
- 4 Evaluate own performance and detail measurable objectives for improvements

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the **methods** of evaluating own performance
- 2 identify different **types** of priority
- 3 identify customers/guests **requirements and needs**
- 4 describe the **methods** of recording and responding complaints
- 5 describe the correct **procedure** to follow-up complaints
- 6 describe establishment **limitations**.

#### Range

##### Methods

Feedback from customers/guests, feedback from manager, self appraisal, feed back from colleagues

##### Types

Emergency, urgent, non-urgent, timing of service, ability to prioritise

##### Requirements and needs

Information, physical help, liaison with other departments, referral to other departments/external organisations

##### Methods

Recording – response log, written reports, use of computers

Responding – oral, written, referral, urgent, non-urgent

##### Procedure

Acknowledge, investigate, apologise, explain, correct deficiency, report, record in complaints file

##### Limitations

Cost, time and resources (methods of minimising the use of resources when possible)

## Unit 303

## Maintain effective working relationships

### Overview

#### Rationale

Effective working relationships and communicating naturally with people in a constructive manner are vital to a successful and professional work environment. Candidates will deal with team colleagues and customers/guests, and evaluating their own performance.

The aim of this unit is to provide the candidate with the skills needed to apply the basic principles and practice that underpin the maintenance of good working relationships. Emphasis is placed on the contribution the individual can make to teamwork and the operation of a good working environment.

#### Learning outcomes

- 1 Maintain effective working relationships with colleagues

#### Guided Learning Hours

It is envisaged that candidates will require 30 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 30 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 3 NVQ/SVQ in Hospitality Supervision

Unit HS2 Establish and develop positive working relationships in Hospitality

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 303

## Maintain effective working relationships

### Outcome 1

### Maintain effective working relationships with colleagues

#### Practical skills

- 1 Maintain effective working relationships with individuals and teams

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the establishment structure
- 2 describe the organisation of **work** within the department
- 3 explain employer/employee's **responsibilities** towards equal opportunities legislation
- 4 explain the **benefits** of constructive working relationships
- 5 describe establishment procedures for handling confidential information
- 6 explain the **importance** of exchanging information with colleagues
- 7 describe the **reasons** for informing and consulting others about problems and proposals
- 8 explain why it is important to adopt different **styles** of approach in different situations
- 9 state the **factors** involved in achieving a professional approach towards others
- 10 state why it is **important** to achieve a professional approach towards others

#### Range

##### Work

Own and colleagues', teamwork, line-management

##### Responsibilities

All people have a right to be treated equally irrespective of gender, race, religion

##### Benefits

Better service to customers/guests, connection with profit, maintenance of staff morale, low turnover of staff

##### Importance

Ensure information is accurate and communications are understood, to present a positive image of the establishment

##### Reasons

Complete work tasks on time, maintain high standards, prevent errors, prevent escalation of problems, to maintain good working relationships

##### Styles

The characteristics of individuals within a team (eg autocratic, democratic, forceful, reserved)

##### Factors

Positive behaviour – patience, good humour, pleasant manner, self confidence, self organisation, eye contact; Positive response to – instructions, criticisms, appraisals; Impartiality, confidentiality,

punctuality, timekeeping, good attendance

**Important**

To maintain the reporting structure, to ensure issues are resolved quickly and correctly, to retain the correct atmosphere for the establishment,



## Overview

### Rationale

Emphasis is placed on the contribution the individual can make to good quality provision in terms of accommodation services, linen and laundry services and operating cleaning schedules.

The aim of this unit is to provide the candidate with the skills needed to undertake a range of housekeeping duties and procedures.

### Learning outcomes

- 1 Operate and monitor cleaning schedules
- 2 Monitor a range of accommodation services
- 3 Operate a linen and laundry service

### Guided Learning Hours

It is envisaged that candidates will require 60 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 25 hours

Outcome 2: 25 hours

Outcome 3: 10 hours

### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 3 NVQ/SVQ in Hospitality

Unit HS17 Maintain the housekeeping service

Level 2 NVQ/SVQ in Cleaning and Support Services

Unit 007 Control the use of resources

City & Guilds Level 2 Certificate in Cleaning Science

Unit 204 Cleaning Standards

### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

#### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.



The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

**Unit 304**  
Outcome 1

**Housekeeping procedures for Butlers**  
Operate and monitor cleaning schedules

**Practical skills**

- 1 Plan a cleaning schedule
- 2 Supervise cleaning activities

**Underpinning knowledge**

**The candidate will be able to**

- 1 describe the **importance** of planning a cleaning schedule
- 2 identify **factors** ① that affect cleaning schedules
- 3 explain the **benefits** of effective and efficient cleaning methods
- 4 describe **factors** ② that affect the allocation of cleaning duties
- 5 explain the **importance** of designating tasks on a cleaning schedule
- 6 describe **reasons** for operating and monitoring a cleaning schedule
- 7 explain the need to **monitor standards**.

**Range**

**Importance**

Type of establishment, in-house policy, frequency of occupancy, type and size of areas/décor, furnishings of area

**Factors** ① □

Type of establishment, closing down and opening up procedures, departures and arrivals, areas exposed to soiling

**Benefits**

Time saving, morale, job satisfaction, reduced fatigue, effective use of equipment, effective use of cleaning materials, staff deployment, training, customer/guest satisfaction

**Factors** ② □

Hours of work, other duties of staff, experience of individual, type and size of areas/décor, furnishings of area, standard of previous cleaning, room usage

**Importance**

To ensure that cleaning is undertaken on a regular basis

Frequency - several times daily, daily, weekly, periodic

**Reasons**

Hygiene, safety, effective use of resources, efficiency, customer/guest satisfaction

**Monitor standards**

Customer/guest satisfaction, hygiene, safety, security, problem identification, appropriate work load identification, effectiveness of training and induction

**Practical skills**

- 1 Monitor a range of accommodation services

**Underpinning knowledge****The candidate will be able to**

- 1 describe a **range** of accommodation services
- 2 explain the **importance** of providing accommodation services
- 3 describe the **reasons for monitoring** accommodation services
- 4 identify the **resources** required to provide the services

**Range****Range**

Customer/guest services, linen, laundry, valeting, cleaning, maintenance, turndown service, customer/guest supplies, special requests, room preparation

**Importance**

Financial benefits, functional benefits, maintaining establishment image, aesthetic benefits, comfort

**Reasons for monitoring**

Effectiveness, efficiency, suitability, customer's/guest's perceptions, organisational policy

Maintenance – to increase the physical life of building and prevent deterioration and replacement, ensure flexibility of use

Cleaning - removal of soil, prevention of redisposition, extend life of surfaces and finishes, prevent cross infection, aesthetic appeal, maintain standards

Care of linen - provision of suitable linen, uniforms, providing laundry service to customers/guests

**Resources**

Manpower, materials, financial, time, management and control, computers, storage facilities

**Unit 304**  
Outcome

**Housekeeping procedures for Butlers**  
Organise the use and care of linen

**Practical skills**

- 1 Operate a linen service
- 2 Organise supply and storage of linen

**Underpinning knowledge**

**The candidate will be able to**

- 1 identify the **linen** used in accommodation and dining areas
- 2 Describe the **characteristics** of linen
- 3 evaluate the **factors** that determine the purchase of linen
- 4 compare the different **types** of laundering services
- 5 describe how to maintain **control** of linen supplies
- 6 describe the **operational** requirements of a linen storage area.

**Range**

**Linen**

Tablecloths, slips, napkins, under sheets, top sheets, duvet covers, pillowslips, bedspreads

**Characteristics**

Fibres, textures, finishes, dyes, decoration, sizes

**Factors**

Type, fabric, quality, cost, facilities for laundry, storage, comfort, correct image

**Types**

On-premises, commercial, hire, combined options

**Control**

Requisition system, cost, set stock limits, topping up, exchange clean for dirty

**Operational**

Access, ease of cleaning, lighting, ventilation, security, surfaces, fire risks

## Unit 305

## Food service operations for Butlers

### Overview

#### Rationale

This unit is concerned with the theory and practice of servicing meals in a private dining and/or function setting and serving predetermined set menus. The focus of the butler in this task is to ensure the host's agreed programme for the meal is followed whilst working within health and safety and hygiene regulations.

The aim of this unit is to provide the candidate with the skills needed to demonstrate a wide range of food service operations.

#### Learning outcomes

- 1 Prepare food service and dining areas
- 2 Provide a silver service/butler service
- 3 Organise a buffet service
- 4 Organise the clearance of dining/service areas and table items

#### Guided Learning Hours

It is envisaged that candidates will require 90 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

- Outcome 1: 20 hours
- Outcome 2: 20 hours
- Outcome 3: 20 hours
- Outcome 4: 30 hours

#### Connections with other awards/Signposting to other standards

This unit is designed to prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

##### Level 2 NVQ/SVQ in Hospitality

- Unit 2FS1 Prepare and clear areas for table service
- Unit 2FS2 Serve food at the table
- Unit 2FS3 Provide a silver service
- Unit 2FS4 Provide a buffet service

##### Level 3 NVQ/SVQ in Hospitality Supervision

- Unit HS10 Maintain the food service

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of Level 3 Diploma for Butlers (7105-02)

activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

**Unit 305**  
Outcome 1

**Food service operations for Butlers**  
Prepare food service and dining areas

**Practical skills**

- 1 Carry out **initial checks** prior to service
- 2 Prepare service area, tables and equipment for service
- 3 Carry out **final checks** prior to service

**Underpinning knowledge**

**The candidate will be able to**

- 1 identify key **initial checks** prior to service
- 2 identify the key **table items**
- 3 identify the key **service and storage equipment**
- 4 identify **reasons** why table items and service equipment should be clean and in good condition
- 5 describe the **factors** involved in meeting pre-service preparation deadlines
- 6 state the **importance** of carrying out pre-service inspections
- 7 describe procedures for dealing with damage to equipment and utensils
- 8 describe **problems** that may arise with table linen
- 9 describe procedures for dealing with problems with table linen
- 10 state why table items and service equipment should be **positioned correctly**
- 11 **explain why table cover lay ups may vary**
- 12 state the importance of **checking the menu** with the chef and checking table menus
- 13 describe **final checks** prior to service
- 14 state **unexpected situations** that may occur when preparing for service and how to deal with these
- 15 describe current relevant **legislation** relating to safe and hygienic working practices when preparing food service areas, serving food and clearing food service areas.

**Range**

**Initial checks**

Environmental conditions (heating, lighting, ventilation/air conditioning)

Clean and Hygienic – service areas, service equipment, furniture, fittings, service items

Stock levels – ceramic dishware, glassware, silverware, serving utensils

Stock levels and use by dates of condiments and accompaniments Obtain information on menu and service operation

Report and rectify faults

Arrangements for music/speeches

### **Table items**

Ceramic dishware, silverware, including cutlery, glassware, table coverings, napkins, decorative items, candle sticks/candelabra, candle shades, candles, flower arrangements, meal accompaniments

### **Service and storage equipment**

Service cutlery/silverware, dishes/flats, hot cupboards, hot plates, plate warmers, refrigerated units, hot/cold beverage service containers, trays/trolleys, sideboards/side tables, menus and menu holders, waste containers, sideboards used for storage table items and service equipment; hot cupboards/trolleys used for transporting food to and from kitchen and for displaying food, eg cheese trolley

### **Reasons**

Ensure compliance with food hygiene regulations, good customer care, minimise risk to health and safety, ensure smooth running of service

### **Factors**

Good planning, communication/briefings, maintain standard operating practices, teamwork

### **Importance**

Pre-service inspections ensure equipment is clean, in good condition, in working order and positioned correctly for service operations

### **Problems**

Stains, creases, tear, burn marks, dirty, incorrect sizes, incorrect colour, wrong quality, wrong shape

### **Final checks**

Check menus before use, check service equipment is in place according to meal requirements, check arrangement of food and drink items carefully, check tables are laid according to menu and in line with service operation, check table seating plan (if applicable) is displayed for guests, environmental conditions (heating, lighting, ventilation/air conditioning), arrangements for music/speeches, check reported faults have been rectified

### **Positioned correctly**

Provide efficient service, customer care, presentation of dining and service area

### **Reasons why table cover lay ups may vary**

Type of meal, type of service

According to menu (eg inclusion of a sorbet, savoury soufflé as a pudding, special items required for certain foods)

Customer/guest special requirement (eg disability, allergy)

### **Checking the menu**

With the chef – obtain information on ingredients, source, portion size, quantity of each dish available

Table menus – correct date, dishes, wines, spelling, quantity

### **Unexpected situations**

Member of staff taken ill, number of guests alters at short notice, delay in the kitchen, power failure, equipment faults, security/fire alerts

### **Legislation**

Health and safety at work regulations and associated legislation - Health and Safety at Work Act 1974 and subsequent amendments, plus all main points of the relevant legislation relating to hygiene and safe working practices



### **Practical skills**

- 1 Provide a silver service
- 2 Provide a butler service

### **Underpinning knowledge**

#### **The candidate will be able to**

- 1 define a range of **methods of service**
- 2 identify the main items of **equipment** required for silver/butler service
- 3 describe the main **service procedures** for silver/butler service
- 4 explain procedures for greeting and seating customers/guests
- 5 describe **information** which may be given to customers/guests during service
- 6 identify the **needs** of customers/guests
- 7 explain the **effects** of event programmes on the choice of dishes selected and the type of food service
- 8 describe the **procedures** for ensuring smooth service
- 9 compare the **differences** between silver service and butler service
- 10 state the **importance of communicating** procedures for clearing finished courses
- 11 explain **unexpected situations** that may occur when serving food at table and how to deal with these.

### **Range**

#### **Methods of service**

Silver – Plates are placed before the guest. The Butler then picks the flat from the hot plate and presents the dish to each guest and places the food onto the guests' plates using a service spoon and fork

Butler – Plates are placed before the guest. The Butler then picks the flat from the hot plate and presents the dish to each guest. The guests serve themselves from the flat using a service spoon and fork

Gueridon service – This is where a dish comes partially prepared from the kitchen to be completed in the dining room. The butler is required to fillet, carve, flambé and prepare the food with showmanship

Plate – The food is served onto the guest's plate in the kitchen or service area, the plate is then brought to the guest at the table

#### **Equipment**

Service cutlery/silverware, glassware, service dishes/flats, hot plates/plate warmers, refrigerated units, trays/trolleys, sideboards, waste containers

### **Service procedures**

Silver service – Obtain information on menu and dish composition, seat guests. Per course - lay guests' plates, serve food (of a type, quality and quantity expected) from the left, serve from a flat/dish onto the customer's plate at the table by the butler using service cutlery, food positioned correctly on plate, plates cleared in line with service operation.

Butler service - obtain knowledge of menu and dish composition, seat guests. Per course - lay guests' plates, flat/dish of food (of a type, quality and quantity expected) is presented by the butler from the guests' left ensuring the flat/dish is adjacent to and just above the edge of the guest's plate, guests serve themselves from the presented flat/dish using service cutlery on the flat/dish, plates cleared in line with service operation

### **Information**

Accurate information on menu, dishes available, dish composition (ingredients, source of ingredients, preparation and cooking methods), healthy eating implications, drinks available

### **Needs**

All aspects of meal experience, including religious, cultural and dietary needs

### **Effects**

Maintaining quality and presentation of food, expectations not met, event doesn't run to schedule, ensuring sufficient time to eat

### **Procedures**

Host's requirements, communication with chef on dish preparation times, briefing staff re the time factors, coordinate with event programme

### **Differences**

Butler service – less formal, safer, more personalised service, portion control and presentation on the plate may be decided by the customer/guest

Silver service – butler can control presentation on the plate

### **Importance of communicating**

Host may wish to indicate when to clear, there may be a time factor for the meal, all service staff will know the clearing procedure aiding continuity

### **Unexpected situations**

Customer/guest incidents, staff incidents, food items, equipment issues

### **Practical skills**

- 1 Carry out **initial checks** prior to service
- 2 Prepare buffet table for service
- 3 Dress a buffet for service
- 4 Manage a buffet for duration of service ensuring that buffet items are in good condition and appropriately displayed

### **Underpinning knowledge**

#### **The candidate will be able to**

- 1 describe the different **types** of buffet service
- 2 describe **service equipment** used for buffet service
- 3 describe **table items** used for buffet service
- 4 describe the **information** required by customers/guests
- 5 explain **importance** of maintaining table items and service equipment
- 6 Explain **food hygiene factors** to be considered when managing a buffet
- 7 state the **importance of replenishing** food items
- 8 explain the **importance of food portion control** when serving food to customers/guests
- 9 explain **unexpected situations** that may occur when serving a buffet and how to deal with these.

### **Range**

#### **Initial checks**

Environmental conditions (heating, lighting, ventilation/air conditioning)

Clean and Hygienic – service areas, service equipment, furniture, fittings, service items

Report and rectify faults

#### **Types**

Served buffet/self service buffet and types of buffet service ie knife and fork, fork, finger, hot buffet, cold buffet

#### **Service equipment**

Dishes, flats, plates, service cutlery, silverware, service cloths, linen, refuse containers

#### **Table items**

Ceramic dishware, silverware (including cutlery), glassware, table coverings, napkins, decorative items, candle sticks/candelabra, candle shades, candles, flower arrangements, meal accompaniments

#### **Information**

Accurate information on buffet menu, dishes available, dish composition (ingredients, source of ingredients, preparation and cooking methods), healthy eating implications

**Importance**

To ensure that all items of service equipment are clean, hygienic, in good condition and in good working order

**Food hygiene factors**

Location of buffet, time between preparation (including cooking) and service, enough refrigeration space for storage of cold food, hot cupboards for storage of hot dishes, buffet foods not left at room temperature for long periods (maximum of four hours at room temperature), potential contaminants (eg flies landing on food, foreign objects falling into food), in line with current food hygiene regulation

**Replenishing**

Dishes are restocked when running low in order to preserve presentation of the dish and buffet, to meet hygiene regulations, to make provision for further or late customers/guests

**Importance of food portion control**

Ensures enough of every dish for every customer, avoid waste, guest/customer health issues, to allow guests to have more than one of the dishes available

**Unexpected situations**

Customer/guest incidents, staff incidents, food items, equipment issues

## Unit 305

## Food service operations for Butlers

### Outcome 4

### Organise the clearance of dining/service areas and table items

#### Practical skills

- 1 Organise the clearance of dining/service areas
- 2 Organise the return of the room/area to original presentation
- 3 Maintain tableware items
- 4 File **information** relating to the event

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe a range of **table items**
- 2 describe methods of **handling** table items and linen
- 3 explain the importance of ensuring that the dining area is kept tidy, free from refuse and food debris, and is ready for cleaning
- 4 describe **procedures** ① for reporting equipment faults and maintenance problems
- 5 explain the **procedures** ② for the handling and disposal of waste
- 6 explain the **methods of clearing** delicate/valuable tableware items
- 7 explain the **washing and cleaning** of delicate/valuable tableware items
- 8 explain the **storing** of delicate/valuable tableware items.

#### Range

##### Information

Menus, table plans, correspondence, programmes

##### Table items

Ceramic dishware, silverware (including cutlery), glassware, table coverings, napkins, decorative items, candle sticks/candelabra, candle shades, candles, flower arrangements, meal accompaniments

##### Methods of handling

Use safe, hygienic working practices when handling table items and linen, handling all glassware and dishware with great care to avoiding damage and breakages (e.g. picking up glasses at their base/stem, scraping food debris from plates with soft material), maintain high standards of personal hygiene

##### Procedures ①

Report fault/problem to line manager, report by telephone to maintenance department/person (if applicable) follow up with email or memo, seek authorisation to call in a qualified engineer/craftsman to quote for repair of item/problem

##### Procedures ②

According to type of waste and item (eg recyclable, food debris, used linen)

##### Methods of clearing

Level 3 Diploma for Butlers (7105-02)

Trolley, tray, by hand, group together related items, separating unused items from used, dispose of food debris, take care to avoid damage or breakages, store accompaniments

### **Washing and cleaning**

Dishwashing machine

check establishment health and safety policy on use of dishwashing machine, check all items are safe for machine washing, don't mix stainless steel and silver in the same compartment of the cutlery basket, care in stacking of machine (e.g. knives should be placed blade down in the cutlery basket), follow the manufacturers' instructions, dry by hand with a soft lint free cloth as soon as the washing cycle is finished or allow to dry in machine

Washing by hand

Glassware - surfaces and sinks checked to ensure they are clean and ready for use, use a plastic basin or rubber lined sinks as a cushion against a hard surface, protective clothing worn, check glassware visually for damage and specific cleaning requirements, wash and rinse with care, check glassware is clean, dry with a lint free cloth and place on a clean tray

Ceramic dishware – surfaces and sinks checked to ensure they are clean and ready for use, use a plastic basin or rubber lined sinks as a cushion against a hard surface, protective clothing worn, check ceramic dishware visually for damage and specific cleaning requirements, check each item is clean, dry with a lint free cloth and place on a clean tray with separators between plates, saucers

Silver and silver gilt – wear protective clothing, using double sinks or bowls, check the item is suitable for submersion, wash and rinse items to remove residual food debris, dry with a soft cloth

Cleaning silver and silver gilt - wear protective clothing, using double sinks or bowls, select a silver cleaning substance using a small sponge or pad to apply (small items may be dipped in a silver dip solution), When cleaning anything which has a stainless steel part to it, such as a knife, take great care - silver dip on the steel discolours, if necessary use a small soft brush to get into the reliefs (smaller intricate raised pattern) on the edges of items, Rinse off any excess polish and then rinse in the second sink, place on drainer, dry item with a soft clean cloth

### **Storing**

Glass storage tray, plate holder, cupboard, strength and finish of shelves, cutlery holder, drawers, size of stock, length of time in storage, long term storage to consider security,

## Unit 306

## Introduction to wines, spirits and cigars for Butlers

### Overview

#### Rationale

This unit will enable the candidate to gain an insight into methods of wine production and factors affecting the characteristics of different types of wine. The candidate will also be able to store prepare and serve both wine and spirits providing a high standard of service to the customer/guest. The candidate will also gain an appreciation of the methods of storage and correct techniques when serving cigars.

The aim of this unit is to provide the candidate with the skills needed to store and serve wines, spirits and cigars according to type and to advise customers/guests about the wines, spirits or cigar with accuracy.

#### Learning outcomes

- 1 Investigate wine production and its characteristics
- 2 Store wines
- 3 Serve wines
- 4 Store and serve cigars
- 5 Stock, prepare and serve spirits

#### Guided Learning Hours

It is envisaged that candidates will require 60 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 12 hours

Outcome 2: 12 hours

Outcome 3: 12 hours

Outcome 4: 12 hours

Outcome 5: 12 hours

#### Connections with other awards/Signposting to other standards

This unit is designed to prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

##### Level 2 NVQ/SVQ in Hospitality

- |           |                                 |
|-----------|---------------------------------|
| Unit 2DS1 | Prepare and clear the bar area  |
| Unit 2DS2 | Serve alcoholic and soft drinks |
| Unit 2DS3 | Prepare and serve cocktails     |
| Unit 2DS4 | Prepare and serve bottled wines |

##### Level 3 NVQ/SVQ in Hospitality Supervision

- |             |   |
|-------------|---|
| Unit HS13   | Maintain cellar and drink storage operations  |
| Unit HS15.1 | Maintain the wine cellar and dispense counter |

## **Assessment**

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### **1. Practical activities**

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.



## Unit 306

## Introduction to wines, spirits and cigars for Butlers

### Outcome 1

### Investigate wine production and its characteristics

#### Practical skills

- 1 Investigate wine styles and their characteristics

#### Underpinning knowledge

##### The candidate will be able to

- 1 state the **factors** affecting the styles of red and white wines
- 2 define the style and characteristics of the following list of red and white **grape varieties**
- 3 explain **terms** used to describe the colour, texture, aroma and taste of red and white wines
- 4 describe the different **methods of producing sparkling wines**
- 5 describe the different **methods of producing dessert wines**
- 6 list **fortified wines**
- 7 describe the **production of fortified wines**
- 8 define the **characteristics of fortified wines**.

#### Range

##### Factors

Red – different varieties of grapes, proportion of grapes in blended varieties (eg Bordeaux, Chateauf-neuf-du-Pape); proportion of tannic stalks in the fermentation process, cold soaking the grapes before fermentation, choice of fermentation tanks (eg cement, steel or oak); temperature and length of fermentation, when to remove stalks and skins during fermentation, how to mature the wine, length of maturation usually between 8 and 24 months, use of the press-wine in the blend, blending wines from different grapes and different casks, method of fining and/or filtration

White – regions, different varieties of grapes, fermentation and maturation in oak, amount of residual sugar, malolactic fermentation, maturation sur lees, temperature and length of fermentation, when to remove stalks and skins during fermentation, length of maturation usually between 8 and 24 months

##### Grape Varieties

Red - Cabernet Sauvignon, Merlot, Pinot Noir, Syrah, Cabernet Franc, Gamay, Sangiovese, Tempranillo, Zinfandel

White - Chardonnay, Sauvignon Blanc, Riesling, Semillon, Gewürztraminer, Marsanne and Rousanne, Viognier, Pinot Blanc, Chenin Blanc

##### Terms

Colour must be bright and clear. For white wine – colour ranges from very pale, almost watery greeny yellow to a rich, deep, golden yellow. For red wine – colour ranges from youthful purple or ruby red to brick red. For smelling a wine – wine should smell clean. Bouquets are very specific depending on variety of grape, region grown and age of wine. Young wines – fresh and fruity, older ones a more mature bouquet. Taste – four elements of taste on the tongue – sweetness at the tip, sourness on the sides, bitterness at the back and saltiness in the middle

## **Methods of producing sparkling wines** Champagne

method, tank method, transfer method **Methods of**

## **producing dessert wines**

Botrytis, ice wines, reduced fermentation, added sugar

## **Fortified wines**

Port, Madeira, Vermouth, Sherry

### **Production of fortified wines**

Wine is fortified by adding grape brandy at some stage during the production process. For port – production begins like red wine. Juice left to ferment on the skins for several days. Grape brandy then added when fermentation is nearing completion, and the wine is aged, according to type of port it will be. Sherry is a blended wine. The blending of the wine determines the end result. Process depends upon a young wine taking on characteristics of the older wine. The volcanic island of Madeira has given its name to a fortified wine. This wine, as well as being fortified, goes through a process of being heated for four to five months at a temp of 120 F (49C)

### **Characteristics of fortified wines**

Port – ruby port so called because of its bright colour. Most basic example made from lower quality grapes. Wines are aged in wood for two years before being bottled whilst still full of fruit and very sweet. Tawny port – blended from several different years, spends much longer in casks – up to 40 years. Lighter and nuttier than vintage port. Vintage port only made in exceptional years from finest grapes. Two years in wood, bottled without filtering then aged 10 to 15 years. Sherry is a white wine that ranges from very dry to very sweet originating from southern Spain. The driest is Fino – takes its character from a form of yeast that develops on the surface of the wine. Next is Manzanilla with its distinctive salty tang. Then amontillado. Oloroso is richer, sweeter and darker still.

Madeira has a distinctive caramel tang due to heating process

## Unit 306 Introduction to wines, spirits and cigars for Butlers

### Outcome 2 Store wines

#### Practical skills

- 1 Maintain a wine storage area
- 2 Ensure that all items are issued in line with establishment requirements

#### Underpinning knowledge

##### The candidate will be able to

- 1 state the **reasons** for keeping a cellar book of received, stored and issued items
- 2 describe the ideal **environment** for storing wines
- 3 state the **principles** of racking wine
- 4 list the **wines suitable for mid to long term storage**
- 5 state the importance of keeping storage areas secure from unauthorised access at all times and maintained in accordance with legal requirements
- 6 describe types of **unexpected situations**.

#### Range

##### Reasons

Maintain stock levels, record new purchases, note vintages, vineyards, suppliers and when consumed, comment on wines for future reference

##### Environment

Cool around 13°C, constant temperature, dark, free from vibrations and strong smells, humidity around 80%

##### Principles

Lay down wines horizontally to prevent the cork drying out, use of brick bins, metal or wooden racks, labelling the wine's vintage and drink date

##### Wines suitable for mid to long term storage

Red wine - Vintage port, Red Bordeaux, Cabernet Sauvignon, Merlot, Red Burgundy, Hermitage, Côte-Rotie, Cornas, Rioja, Chianti, Barolo, Barbaresco

White wine - Sauternes, Auslese, Beerenauslese, Trockenbeerauslese, Chardonnay, Vintage Champagne

##### Importance of keeping storage areas secure

Control system for storage of wines, items are costly and must be treated as such with regards to security, compliance with health and safety legislation with regards to racking and storage methods

##### Unexpected situations

Problems with drink items, problems with storage conditions

## Unit 306 Introduction to wines, spirits and cigars for Butlers

### Outcome 3 Serve wines

#### Practical skills

- 1 Prepare wine for service
- 2 Prepare wine station for service
- 3 Serve wine to customers/guests
- 4 Provide accurate information regarding wines to customers/guests

#### Underpinning knowledge

##### The candidate will be able to

- 1 explain the **importance** of maintaining wines at suitable temperatures
- 2 identify the **optimum temperature** to serve the wines
- 3 state the **criteria** for wines that are suitable for decanting
- 4 state the **benefits** of decanting wine
- 5 describe the **process** of decanting wine
- 6 identify the **equipment** required for service
- 7 explain the **importance of checking wine** before service
- 8 describe the **safe practice** to be followed when preparing wine service area
- 9 list the contents of the establishment wine list, giving information in relation to flavour, price, Country of origin
- 10 state the **importance of giving accurate information** to customers/guests according to information given on wine lists
- 11 list wine types that can be served for different **courses** on a menu
- 12 state the importance of using the correct glasses according to establishment requirements
- 13 describe the relevant **promotional techniques**
- 14 explain how to deal with **unexpected situations**
- 15 describe current relevant **legislation** relating to safe and hygienic working practices when serving wine.

#### Range

##### Importance

Detrimental effect of light, heat and vibration to wine; damage to wine if kept above correct temperature

##### Optimum temperature

Best red wines ie Bordeaux and Burgundy - 17° - 18°C; Chianti, Zinfandel, Côtes du Rhône, Best white Burgundy, Port and Madeira - 14° - 16°C; lighter red wines ie Beaujolais, Sherry 11° - 12°C; Fino Sherry, rosés, most dry whites, Lambrusco, Champagne 8° - 10°C; most sweet white wines, sparkling wines 5° - 6°C

## **Criteria**

Red wines of reasonable quality or age

## **Benefits**

Separates wine from sediment formed during maturation, allows wine to breathe improving the flavour, allows an appreciation of the rich and varying colours of red wines

## **Process**

Stand wine bottle upright to allow sediment to fall to bottom. Take clean decanter, light a candle and gently pour wine from bottle into decanter – slow continuous pour. Candle flame under neck of bottle allows the sediment to be seen and left in bottle

## **Equipment**

Buckets/wine coolers/wine cradles, decanters, corkscrews, serving cloths, wine lists/wine menus

## **Importance of checking wine**

Cork in the wine, wrong bottle of wine, cloudy wine, musty wine

## **Safe practice**

Ensure area clean, free from rubbish, flat surface, clean napkins, clean side plates; bottle opener in good working order

## **Importance of giving accurate information**

Service staff must have sufficient knowledge to give correct details about wine, eg year, taste, colour, suitability for menu

## **Courses Starters**

– white Fish –

white

Main – red meat = red wine, white meat = white wine, fish = white wine

Dessert – dessert wine or champagne

Cheese – red wine or port

## **Promotional techniques**

Use of product information to recommend products, presentational techniques, use of clean glasses and bottles

## **Unexpected situations**

Equipment faults, breakages/spillages, problems with wine and service equipment

## **Legislation**

Health and Safety at Work Act – safe practices when taking wine from cellar/storage area, opening and pouring, food hygiene regulations – personal hygiene when handling wine and food; safe disposal of empty bottles

## Unit 306 Introduction to wines, spirits and cigars for Butlers

### Outcome 4 Store and serve cigars

#### Practical skills

- 1 Store cigars
- 2 Serve cigars to customers

#### Underpinning Knowledge

##### The candidate will be able to

- 1 list **types of cigars**
- 2 state the **principles** required to successfully store cigars
- 3 describe how to **maintain a humidor**
- 4 state the **importance** of maintaining stock levels
- 5 state **to whom low levels of stock should be reported**
- 6 state the **reasons** for maintaining accurate records of received, stored and issued items
- 7 state the **importance of keeping storage areas secure** from unauthorised access
- 8 identify the **equipment** required for service of cigars at table
- 9 describe the **procedure for serving cigars** at table
- 10 explain how to deal with **unexpected situations**
- 11 describe current **legislation** relating to safe and hygienic work practice when preparing and presenting cigars at table.

#### Range

##### Types of cigars

Cuban (eg Partagas, Cohiba panatela, Montecristo), non-Cuban (eg Spanish, Central and South American)

##### Principles

Correct temperature 21°, correct humidity 65 – 70%, use of effective container eg a humidor

##### Maintain a humidor

Keep the lid or door shut, add distilled water to the humidifying device periodically, avoid exposure to extreme temperatures

##### Importance

Stock levels to be maintained – good revenue and important for good customer service

##### To whom low levels of stock should be reported Report

low levels to food and beverage supervisor **Reasons**

Expensive, fragile commodity – stock control very important

### **Importance of keeping storage areas secure**

Cigars very expensive item so storage must be protected, also fire risk

### **Equipment**

Cutters, matches, humidor

### **Procedure for serving cigars**

Presenting, advising – cigar characteristics, cutting, lighting

### **Unexpected situations** Equipment

faults, breakages **Legislation**

Health and Safety at Work Act, Food hygiene regulations – personal hygiene when handling cigars; safe disposal of finished cigar, smoking legislation under the 2006 Health Act

## Unit 306 Introduction to wines, spirits and cigars for Butlers

### Outcome 5 Stock, prepare and serve spirits

#### Practical skills

- 1 Prepare bar area for service
- 2 Take customer/guest drink orders
- 3 Serve customer/guest drink orders
- 4 Ensure all items are issued in line with establishment requirements

#### Underpinning knowledge

##### The candidate will be able to

- 1 list **spirits** and **cocktails**
- 2 describe the ideal **environment** for storing spirits
- 3 state the **importance of maintaining stock levels** and to whom low levels of stock should be reported
- 4 state the **reasons** for maintaining accurate records of received, stored and issued items
- 5 state the **importance of keeping storage areas secure** from unauthorised access
- 6 explain how to deal with **unexpected situations**
- 7 identify the **equipment** required for service
- 8 state the correct glasses to be used according to establishment requirements
- 9 describe the relevant **promotional techniques**
- 10 describe current **legislation** relating to safe and hygienic work practice when serving spirits.

#### Range

##### Spirits

Gin, vodka, rum, whisky (Scotch, bourbon, rye), tequila and mezcal, brandy (cognac, Armagnac, eau de vie), liqueurs, bitters

##### Cocktails

Daiquiri, mojito, margaritas, sours, Singapore sling, martini, Manhattan, Champagne cocktail, Bellinis, bloody mary

##### Ideal environment

Lighting, ventilation, temperature, cleanliness

##### Importance of maintaining stock levels

Stock levels to be maintained – good revenue and important for good customer service and report low levels to food and beverage supervisor

##### Reasons

Spirits are expensive items – stock control very important

##### Importance of keeping storage areas secure



Spirits very expensive items so storage must be protected, fire risk and danger of glass bottles

## Unit 306

# Introduction to wines, spirits and cigars for

Problems with drink items, problems with storage conditions, equipment faults, breakages/spillages;  
incidents such as violent or disorderly customers/guests, customers/guests under the influence,  
customers/guests under age requesting service

### Equipment

Ice buckets and tongs, optics/measures/pourers, glassware, trays/coasters/drip mats, fruits

### Promotional techniques

Use of product information to recommend products (eg relative strength, legal measures);  
presentational techniques

### Legislation

Health and Safety at work Act – safe practices when taking spirits from shelf, presenting, pouring and  
serving to the customer.

Food hygiene regulations – personal hygiene when handling glasses, safe disposal of empty bottles



### Overview

#### Rationale

The aim of this unit is to provide candidates with the skills and knowledge to undertake a range of valeting duties, including packing, unpacking and the preparation, care and maintenance of a guest's clothing and footwear.

The aim of this unit is to provide the candidate with the skills needed to maintain the range of items of clothing and footwear in a guest's wardrobe. Candidates should also to be able to carry out a range of valeting tasks for the guest, eg packing, unpacking, running a bath, selecting items of clothing and laying them out ready to be worn.

#### Learning outcomes

- 1 Pack and unpack customer/guest clothing
- 2 Lay out articles of clothing
- 3 Maintain articles of clothing and footwear
- 4 Carry out additional valeting services

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 12 hours

Outcome 2: 13 hours

Outcome 3: 10 hours

Outcome 4: 10 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

This unit has no connection to other awards

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 307

## Valeting duties for Butlers

### Outcome 1

### Pack and unpack customer/guest clothing

#### Practical skills

- 1 Carry out a range of packing and unpacking activities

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the etiquette and **sequence for packing items of clothing/other belongings**
- 2 describe the etiquette and **sequence of unpacking** items of clothing/other belongings
- 3 list the **general rules** that apply to the storage of clothes/other belongings

#### Range

##### Items of clothing / Other belongings

Trousers, shirts and blouses, socks and underwear, ties, scarves and handkerchiefs, jumpers and sweat shirts, suits, jackets, blazers, shoes, skirts and trouser suits, shooting and sports equipment, oiled clothing, nightwear, toiletries, soiled clothing, alarm clock, radio, books, jewellery.

##### Sequence for packing

Items to be packed removed and laid on the floor and bed, appropriate bags and/or suitcases selected, checked to ensure there are no defects (eg rips, faulty zips, handles and/or seams), bags positioned ready for packing, clothes grouped into corresponding piles for each item of luggage, clothes carefully and tidily packed in line with guests' instruction, tissue paper used where required

##### Sequence of unpacking

Agreement to unpack luggage obtained from guest, specific requirements ascertained from guest, unpacked items placed in ordered piles on the bed, footwear placed on the floor, dirty and soiled clothes and shoes separated for cleaning, pockets in the luggage checked for missed items, empty luggage stored, garments grouped together and folded neatly and uniformly ready for storage, other belongings stored according to type and use (eg. wash bag in bathroom, book and radio or clock by the bed and cufflink box and or jewellery in a secure drawer in dressing table or safe if available)

##### General rules

Garments hung in a wardrobe on a rail and grouped in order of formality suits on left, shirts grouped and hung on the right, formal eg dinner shirts on the right working through to informal shirts in the centre), shoes placed in the bottom of the wardrobe (except sporting footwear) approximately under the associated garments, socks and underwear placed in the top drawer/s, folded shirts in the next drawer, casual clothes and jumpers in the lower drawer/s, ties grouped by colour and placed in a dressing table drawer, folded over twice with the flat end against the front of the drawer, other items placed according to type and use (eg clock and radio on bedside table, wash bag in the bathroom, jewellery secured in a drawer or safe if available).

## Unit 307

## Valeting duties for Butlers

### Outcome 2

### Lay out articles of clothing

#### Practical skills

- 1 Lay out articles of clothing

#### Underpinning Knowledge

##### The candidate will be able to

- 1 Explain the main **principles** of the art of laying out clothes
- 2 describe suitable **areas** for laying out articles of clothing
- 3 select **suitable chairs** for use in laying out clothes
- 4 Describe the process of laying out **items of clothing**
- 5 describe the procedures for the selection and laying out of clothes for **special occasions**
- 6 list the **benefits** of a laying out service.

#### Range

##### Principles

Items of clothing to be laid out must be pressed, shoes should be clean and polished; the choice of items laid out should be made after consultation with the guest

##### Areas

Bedroom - adjacent to a dressing table, adjacent to a chest of drawers or wardrobe.

Dressing room - adjacent to dressing table, adjacent to a chest of drawers or wardrobe. Locations should have a mirror

##### Suitable chairs

Straight backed armless dining style chair

##### Items of clothing

Trousers, shirts and blouses, socks and underwear, ties, scarves and handkerchiefs, suits, jackets, blazers etc, shoes, skirts and trouser suits

##### Special occasions

Black tie, morning coat, white tie

##### Benefits

Demonstrates very high level of guest care, personal touch to the guest's stay, changes of clothes are very quick and easy for the guest, guest has expert advice on dress code issues, guest can always be confident items of their wardrobe are clean pressed and ready to wear

## Unit 307

## Valeting duties for Butlers

### Outcome 3

### Maintain articles of clothing and footwear

#### Practical skills

- 1 Maintain articles of clothing and footwear using a range of techniques and equipment

#### Underpinning knowledge

##### The candidate will be able to

- 1 Explain the **basic rules** for stain removal
- 2 describe the procedures for removing **stains**
- 3 state the **equipment** used when pressing and steaming items of clothing
- 4 explain the **importance of pressure, moisture and heat** when pressing items of clothing
- 5 describe the technique for pressing and steaming **fabrics and finishes**
- 6 describe the technique for pressing and steaming **tailoring details**
- 7 state the **equipment used when steaming** items of clothing
- 8 define **key points** when sending out and receiving laundry
- 9 state the **purpose** of polishing
- 10 list the **equipment used for polishing**
- 11 describe the **procedures for polishing**
- 12 describe the techniques for caring for **items of footwear**
- 13 state the **health and safety** precautions to be taken when removing stains and using pressing and steaming equipment.

#### Range

##### Basic rules

Speed, identification, testing, strength of treatment, process, rinsing, drying

##### Stains

Beverage, blood, chocolate, cosmetic, dairy product, grass, grease, ink, mud, shoe polish, ash, pollen

##### Equipment

Steam or flat iron, steamer, pressing table or ironing board, pressing cloth, sleeve board, clothes brush, water spray, spray starch

##### Importance of pressure, moisture, heat

Pressure applied to fix sharp creases and to remove unwanted creases, enough moisture to create steam, correct heat used according to the garment's material, enough heat to ensure garment is not left damp

##### Fabrics and finishes

Pressing - wool, beads, sequins, brocades, embroideries, laces, glossy finish, glazed finish, satins, crepes, dull finishes, dark colours, sheers, blends, pile fabrics, napped fabrics, durable press, permanent press, stretch fabrics, knits, bonded, laminated steaming – wool, linen, silk, velvet, blended fabrics

### **Tailoring details**

Seams, darts, hems, vents, gathers and shirring, pleats, tucks, buttonholes, pockets, facings, collars, lapels, sleeves

### **Equipment used when steaming**

Steamer, coat hanger, hanging point or rail, clothes brush, lint free pad or small cushion

### **Key Points**

Retain a check list to show what was sent, the date sent and date expected back, leave copy of the list for the guest, on return of laundry check off against the list to ensure all items are present, up to standard and undamaged

### **Purpose**

Feeds the leather prolonging life of the shoe, acts as a water repellent, presentation, spit and polish gives a mirror finish, brush polish looks clean and tidy and is appropriate for casual shoes

### **Equipment used when polishing**

Brush to apply polish, brush to buff off polish, polish, water, suitable cloth for spit and polishing

### **Procedures for polishing**

Brush polish – brush off dust and debris, apply polish with on brush, buff off polish with off brush.

Spit and polish – brush off dust and debris, apply polish with on brush, buff off polish with off brush, apply polish in layers with cloth and water

### **Items of footwear**

Suede leather, patent leather, sports shoes

### **Health and safety range needed**

Apply principles of COSHH when using chemicals to remove stains from garments, operate equipment in line with manufacturers' instructions, ensure equipment is in good order before use, ensure equipment is appropriate to the task before use, ensure staff are trained in equipment use, ensure equipment turned off and/or stored after use



## Unit 307

## Valeting duties for Butlers

### Outcome 4

### Carry out additional valeting services

#### Practical skills

- 1 Carry out a range of other valeting services

#### Underpinning knowledge

##### The candidate will be able to

- 1 list the types of **calling services** available
- 2 explain the **benefits** of a calling service
- 3 describe the **procedures** for running a bath and preparing the bathroom for use
- 4 describe the **precautions** to be taken when running a bath
- 5 list **shopping services** performed by valets for customers/guests.

#### Range

##### Calling services

Knock, telephone call, wake up call with beverage tray

##### Benefits

Guest confident they will not over sleep, guest feels they are being looked after, beverage can be served during the wake up call, other valeting tasks can be carried out for the guest before they rise from bed, eg running a bath, laying out the day's clothes

##### Procedures

Customer/guest requirement for a bath is obtained, bathroom temperature judged for comfort, bath towel prepared, bath mat placed, bath inspected for damage and cleanliness, bath water run to acceptable depth and temperature

##### Precautions

Water temperature assessed, avoid over filling leading to flooding, mop up water spills in order to avoid creating a slip hazard

##### Shopping services

Theatre tickets, airline tickets, booking tables in restaurants, flowers, jewellery

## Unit 308

## Flowers and flower arranging for Butlers

### Overview

#### Rationale

This unit enables the candidates to demonstrate skill in the production of a range of designs. The candidates will also be introduced to the requirement to maintain plant material and equipment and the opportunity to identify the characteristics of fresh materials.

The aim of this unit is to provide the candidate with the skills needed to be able to produce a range of flower arrangements. He/she will also be able to maintain fresh flowers and plants and recognise common varieties.

#### Learning outcomes

- 1 Identify the characteristics of fresh material
- 2 Maintain plant material and equipment
- 3 Produce a range of floristry designs

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 20 hours

Outcome 2: 15 hours

Outcome 3: 10 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 2 NVQ/SVQ in Floristry

Unit FL1 Maintain the condition and appearance of plants to optimise their sales value

Unit CU68 Assemble tied floristry designs

Level 3 NVQ/SVQ in Floristry

Unit FL7 Plan, construct and evaluate floristry designs with medium (part coverage)

## Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 308

## Flowers and flower arranging for Butlers

### Outcome 1

### Identify the characteristics of fresh material

#### Underpinning knowledge

##### The candidate will be able to

- 1 identify flowers, foliages and flowering plants by their common and botanical name and variety
- 2 state the **seasonal availability** of various types of flowers and foliages
- 3 list the plants/flowers that are **poisonous or irritant**
- 4 state the **precautions** to be taken when handling poisonous or irritant materials.

#### Range

##### Seasonal availability

Flowers and foliage for spring, summer, autumn and winter

##### Poisonous or irritants

Euphorbia, dieffenbachia, aconitum, alstroemeria, tulip, narcissi and hyacinth bulbs, Solanum capicastrum (winter cherry)

##### Precautions

Use of gloves, wash hands after handling, avoid contact with eyes, seek medical advice if reaction occurs after handling, HASAWA

### **Practical skills**

- 1 Select correct tools and equipment used for conditioning fresh materials
- 2 Prepare work area and containers
- 3 Receive incoming fresh materials
- 4 Condition fresh materials

### **Underpinning Knowledge**

#### **The candidate will be able to**

- 1 list **tools and equipment** for conditioning fresh material
- 2 describe safe **handling techniques**
- 3 describe maintenance procedures for the care of tools and equipment
- 4 explain why it is necessary to **maintain** tools and equipment
- 5 state **conditioning** techniques for **types of fresh materials**
- 6 state the **benefits** of conditioning
- 7 state reasons for **prioritising** conditioning of fresh materials
- 8 list the **optimum conditions** for storage of fresh materials.

### **Range**

#### **Tools and equipment**

Knives, secateurs, scissors, containers, water, plant feed, ties, elastic bands

#### **Handling techniques**

Lifting heavy boxes, handling delicate, poisonous and irritant materials

#### **Maintain**

Damage caused to materials, cross-contamination, personal safety

#### **Conditioning**

Clean stems, remove leaves below waterline, remove thorns, cut stems on slant to encourage water uptake.  
Use flower food whenever possible

#### **Types of fresh materials**

Lilies, roses, hippeastrum, carnations, daffodils, irises, pussy willow, alyssum, arabis, dahlia, chrysanthemum, cotoneaster, Michaelmas daisies and foliage such as butcher's broom

#### **Benefits**

Encourages water uptake, helps prolong life of flower, makes stems more attractive, gives flowers extra strength and height

**Prioritising**

Most fragile or delicate or expensive first – avoid waste and extra cost

**Optimum conditions**

Temperature, light, humidity, water, feed and storage

## Unit 308

## Flowers and flower arranging for Butlers

### Outcome 3

### Produce a range of floristry designs

#### Practical skill

- 1 Produce a range of **hand tied designs**
- 2 Produce a range of arrangements in **flower bowls**
- 3 Incorporate accessories and ancillary items into designs

#### Underpinning knowledge

##### The candidate will be able to

- 1 define the **principles** of design
- 2 define the **elements** of design
- 3 list a range of **containers** for specific occasions
- 4 list the **equipment** used in floristry and describe its use
- 5 list the **characteristics of designs**
- 6 state types of **ancillary items and accessories** used in designs
- 7 list a range of gift packaging **materials** and state reasons for their use
- 8 state how to **enhance designs** by gift packaging
- 9 list **occasions** where special designs/colours may be requested
- 10 state **precautions** required when handling materials, tools and equipment
- 11 state relevant **health and safety legislation**.

#### Range

##### Hand tied designs

Flowers and foliage spirally bound; even dome shape maintained; stems all same length and securely bound; binding tied securely in a knot and covered with ribbon / raffia

##### Flower Bowl

Flowers and foliage arranged symmetrically; flowers and foliage pushed into florist's foam in equally spaced groups; overall design is symmetrical in shape

##### Principles

Balance, dominance, contrast, proportion and scale (of arrangement itself, and of arrangement to its setting), rhythm, harmony

##### Elements

Form, colour, texture, space

##### Containers

Baskets, vases, bowls, troughs, pots

##### Equipment

Pot tape, plastic pin, fix, pin holders, floristry wire, oasis (wet and dry)

**Characteristics of designs**

Hostess bouquet, natural posy, gift bouquet flat pack, basket arrangement, table arrangements, planted design

**Ancillary items and accessories**

Bows, balloons, gifts (eg teddy, flower food and gift cards)

**Materials**

Box, cellophane, paper, tissue

**Enhance designs**

Use of coloured paper, ribbons, cellophane, tissue paper, addition of water or gift

**Occasions**

Anniversaries (eg silver, ruby and golden), new baby, birthdays

**Precautions**

Care when handling scissors, knives and secateurs, care when handling poisonous or irritant material

**Health and safety legislation**

Health and Safety at Work Act 1974 and subsequent amendments, Control of Substances Hazardous to Health



## Unit 309

# Maintaining surfaces and antique furnishings for Butlers

## Overview

### Rationale

The aim of this unit is to provide candidates with the skills and knowledge to be able to use and care for antique furnishings whilst maintaining item's quality. The candidate should also be able to maintain stone surfaces such as floors and be able to identify signs of deterioration and potential risk to items in their working environment.

The aim of this unit is to provide the candidate with the skills needed to undertake a range of cleaning techniques in caring for an employer's residence and the wide variety of items in that residence eg service items such as silver flatware and furnishings such as a French polished dining table.

### Learning outcomes

- 1 Research antiques, collectables and objets d'art
- 2 Care for wood and other antique furniture
- 3 Care for antique books
- 4 Care for marble and other stone surfaces
- 5 Maintain antique clocks

### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 9 hours

Outcome 2: 9 hours

Outcome 3: 9 hours

Outcome 4: 9 hours

Outcome 5: 9 hours

### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 2 NVQ/SVQ in Hospitality

Unit 2HK1 Clean and service a range of areas

Unit 2HK2 Work using different chemicals and equipment

City & Guilds level 2 Certificate in Cleaning Science

Unit 201 Choose and demonstrate cleaning techniques

## Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 309                      **Maintaining surfaces and antique furnishings for Butlers**

Outcome 1                      Research antiques, collectables and objets d'art

### **Underpinning knowledge**

**The candidate will be able to**

- 1            define the **terms** antique, collectable and objet d'art
- 2            state the **advantages** of obtaining information on antiques and other items on display in your environment and or used during your duties
- 3            state what **information about an item** that can be used to research it
- 4            state **sources** of information which could be used to research an item.

### **Range**

#### **Terms**

Antique – made in or typical of earlier times and valued for its age Collectable

– things considered to be worth collecting

Objet d'art – a work of art of some artistic value

#### **Advantages**

Better understanding of items potentially in your care, increased interest in your work and environment, expanded personal knowledge in your profession, ability to instantly offer information to guests if they enquire about an item, professional and knowledgeable impression given to guests and employers

#### **Information about an item**

Description of item – materials used in construction/manufacture, pattern, shape, design, style.

Markings on the item by manufacturer/artist or official body, any provenance known

#### **Sources**

Employer/owner, other members of staff expert on/familiar with the item or its kind, the internet, experts/enthusiasts such as dealers, auctioneers traders and collectors, reference books

## Unit 309                      **Maintaining surfaces and antique furnishings for Butlers**

Outcome 2                      Care for wood and other antique furniture

### **Practical skills**

- 1            Care for wood and antique furniture

### **Underpinning knowledge**

**The candidate will be able to**

- 1            list **woods** used in furniture construction
- 2            Explain the main **causes** of damage to wood finishes
- 3            list types of **wood finishes**
- 4            Describe the **cleaning programme** for wood finishes on antique furniture
- 5            Describe methods for **removing finger prints, food spills and greasy marks**
- 6            Describe **methods for dusting**
- 7            Describe methods for **removing candle wax**
- 8            describe **measures** taken to prevent damage to tables
- 9            state the **problems** that can be caused by the use of incorrect cleaning materials on wood finishes.

### **Range**

#### **Woods**

Amboyna, beech, chestnut, mahogany, maple, oak, olive, pine, rosewood, satinwood, walnut, yew

#### **Causes**

The environment – light, relative humidity, bio predation, insect infestation, rodents, mould, mildew and fungi. Use – melting caused by hot items, water spills and condensation, staining, contact with organic solvents, excess weight or bulk, abrasions caused by dragging items across surface, dents caused by items being dropped onto surface; handling and moving

#### **Wood finishes**

French polish, wax, oiled, lacquer, shellac, varnish, paint

#### **Cleaning programme**

Regular inspections of items of furniture for damage and deterioration, assess requirement for and the level of cleaning necessary, remove debris, candle wax, finger prints and spills, dust surface, schedule professional maintenance if required

#### **Removing finger prints, food spills and greasy marks**

Clean damp cotton kitchen cloth followed by buffing dry in the direction of the wood grain with a clean cotton duster. Add vinegar to water, one teaspoon to a pint and applied with a wet cloth to aid removal of grease

#### **Methods for dusting**

Use soft cotton or linen duster, working in straight lines in the direction of the wood grain

### **Removing candle wax**

Wear protective clothing, Gently scrape the wax off in a pushing motion with the edge of a credit card. Apply a light application of liquid burnishing cream rubbed up in the direction of the wood grain using an open weave 'mutton' cloth

### **Measures**

Ensure environmental conditions are optimum, regular inspections for deterioration, correct storage of table leaves, carry table leaves with polished surface facing away from body, use of correct cleaning procedures and materials, lift items into position onto table do not drag, use of material liners under flowers and large items and prompt removal of spillages

### **Problems**

Finish could dissolve, finish could discolour, finish could soften, wax finishes can become gummy, polish can become cloudy

### **Methods of decorating**

Inlays, marquetry, parquetry, gilding, metal mounts, carving, fretting

## Unit 309                      Maintaining surfaces and antique furnishings for Butlers

### Outcome 3                      Care for antique books

#### Practical skills

- 1            Care for antique books

#### Underpinning knowledge

##### The candidate will be able to

- 1            state the **reasons** for deterioration on the quality of antique books
- 2            describe **how to reduce the impact** of atmospheric pollutants on books
- 3            state the correct **conditions** for the storage of books
- 4            describe the **technique** for handling books properly
- 5            state the **procedures** for cleaning books.

#### Range

##### Reasons

Atmospheric pollutants (sulphur dioxide, nitrogen dioxide, ozone) invisible radiation of sunlight, fluorescent light and short wave lengths of visible light, growth of micro-organisms such as mould and bacteria, insects and rodents; high and fluctuating temperatures; high (in excess of 68%) and low (below 40%) levels of relative humidity, poor handling techniques

##### How to reduce the impact

Use of air filters, use of closed containers and/or exhibit cases, regular checks of materials for mould growth, regular vacuuming to eliminate dust and dirt build up, avoid storing books in direct sunlight or under unshielded fluorescent tubes, use of ultraviolet-filtering materials

##### Conditions

Constant temperature of 68 degrees Fahrenheit; constant level of relative humidity - 40 to 50% for modern book papers, 45 to 55% for leather bindings, 50 to 60% for vellum and parchment

##### Technique

Never remove a book from shelf by pulling upon the head cap, hold the book firmly by the body, books should stand upright to avoid damage to the spines, large books should be stored flat

##### Procedures

Wear suitable protective clothing, carefully remove books from shelf (push in books on either side of required book, grip book firmly by body, lift off shelf), books stored safely in piles of maximum 5, shelves examined before cleaning to ensure they are in good order (ie free of damp, free of any evidence of pests), shelves cleaned (using soft brush, vacuum cleaner and lint-free cloth), books cleaned (using soft brush and lint-free cloth), books checked for signs of damage and evidence of pests / mould, books replaced on shelf (ensure book is closed, ensure book is in correct position, ensure adjacent books are realigned, book lifted into slot, book aligned with existing books)

## Unit 309

## Maintaining surfaces and antique furnishings for Butlers

### Outcome 4

### Care for marble and other stone surfaces

#### Practical skills

- 1 Care for marble and stone surfaces

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the **procedure** for cleaning stone floors and other stone surfaces
- 2 describe the care of **vanity top surfaces**
- 3 describe the care of **food preparation areas**
- 4 describe how to clean **outdoor pool and patio areas**
- 5 state the reasons for and methods of removing the following **stains** from marble surfaces
- 6 list the **general rules** that should be followed when caring for stone installations.

#### Range

##### Procedure

Frequency, equipment, materials, sequence

##### Vanity top surfaces

Application of penetrating sealers, use of marble or non-yellowing automobile paste wax

##### Food preparation areas

Application of non-toxic penetrating sealer

##### Outdoor pool and patio areas

Flush with clean water, use of mild bleach to remove algae or moss

##### Stains

Organic stains, oil stains, rust stains, acids

##### General rules

Dust mop floors frequently; clean surfaces with mild detergent or stone soap; thoroughly rinse and dry the surface after washing; blot up spills immediately; protect surfaces with non-slip mats or area rugs and countertop surfaces with coasters, trivets or placemats; avoid use of vinegar, lemon juice or other cleaners containing acid on marble, limestone, travertine or onyx surfaces; avoid use of cleaners that contain acid such as bathroom cleaners, grout cleaners of tub and tile cleaners; avoid use of abrasive cleaners such as dry cleansers or soft cleansers; do not mix bleach and ammonia

## Unit 309                      Maintaining surfaces and antique furnishings for Butlers

### Outcome 5                      Maintain antique clocks

#### Practical skills

- 1            Care for antique clocks

#### Underpinning knowledge

##### The candidate will be able to

- 1            identify **types** of clock
- 2            state the **main components** of clocks
- 3            list the **information** that should be obtained when caring for antique clocks
- 4            describe the main **factors** that can cause damage/affect their time keeping of clocks
- 5            describe the **procedure for handling** clocks
- 6            describe **methods for cleaning** clocks
- 7            describe the **routine for winding** clocks
- 8            state **why a clock may have more than one winding hole.**

#### Range

##### Types

Lantern clocks, wall, bracket, Mantel, table, carriage, Longcase/tallcase, skeleton, novelty

##### Information

Winding routine, winding instructions, clock's habits- lose time or gain time

##### Factors

Careless handling, improper cleaning, improper repair, over-winding, storage or display in a poor environment - high and/or fluctuating humidity or temperature, excessive exposure to light, pests, pollution, unlevelled positioning

##### Main components

Movement/mechanism, case, face/dial, hands

##### Methods for cleaning

Visual inspection of case for damaged veneer, inlays or gilding; dust removed using a soft brush or a vacuum cleaner nozzle with a soft brush attachment; if wet cleaning use of a detergent designed specifically made for the purpose; the detergents should be diluted to a concentration of approximately 1% in water; use cotton balls or soft lint free cloth; the solution should be gently applied to the surface; q-tips could be used to clean into small ornate carved areas and crevices; residual detergent removed by rinsing with distilled water; the rinse water should also be applied using cotton balls or a cloth lint free cloth; in both instances the cloth or cotton should be damp not wet; water should not be allowed to sit on the surface as it could damage the finish; an absorbent sponge could be used to blot excess water from the surface; wipe over with a clean dry lint free cloth



### **Procedure for handling**

Wear cotton gloves; assessment of the new location for suitability against the factors which could cause damage or poor time keeping; remove accessories or articles of clothing such as belt buckles and jewellery that could scratch the surfaces of the clock; visually assess clock for estimated weight and sturdy points where it would be safe to grasp it; clocks should never be grasped by their handles as these attachments may have weakened with age and use

Tall case clocks – should be disassembled, weights and pendulum removed the clock can then be safely lifted by two people.

Spring-driven clocks - can be moved short distances without disassembly. The pendulum should always be secured to prevent damage, this can be done by way of an internal latch that some clocks have specifically for this purpose, alternatively place foam or padding behind the pendulum to secure it into place. The clock should then be tilted onto its back during movement the exception to this is marble clock cases, do not lay these down on their back or sides. Marble cases are cemented together with reinforcing wires similar to a building and are designed to be erect

Weight-driven clocks - wait until the clock has wound down before it is relocated. Once it has stopped running, carefully remove the weights and pendulum

### **Routine for winding**

Eight day movement – at approximately the same time on same day each week. 30

hour movement – at same time each day

### **Why a clock may have more than one winding hole**

Winding holes are an indication of the number of independent gear trains, one 'train' the clock will tell the time only. If there are two winding holes it will tell the time and strike the hours (and often the half hours); ie a striking clock. Three holes means three functions so, in addition to telling the time and striking the hours this clock will chime the quarters as well

## Unit 310

# Organisation of travel arrangements for Butlers

## Overview

### Rationale

The aim of this unit is to provide candidates with the skills and knowledge to make travel and accommodation arrangements for an employer or customer/guest, and where required to organise the opening and closing of an employer's house.

The aim of this unit is to provide the candidate with the skills needed to put in place a range of travel arrangements. The candidate will understand what is involved in booking both the mode of transport and the type of accommodation. In addition the candidate will gain an appreciation of what information is important to obtain prior to travelling and how to access that information.

### Learning outcomes

- 1 Make travel arrangements
- 2 Make accommodation arrangements
- 3 Carry out pre-travel arrangements
- 4 Open and close a house

### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 12 hours

Outcome 2: 10 hours

Outcome 3: 10 hours

Outcome 4: 13 hours

### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 2 NVQ/SVQ in Hospitality

Unit 2R11 Identify and provide Tourism Related Information and Advice

## Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

# Unit 310                      Organisation of travel arrangements for Butlers

## Outcome 1                      Make travel arrangements

### Practical skills

- 1            Make travel arrangements

### Underpinning knowledge

#### The candidate will be able to

- 1            state the importance of obtaining and providing clear information on all **aspects of travel**
- 2            describe the different **methods of booking** travel tickets
- 3            state the **benefits** of making travel arrangements through a regular agent/organisation
- 4            state **methods** of obtaining travel documents
- 5            describe the **procedures** for processing and checking items to bills
- 6            explain how to deal effectively with any **problems** that may occur.

### Range

#### Aspects of travel

Details of all the people and pets travelling and their luggage requirements; travel departure and destination; time and date of travel; mode of travel (eg aircraft, Eurostar etc); budget; dietary requirements; special access needs (eg age, disability); location (eg 1st Class, Economy Class); preferred seating arrangement; travel for special occasions (eg birthday, anniversary)

#### Methods of booking

Travel agencies, direct with the travel company, via the internet

#### Benefits

Frequent flyer programmes, special offers, level of service

#### Methods

Deliver by post, deliver by courier, collect in person, print off from internet website, receive fax details

#### Procedures

Methods (establishment procedures, manual EPOS); security (cheques, bills)

#### Problems

Alterations, cancellations

## Unit 310

## Organisation of travel arrangements for Butlers

### Outcome 2

### Make accommodation arrangements

#### Practical skills

- 1 Make accommodation arrangements

#### Underpinning knowledge

##### The candidate will be able to

- 1 state the importance of obtaining clear **information** regarding accommodation prior to booking
- 2 explain the different **methods** of booking accommodation
- 3 state the importance of following establishment procedures for making accommodation arrangements
- 4 state the **benefits** of booking accommodation through a regular agent/organisation
- 5 list **travel information** required prior to travel
- 6 explain how to deal effectively with **problems** that may occur.

#### Range

##### Information

Destination; dates of stay; budget available; special access needs (eg age, disability); location (eg preferred hotel, room); special occasions (eg birthday, anniversary, weddings)

##### Methods

Travel agencies, hotel agencies, via the internet, via the telephone, by letter, by facsimile

##### Benefits

Special offers, level of service

##### Travel information

Maps,  
hotel reservations

##### Problems

Last minute changes, cancellations, delays

## Unit 310                      Organisation of travel arrangements for Butlers

### Outcome 3                      Carry out pre-travel arrangements

#### Practical skills

- 1            Carry out pre-travel arrangements

#### Underpinning knowledge

##### The candidate will be able to

- 1            state what **precautions** should be taken with regard to travel documents prior to travel
- 2            describe the **health precautions** that need to be taken before travelling
- 3            locate **relevant information** about a travel destination prior to departure
- 4            list the **types** of travel insurance available
- 5            state the **reasons** for making sure that adequate insurance has been taken out for all the parties travelling
- 6            describe the **services** available from British Consuls when travelling abroad
- 7            list the **sources of information** that can be used prior to travelling.

#### Range

##### Precautions

Passport/identity card is still valid and make a note of its number, date and place of issue; valid visa if required; another form of identification with photograph; luggage weight and content restrictions

##### Health precautions

Knowledge of major diseases and the precautions to take, immunisation, knowledge of what's safe to eat and drink, latest health updates on country of travel, consultation with GP prior to travel, impact on existing medication and medical conditions, regulations on taking medication out of the country, knowledge of Reciprocal Health Care Agreements

##### Relevant information

Local attractions, local laws and customs (eg possession and use of drugs and alcohol), safety and security (eg crime, terrorism, local travel, climate, time zones, mobile telephone coverage)

##### Types

Motor insurance, personal possessions, sickness and accidents

##### Reasons

Cancellation, delay, personal accident, personal liability, medical expenses, personal belongings

##### Services

Issue emergency passports, contact relatives in the UK to help with tickets and money, give information on transferring money, in an emergency cash a sterling cheque worth up to £100 if supported by a valid banker's card, assist in locating lawyers, doctors and interpreters locally, arrange for next of kin to be told of an accident or a death and advise on procedures, carry out prison visits, give guidance on organisations who help trace missing persons, liaise with the local authorities

**Sources of information**

Foreign and Commonwealth Office Travel Advice, Department of Health Advice for Travellers,  
Association of British Insurers: Holiday Insurance and Motoring Abroad

## Unit 310                      Organisation of travel arrangements for Butlers

### Outcome 4                      Open and close a house

#### Practical skills

- 1            Organise the opening and closing of a house

#### Underpinning knowledge

##### The candidate will be able to

- 1            explain the **procedures for opening** a house
- 2            explain the **procedures for closing** a house
- 3            state **why it is important to prioritise** arrangements for the opening and closing of a house
- 4            describe the procedures involved in **handling and recording** payments.

#### Range

##### Procedures for opening

All appropriate staff notified; security company notified of the date of arrival; gas and electricity turned on and appliances checked; chimneys swept and windows cleaned; fridge cleaned, switched on and filled with food; kitchen cleaned; pantry cleaned and glass and china polished to remove any dust; silver removed from the safe and polished; house aired by turning on the heating and thermostat checked; bedrooms prepared; bathrooms prepared; house filled with flowers; drinks cabinet checked; wine stocks checked, newspapers ordered

##### Procedures for closing

Security company notified of the date of departure; gas and electricity turned off; fridge emptied and switched off, kitchen cleaned; silver and other valuables placed in the safe; beds stripped and linen laundered; flowers removed from the house; drinks cabinet closed up; wine cellar closed up; newspapers cancelled

##### Why it is important to prioritise

Ensure procedures for opening and procedures for closing are carried out in correct order, helps prevent accidents, floods, damage to property

##### Handling and recording

Bill preparation, methods, routines, presentation



## Unit 311

## Event management for Butlers

### Overview

#### Rationale

The aim of this unit is to provide candidates with the knowledge and skills to assist in the preparation, staging and closing down of events, and how to deal with emergencies. The events covered reflect the types of events that a butler would be involved with in the course of their duties.

The aim of this unit is to provide the candidate with the skills needed to assist in the preparation, staging and closing down of events and how to deal with emergencies.

#### Learning outcomes

- 1 Plan and prepare events
- 2 Assist with running events
- 3 Assist with closing down events
- 4 React to emergencies at events

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 10 hours

Outcome 2: 15 hours

Outcome 3: 10 hours

Outcome 4: 10 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 2 NVQ/SVQ in Events (organisers)

Unit 2C1 Assist with setting up, running, and closing down events

some aspects of the following unit are covered:

Level 3 NVQ/SVQ in Hospitality Supervision

Unit HS8 Supervise a function

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

**Practical skills**

- 1 Plan an event
- 2 prepare for an event

**Underpinning knowledge**

**The candidate will be able to**

- 1 describe the **information**① required in order to plan for an event
- 2 describe **problems** that may occur with the preparations
- 3 state the **information**② required to monitor supplies
- 4 describe action to be taken to rectify problems in the supply of resources
- 5 list the **criteria** to consider when hiring a catering company for an event
- 6 describe a range of key types of **events**.

**Range**

**Information**□

Numbers attending, food and drink requirements, budget, event layout, equipment and materials requirements, furniture requirements and seating plan, timing of event, date of event, location of event, environment required, lighting, ventilation, temperature, risk assessment, special instructions (specific to event)

**Problems**

Products below standard, product not available, over ordering, under ordering, forgotten to order, numbers change significantly, breach of security, problems with equipment or venue, eg marquee, banquet hall, function room, Guest complaints

**Information**□

Name and address of supplier, details of requirements and order given, expected day and time of arrival

**Criteria**

Size of event, location, type of event, capabilities, reputation, cost, availability

**Events**

Lunch party, garden party, cocktail party, dinner party, shooting lunch, picnic

## Unit 311

## Event management for Butlers

### Outcome 2

### Assist with running events

#### Practical skills

- 1 Assist with running events

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the **requirements** for running **events**
- 2 describe the extent of responsibility and authority of self and others within the establishment
- 3 state the **reasons for briefing** staff using both written and verbal communication
- 4 describe situations that may cause **problems** to the smooth running of the event
- 5 state **when** to report problem situations to an appropriate person
- 6 describe the potential **consequences** of failing to notify the right people about problems when they arise
- 7 explain **why** health, safety and security should be maintained and monitored whilst running events
- 8 state the **reasons** for monitoring/restocking the level of supplies.

#### Range

##### Requirements

Study function/briefing sheet; check area chosen is suitable; check all equipment and items ordered have arrived, are safe, and in good working order; area/room layout is designed to function requirements; furniture is correctly positioned; environmental systems are set for function; security measures and checks are carried out; all staff are given full briefing; final inspection of area is carried out before event commences; work is prioritised and carried out in a logical order; work is carried out according to health and safety requirements

##### Events

Lunch party, garden party, cocktail party, dinner party, shooting lunch, picnic

##### Reasons for briefing

Ensure agreed actions take place in a timely manner, prevent problems, staff understand their role, staff feel involved, use of function sheets, final checks/inspection, staff are informed of security/emergency procedures

##### Problems

Location, noise levels, food/drink, uninvited guests, illness, burglary, storage conditions not suitable, equipment faults, violent or disorderly customers/guests, breakages, spillages

##### When

As soon as they become apparent

Consequences  
**Unit 311**

## **Event management for Butlers**

Legal implications, illness, dismissal, loss of reputation



**Why**

Danger to guests, VIPs attending event, Health and Safety at work Act, avoid accidents, injuries, complaints, in accordance with establishment security procedures

**Reasons for monitoring**

Ensure smooth running of event, ensure that nothing runs out, ensure there are no complaints

## Unit 311

## Event management for Butlers

### Outcome 3

### Assist with closing down events

#### Practical skills

- 1 Assist with closing down events

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe situations that are likely to cause **problems** in closing down an event
- 2 explain **why** health, safety and security should be maintained and monitored when closing down
- 3 describe the **procedures** for dealing with lost property
- 4 describe the particular **requirements** for closing down **events**.

#### Range

##### Problems

Noise levels late at night, guests not wishing to leave, uninvited guests, collection of rubbish, lost property and equipment, discrepancies and breakages, damage

##### Why

Danger to guests; danger to contractors; Health & Safety at Work Act; so as to avoid accidents, injuries, complaints; in accordance with establishment security procedures

##### Procedures

Add entry to report book with details: brief description of item, date/time found, where found, at what event, who found item, where item is now located; item labelled and stored securely

##### Requirements

Guests assisted with departure (eg coats, bags, outdoor clothes, cars are ready to collect guests), all equipment/resources dismantled and returned to the supplier/location, final inspection of area completed, all staff debriefed

##### Events

Lunch party, garden party, cocktail party, dinner party, shooting lunch, picnic



## Unit 311                      Event management for Butlers

### Outcome 4                      React to emergencies at events

#### Underpinning knowledge

- 1        describe different types of **emergency situations**
- 2        explain **procedures** to monitor an event for potential emergencies
- 3        state the **actions** to be taken should an emergency arise
- 4        Explain where to find information about emergency plans within your establishment
- 5        describe the **priorities** for action in emergencies
- 6        list the **information** to be passed on in an emergency
- 7        State who to pass information on to within the establishment
- 8        describe **how to maintain** the dignity and morale of individuals in a medical emergency
- 9        state the **factors** likely to contribute to visitor panic in emergencies
- 10      describe the potential **consequences** of not taking the correct action in the event of an emergency.

#### Range

##### Emergency situations

Fire, act of terrorism, structural collapse, medical emergency

##### Procedures

As per organisational procedures (eg searches, reporting, monitoring guest access)

##### Actions

Assess the situation, inform supervisor, follow instructions (eg contact correct specialist help/emergency services if instructed so to do)

##### Priorities

Follow instructions closely, safety of individuals, safety of belongings and buildings

##### Information

Details of the situation and those involved, number of casualties, particulars of those involved

##### How to maintain

Be calm, unafraid, speak quietly, reassure individual

##### Factors

Cause of emergency, noise level, size of emergency, scale of damage or loss of life, lack of clear guidance and instruction, distressed and traumatized people

##### Consequences

Injury/loss of life, damage to buildings, financial cost increased, poor reputation

## Unit 312

## Car maintenance and preparation for Butlers

### Overview

#### Rationale

The aim of this unit is to equip the candidate with the skill, knowledge and understanding necessary to valet a car and carry out routine maintenance tasks. It will also allow provide an opportunity to develop an understanding of the checks to be carried out prior to long journeys.

The aim of this unit is to provide the candidate with the skills needed to demonstrate a wide range of car valeting duties and basic routine maintenance tasks.

#### Learning outcomes

- 1 Valet a car
- 2 Carry out routine maintenance checks in preparation for travelling

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 23 hours

Outcome 2: 22 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following qualification:

City & Guilds Entry Level 3 Award in Automotive Vehicle Maintenance

Unit 01 Engine lubrication system

Unit 03 Fuel and exhaust system

Unit 05 Electrical system

Unit 09 Wheel and tyre systems

Unit 10 Body and Interior cleaning

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 312

## Car maintenance and preparation for Butlers

### Outcome 1

### Valet a car

#### Practical skills

- 1 Prepare to valet a vehicle
- 2 Carry out valeting procedures
- 3 Dispose of waste materials

#### Underpinning knowledge

##### The candidate will be able to

- 1 state the **exterior elements** of vehicles requiring valeting
- 2 state the **internal elements** of vehicles requiring valeting
- 3 explain the use of **equipment** necessary to valet vehicles
- 4 state the appropriate **safety precautions** when using and storing cleaning materials
- 5 identify the appropriate **personal protective equipment** required for valeting operations
- 6 describe the **final checks** to be made following completion of valeting operations
- 7 describe establishment **procedures** for disposing of waste materials.

#### Range

##### External elements

Body panels, external trim, windows and windscreen, fabric hoods, wheels and tyres, engines and engine compartments, underbody

##### Internal elements

Seats, belts and headrests; carpets and protective mats; internal trim; roof linings and openings; fascia mouldings and instrument housings

##### Equipment

Power washes, steam cleaners, power mops, sponges, cloths, chamois, polishes (metallic paintwork, non metallic paintwork, and bright work) detergents; solvents; stain removers, vacuum cleaner

##### Safety precautions

COSHH

##### Personal protective equipment

Face masks, goggles, gloves, overalls, protective footwear

##### Final checks

No smears, no marks on upholstery, vacuumed, items removed for cleaning are put back in place, ash tray empty, internally and externally waxed/polished

##### Procedures

According to item and type of waste

**Unit 312**  
Outcome 2

**Car maintenance and preparation for Butlers**  
Carry out routine maintenance checks in preparation for travelling

**Practical skills**

- 1 Carry out a range of checks before the start of a journey
- 2 Remove and replace components
- 3 Dispose of waste materials

**Underpinning knowledge**

**The candidate will be able to**

- 1 state the functional requirements of a range of car **components**
- 2 name the **equipment** necessary to remove and refit components
- 3 describe procedures for sending the car for a service
- 4 describe the potential **consequences** of failing to regularly service the car
- 5 explain what **checks** need to be carried out prior to a journey
- 6 explain the procedures for dealing with **problems identified** when carrying out the checks
- 7 describe **procedures** for disposal of waste materials.

**Range**

**Components**

Wheels and tyres, air and exhaust systems, electronic systems, lubricants, lights and lighting

**Equipment**

Hydraulic jacks, wheel removal and refitting equipment, torch, cloth, water container, socket set

**Consequences**

Reduced reliability, damage, excessive wear and tear, depreciation, reduced safety

**Checks**

Tax disc and MOT certificates current; car's insurance documents valid and up-to-date; membership of a motoring organisation current; route checked prior to departure; oil level, tyre pressure and water levels and lights checked; petrol tank is full; provision of emergency triangle, first aid kit, fire extinguisher, spare tyre

**Problems identified**

Deal with minor problems (eg topping up oil, replace windscreen wipers, top up windscreen washer fluid, replace bulbs, inflate tyres), contact designated garage

**Procedures**

According to item and type of waste

## Unit 313

## Procedures for dealing with shotguns for Butlers

### Overview

#### Rationale

This unit will provide the essential background knowledge on how to safely handle, store and transport a customer's/guest's shotguns.

**Centres wishing to offer this unit must ensure that they can comply with all relevant legal and health and safety requirements in relation to the handling of shotguns.**

The aim of this unit is to provide the candidate with the skills needed to safely handle, store, prepare for use and pack for transportation shotguns belonging to customer's/guest's visiting for a game shoot or an overnight stay at an employer's establishment/residence.

#### Learning outcomes

- 1 Handle shotguns safely
- 2 Safely store and transport shotguns

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 25 hours

Outcome 2: 20 hours

#### Connections with other awards/Signposting to other standards

This unit does not map to NVQ/SVQs or other awards.

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## **Unit 313                      Procedures for dealing with shotguns for Butlers**

Outcome 1                      Handle shotguns safely

### **Practical skills**

- 1            Prepare a shotgun for use
- 2            Demonstrate safe handling procedures for shotguns
- 3            Clean a shotgun after use

### **Underpinning knowledge**

**The candidate will be able to**

- 1            explain how shotguns work, using correct **terminology**
- 2            state the **characteristics** of unsafe firearms
- 3            state **procedure** in the event of a misfire
- 4            describe the **cleaning procedure** for a shotgun.

### **Range**

#### **Terminology**

Action, barrel, choke, forearm, muzzle, stock, breech, ejectors, bore, over and under, chamber, misfire

#### **Characteristics**

Shotgun in poor condition, an 'unbroken' shotgun, a loaded shotgun, shotgun lent up against something, 'unbroken' shotgun laying on the floor

#### **Procedure**

Point barrels in a safe direction, wait 30 seconds, open gun cautiously

#### **Cleaning procedure**

Disassemble gun, clean bores, clean and lubricate exterior, clean and lubricate action, reassemble

## Unit 313                      Procedures for dealing with shotguns for Butlers

### Outcome 2                      Safely store and transport shotguns

#### Practical skills

- 1        Place a shotgun in storage
- 2        Prepare a shotgun for transportation
- 3        Store ammunition

#### Underpinning knowledge

##### The candidate will be able to

- 1        describe current **legislation and codes of practice** relating to the storage, transportation, use and ownership of firearms
- 2        describe how to **receive and store** a shotgun and ammunition
- 3        list establishment's gun cupboard/room operating procedures
- 4        describe the procedure for **packing a shotgun and ammunition** for transportation
- 5        describe the procedure for **loading a shotgun and ammunition** into a vehicle.

#### Range

##### Legislation and codes of practice

Firearms Acts 1992, the Code of Good Shooting Practice

##### Receive and store

Shotgun removed from case, components inspected for damage, shotgun assembled, shotgun placed in the gun cabinet and labelled if it is a guest gun, the cabinet must be locked and key removed and stored in line with establishment's procedures, ammunition arriving boxed or in bags stored separately to the shotguns in a secured, dry, ventilated cupboard

##### Packing a shotgun and ammunition

Seek guest's instructions, shotguns secured until immediately prior to guest's departure, break shotgun down and pack into the case, all components are clean and free from damage, all components are accounted for, if instructed to do so keep one component separate for the guest to carry personally, gun case locked and key handed to the guest, ammunition boxed or in cartridge bags

##### Loading a shotgun and ammunition

Shotgun and ammunition stored in different parts of the vehicle, secure storage used if available, all shooting paraphernalia out of sight, vehicle locked until the guest departs

## Unit 314

## Domestic animal care for Butlers

### Overview

#### Rationale

From time to time, a butler may be asked to temporarily assist in the care of guests' or employers' domestic animals. It is therefore important that the butler is aware of some basic guidelines for the welfare of these pets.

The aim of this unit is to equip the candidate with the skill, knowledge and understanding needed to look after a range of domestic animals.

#### Learning outcomes

- 1 Prepare and clean animal accommodation
- 2 Provide food and water to a range of animals
- 3 Move, exercise and restrain animals

#### Guided Learning Hours

It is envisaged that candidates will require 45 guided learning hours in order to complete this unit. It is suggested that hours could be allocated to outcomes as follows:

Outcome 1: 10 hours

Outcome 2: 25 hours

Outcome 4: 10 hours

#### Connections with other awards/Signposting to other standards

This unit is designed prepare those candidates working towards achieving the following NVQ/SVQs and the underpinning knowledge contained within the specific units:

Level 2 NVQ/SVQ in Animal care

- |           |   |
|-----------|---|
| Unit AC3  | Maintain the cleanliness of the working environment       |
| Unit AC4  | Provide exercise opportunities for animals                |
| Unit CU31 | Assist with the movement of animals                       |
| Unit CU33 | Provide feed and water to animals                         |
| Unit CU37 | Establish and maintain animals within their accommodation |

#### Assessment

The learning outcomes for this unit will be assessed on the basis of evidence produced as a result of:

##### 1. Practical activities

These are listed under each learning outcome in the next section under the heading 'Practical skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of activities. The assignment will also sample the candidate's underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.



## Unit 314

## Domestic animal care for Butlers

### Outcome 1

### Prepare and clean animal accommodation

#### Practical skills

- 1 Prepare accommodation for reception of **animals**
- 2 Clean animal accommodation

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe key **environmental conditions** to be considered
- 2 list the types of **animal accommodation** available
- 3 list the range of **contents** required in animal accommodation
- 4 state the **importance**① of the correct cleaning routine for the animals
- 5 list the types of **disinfectants and cleaning agents** for cleaning animal accommodation
- 6 state the **importance**② of following manufacturers' instructions when using disinfectants and cleaning agents
- 7 state the **consequences** of failure to clean
- 8 state the **types of waste** to be disposed of
- 9 describe the **methods** of disposing of animal waste
- 10 state the **health and safety implications** of dealing with different types of waste
- 11 describe the **procedures** for the removal and storage of temporary animal accommodation.

#### Range

##### Animals

Cat, dog, gerbil, hamster, goldfish, rabbit

**Environmental conditions** Temperature, light, ventilation, structure

##### **Animal accommodation**

Cages, tanks, kennels

##### **Contents**

Bottles, bowls, toys, boxes, ladders, beds

##### **Importance**①

Safety, comfort, hygiene, smell

##### **Disinfectants and cleaning agents**

Aldehydes, peroxides, halogens

##### **Importance**②

Correct dilution, mixing different products, correct storage

**Consequences**

Infections, smell, injury, degradation of accommodation

**Types of waste**

Hazardous, non-hazardous, dead animals

**Methods**

Poop scoop, shovel, bag, animal toilet, animal waste bin

**Health and safety implications**

Disease, infection

**Procedures**

Clean, dismantle and store

**Practical skills**

- 1 Select suitable equipment to feed individual animals and groups of animals
- 2 Feed and water individual animals and groups of animals

**Underpinning knowledge**

**The candidate will be able to**

- 1 list the different types of **feeding systems**
- 2 list the different types of **watering systems**
- 3 state the importance of **checking** all equipment prior to its use
- 4 explain the **action** to be taken if equipment is faulty
- 5 state the **basic food and water requirements** for animals
- 6 state **factors** to consider when choosing correct diet for animals
- 7 explain why it is **important** to monitor animals when feeding and watering
- 8 state what **action** to take if animals show any symptoms of being unwell
- 9 state **occasions** when food and water should be restricted for animals
- 10 state the **importance of health, hygiene and safety** in relation to the preparation of food and water
- 11 state the **importance of accurate record keeping.**

**Range**

**Feeding systems**

Scatter feeding, ad lib feeding, container or bowl, automatic

**Watering systems**

Dropper bottle, automatic, bowls and containers

**Checking**

Clean, no leaks, suitable size for animal

**Action**

Replace, clean if dirty, repair

**Basic food and water requirements**

Fresh water, dry/wet food, treats

**Factors**

Health, age, purpose for being kept (eg breeding)

**Important**

Gives an indication of the health or well being of an animal

**Action**

Assess situation, if necessary quarantine animal, communicate with owner, if necessary contact vet

## **Unit 314**

## **Domestic animal care for Butlers**

Sickness/diarrhoea, when in transit, if advised by a vet, dietary requirements

### **Outcome 2**

**Provide food and water to a range of animals**

#### **Importance of health, hygiene and safety**

To protect animal and oneself from illness and infection

#### **Importance of accurate record keeping**

To show regularity of feeding, quantity, special supplements or medication, adherence to instructions



**Practical skills**

- 1 Transport animals
- 2 Exercise animals
- 3 Restrain animals

**Underpinning knowledge**

**The candidate will be able to**

- 1 state the **legislation** relating to transporting animals
- 2 explain the **reasons** why animals need exercise
- 3 state the **occasions** when different domestic animals may require a different exercise
- 4 state the **reasons** why it is necessary to restrain an animal
- 5 list the **equipment** used to help restrain animals and move domestic animals
- 6 list the **protective equipment** required when moving aggressive animals
- 7 describe the **risks** involved to self and animals in handling and restraining animals.

**Range**

**Legislation**

Welfare of Animals during Transport Order 1995, Animal Health Act 1981

**Reasons**

Health, fitness

**Occasions**

Young, breeding, lactating, geriatric, hospitalised/injured, in season, immediately before feeding, immediately after feeding

**Reasons**

Veterinary attention, grooming, transport, safety, assessment of animal's health, threat from or to another animal or person

**Equipment**

Collar and lead, muzzles, harness, cage or basket, boxes, bags

**Protective equipment**

Gloves, overalls, closed toe footwear

**Risks**

Harm to oneself and animal, animal escaping, distress to animal

# Appendix 1      Support materials

## Suggested Resources

There are a variety of resources available to support the delivery of this unit and it would be virtually impossible to create a definitive list. Teachers should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources which could be used include:

### Publications

- Caterer and Hotelkeeper, Reed publishing, Sutton, weekly
- Customer Service pack for the Leisure Industry: Creating the competitive edge, Cantle-Jones T., Longman, Harlow, 1992
- Extracts from People <sup>st</sup> industry & labour market information
- Extracts from trade association surveys and reports
- Extracts from Government published statistics
- Food and Beverage Service, <sup>th</sup> Edition, Lillicrap D., Cousins, J. and Smith, R., Hodder and Stoughton, London, 2002
- Food Preparation and Cookery – An International Approach, Finch, C., Cracknell, H., Longman, Harlow, 1998
- Measuring Service Quality: Practical Guidelines, Ovretveit J., Technical Communications (Publishing), Letchworth, 1993
- Nutrition and Food Hygiene, Hudson, P., Symonds, C., Hodder and Stoughton, London, 1996
- On Food and Cooking – The Science and Lore of the Kitchen, McGee, H.,
- Practical Cookery, <sup>th</sup> Edition, Ceserani, V., Kinton, R. and Foskett, D., Hodder and Stoughton, London, 2000
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- Service Quality: New Directions in Theory and Practice, Rust R.T., Oliver R.L., Sage, London, 1994
- The Theory of Catering, <sup>th</sup> Edition, Foskett, D, Ceserani, V, Kinton, R., Hodder & Stoughton, London,
- All About Food, Oxford University Press, Mcgrath, H., 1997
- Food & Nutrition, Oxford University Press, Tull, A., 1997
- Dictionary of Food Hygiene, R.C Bowmen, E.D Emnet, Chadwick House Group Ltd.
- Food Hygiene Handbook, Sprenger R A, Highfield Publications
- Prevention of Food Poisoning, Tricket J, Stanley Thomas Publications
- Proactive Catering, Harcourt 2006

### Other publications

- EC Regulation 853/2004 853/2004
- Catering for Health, Practical guidance for catering course teachers and assessors, Food Standards Agency/Dept. of Health, available from the Stationery Office, London. ISBN 0907667 27 9
- Food Hygiene (England, Scotland, Northern Ireland, Wales) 2006 SI 14
- Food Safety Act 1990
- Food Standards Agency (FSA) information leaflets
- HSE Catering Information Sheets
- Industry guides to good hygiene practices



## Websites

- Academy of Food and Wine Service – [www.afws.co.uk](http://www.afws.co.uk)
- Ask a Chef – [www.askachef.com](http://www.askachef.com)
- Bar Zone – [www.barzone.co.uk](http://www.barzone.co.uk)
- BBC Food Pages – [www.bbc.co.uk/food](http://www.bbc.co.uk/food)
- Beverage Net – [beveragenet.net](http://beveragenet.net)
- The British Horseracing Authority – [www.britishhorseracing.com](http://www.britishhorseracing.com)
- British Association for Shooting and Conservation – [www.basc.org.uk](http://www.basc.org.uk)
- British Dietetic Association – [www.bda.uk.com](http://www.bda.uk.com)
- British Hospitality Association – [www.bha-online.org.uk](http://www.bha-online.org.uk)
- British Institute of Innkeeping – [www.bii.org](http://www.bii.org)
- British Nutrition Foundation – [www.nutrition.org.uk](http://www.nutrition.org.uk)
- Caterer and Hotelkeeper – [www.caterer.com](http://www.caterer.com)
- Catering Net – [www.cateringnet.co.uk](http://www.cateringnet.co.uk)
- Decanter Magazine – [www.decanter.com](http://www.decanter.com)
- Dept for Children, Schools and Families – [www.dfes.gov.uk](http://www.dfes.gov.uk)
- Dept of Health – [www.dh.gov.uk](http://www.dh.gov.uk)
- ehoteliercom – [www.ehotelier.com](http://www.ehotelier.com)
- Electronic Food News – [www.eFoodNews.com](http://www.eFoodNews.com)
- Foodservice World – [www.FoodserviceWorld.com](http://www.FoodserviceWorld.com)
- Foodservice.com – [www.foodservice.com](http://www.foodservice.com)
- Food Standards Agency – [foodstandards.gov.uk](http://foodstandards.gov.uk)
- Fox's cigar merchants – [www.jjfox.co.uk](http://www.jjfox.co.uk)
- The Guild of Butlers – [www.guildofbutlers.com](http://www.guildofbutlers.com)
- Health Education Trust – [www.healthedtrust.com](http://www.healthedtrust.com)
- Health and Safety Executive – [www.hse.gov.uk](http://www.hse.gov.uk)
- Hospitality Net – [www.hospitalitynet.org](http://www.hospitalitynet.org)
- Hotel and Catering, International Management Association – [www.hcima.org.uk](http://www.hcima.org.uk)
- The Institute of Customer Service – [www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)
- International Hotel and Restaurant Association – [www.ih-ra.com](http://www.ih-ra.com)
- Into Wine – [www.intowine.com](http://www.intowine.com)
- People1st – [www.people1st.co.uk](http://www.people1st.co.uk)
- Restaurants and Institutions – [www.rimag.com](http://www.rimag.com)
- Russums – [www.russums.co.uk](http://www.russums.co.uk)
- Simply Food – [www.simplyfood.co.uk](http://www.simplyfood.co.uk)
- The Wine Line – [www.the-wine-line.co.uk](http://www.the-wine-line.co.uk)
- UK Food Law – [www.foodlaw.rdg.ac.uk](http://www.foodlaw.rdg.ac.uk)
- Online bartender – [www.webtender.com](http://www.webtender.com)
- Wine.com – [www.wine.com](http://www.wine.com)
- Wine and Dine E-zine – [dine-online.co.uk](http://dine-online.co.uk)
- Wine Spectator – [www.winespectator.com](http://www.winespectator.com)

Please note that these recommended websites are provided in good faith by City & Guilds/HAB. The Web addresses are correct at the time of print. However, web sites change addresses and domain names change hands. Centres are strongly advised to check all listed websites before providing access to candidates. It is solely the center's responsibility to undertake these checks. City & Guilds/HAB will accept no responsibility for candidates accessing inappropriate or offensive sites while researching these sites, either deliberately or accidentally.

### **CD ROMs**

- *Customer Service Skills CD-ROM*, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- *Food and Beverage Management Mediabase CD-ROM*, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- *R.E.P.E.R.E.S. Software for self-assessment of professional customer service skills CD-ROM*, Eurochambres, Brussels, 2001
- Springteractive, Springboard UK

### **Videos**

- Bacteria bites business (FSA)
- A clean sweep (Highfield)
- E-Coli 0157 (RSSL)
- Pests on the menu (CIEH)
- Food hygiene, the movie 1&2 (Highfield)
- HACCP (RSSL)

## Appendix 2 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
<b>England</b>	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aim Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</p>	<p>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</p>
<b>Scotland</b>	<p>Colleges should contact the Scottish Further Education Funding Council, at <a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact Scottish Enterprise at <a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a> or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at <a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</p>
<b>Wales</b>	<p>Centres should contact Education and Learning Wales (ELWa) at <a href="http://www.elwa.ac.uk">www.elwa.ac.uk</a> or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at <a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>.</p>
<b>Northern Ireland</b>	<p>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</p>	

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