

































































































































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 3206 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, Chateauneuf-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 3206 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, Trockenbeerenauslese, 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 3206 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 3206 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 3206 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

**Unexpected situations**

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

## Unit 307

## Valeting duties for Butlers

### 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 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 to 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 3207

Outcome 4

## Valeting duties for Butlers

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 3208

Outcome 1

## Flowers and flower arranging for Butlers

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 3208

### Outcome 3

## Flowers and flower arranging for Butlers

### 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 3209      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 3209      **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 3209

# 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 3209      **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 3209      **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 3210      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 3210      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 3210      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 3210      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

## 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.

## Unit 3211

### Outcome 1

## Event management for Butlers

### Plan and prepare events

#### Practical skills

- 1 Plan an event
- 2 prepare for an event

#### Underpinning knowledge

##### The candidate will be able to

- 1 describe the **information**Ⓢ required in order to plan for an event
- 2 describe **problems** that may occur with the preparations
- 3 state the **information**Ⓢ 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

### **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**

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 3211

### Outcome 3

## Event management for Butlers

### 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



**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.

**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 3212

### 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 3213      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 3213      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 3214

## 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

##### Importance①

Safety, comfort, hygiene, smell

##### Disinfectants and cleaning agents

Aldehydes, peroxides, halogens

##### Importance②

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

## Unit 3214

### Outcome 2

## Domestic animal care for Butlers

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

#### 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

**Occasions**

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

**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 too 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, Cattle-Jones T., Longman, Harlow, 1992
- Extracts from People 1<sup>st</sup> industry & labour market information
- Extracts from trade association surveys and reports
- Extracts from Government published statistics
- Food and Beverage Service, 6<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, 10<sup>th</sup> Edition, Ceserani, V., Kinton, R. and Foskett, D., Hodder and Stoughton, London, 2000
- Restaurant Magazine
- Service Quality: New Directions in Theory and Practice, Rust R.T., Oliver R.L., Sage, London, 1994
- The Theory of Catering, 10<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 Bowman, 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 852/2004 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 <b>www.lsc.gov.uk</b> and, for funding for a specific qualification, on the Learning Aim Database <b>http://providers.lsc.gov.uk/lad</b>.</p>	<p>Contact the Higher Education Funding Council for England at <b>www.hefce.ac.uk</b>.</p>
<b>Scotland</b>	<p>Colleges should contact the Scottish Further Education Funding Council, at <b>www.sfc.co.uk</b>. Training providers should contact Scottish Enterprise at <b>www.scottish-enterprise.com</b> or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at <b>www.shefc.ac.uk</b>.</p>
<b>Wales</b>	<p>Centres should contact Education and Learning Wales (ELWa) at <b>www.elwa.ac.uk</b> 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 <b>www.hefcw.ac.uk</b>.</p>
<b>Northern Ireland</b>	<p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>	

**This page is intentionally blank**

---

**Published by City & Guilds  
1 Giltspur Street  
London  
EC1A 9DD  
T +44 (0)20 7294 2800  
F +44 (0)20 7294 2400  
[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity  
established to promote education  
and training**