

Level 2 Diploma in Food and Beverage Service (8064-03)

Version 2.1, March 2022

Qualification Handbook

Qualification at a glance

Subject area	Hospitality and Catering
City & Guilds number	8064
Entry requirements	None
Assessment types	Practical and knowledge assessments and multiple choice tests
Grading	Pass / Fail
Support materials	SmartScreen materials, Logbooks, Assessment packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number
Level 2 Diploma in Food and Beverage Service	365	445	8064-03

Change log

Version	Change detail	Section
1, Jan 2020	First published – details TBC	N/A
1.1, Sep 2020	First finalised version published	
1.2, Jan 2021	Evolve test duration added	Assessment
2.0, Nov 2021	Minor typographical changes made	Unit 207 Food safety
	Changes made to Assessment Criteria 1.4 and 4.2	Unit 224 Product knowledge for hot, non-alcoholic and alcoholic beverages
2.1, Mar 2022	Changes to assessment title	Qualification at a glance, Summary of Assessment Methods, Assessment strategy

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1 Introduction

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

Area	Description
Who is the qualification for?	<p>The Level 2 Diploma in Food and Beverage Service is for candidates who are looking to start or develop their careers in hospitality. They cover both transferable and job role specific skills, set out by employers, ensuring candidates become work ready not only for a specific role but for a career in the hospitality industry.</p> <p>Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments.</p>
What does the qualification cover?	<p>This qualification is aligned to the Global Hospitality Certification, the new global certification for the hospitality industry, developed in partnership with Worldchefs and employers around the world. This unique combination brings this new qualification in line with current industry practices.</p> <p>This qualification covers transferable as well as job role specific skills, set out by employers, offering a holistic approach to training learners to be work ready. Sustainability awareness is now a key part of the offer, addressing a critical challenge for the hospitality industry globally.</p> <p>As part of our innovative approach, digital badges are included as a key feature of the new qualifications. Learners who complete their qualifications will receive a digital badge in addition to their City & Guilds certificate. They can share their digital badge online via social media showcasing their qualification achievement and the skills they can offer.</p> <p>By incorporating the latest industry trends and technology, the new global qualifications make City & Guilds graduates ready for the world of work, wherever they are in the world, taking their first step towards a successful career in hospitality.</p>
What opportunities for progression are there?	<p>On completion of this qualification candidates may progress into the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• City & Guilds Level 3 Diploma in Culinary Arts and Supervision (8064-06) <p>Candidates following an employment route can progress through our Global Certification Offer to recognise their skills and experience as they progress in the industry.</p>

2 Structure

To achieve the Level 2 Diploma in Food and Beverage Service, learners must achieve all of the units listed in the table below.

8064-03 Diploma in Food and Beverage Service			
City & Guilds unit number	Unit title	GLH	TUT
201	Understand the hospitality industry	15	20
202	Understand business success	40	45
203	Provide guest service	25	30
204	Awareness of sustainability in the hospitality industry	15	25
205	Professional workplace standards	25	35
206	Understand own role in self development	10	15
207	Food safety	25	30
221	Menu knowledge	20	30
222	Deliver food and beverage service	100	110
223	Prepare beverages for service	30	35
224	Product knowledge for hot, non-alcoholic and alcoholic beverages	60	70

Total Qualification Time

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

Title and level	GLH	TQT
8064-03 Level 2 Diploma in Food and Beverage Service	365	445

3 Centre requirements

Approval

If your Centre is approved to offer the qualifications:

- 8066-01 Level 1 Certificate in Food and Beverage Service
- 8066-02 Level 2 Diploma in Food & Beverage Service
- 8066-03 Level 3 Advanced Diploma in Food and Beverage Service

then you will be given automatic approval for the new **8064-03 Level 2 Diploma in Food and Beverage Service**.

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

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

This qualification **must** be delivered and assessed in the English language.

Resource requirements

Resources

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

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

See also the Assessment section in this document for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

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

4 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	www.smartscreen.co.uk
Logbooks	www.smartscreen.co.uk and City & Guilds website
Assessment pack	City & Guilds website

5 Assessment

Summary of assessment methods

Candidates must:

Learners must achieve the following assessments to gain this qualification: (207, 240, 243, 248)

Assessment number	Assessment title	Type	Grading	Units covered
207	Food safety	Evolve - on demand multiple choice test	PX	207
240	Hospitality principles - Theory test	Evolve - on demand multiple choice test	PX	201, 202, 203, 204
243	Food and Beverage Service - Theory test	Evolve - on demand multiple choice test	PX	221, 224
248	Food and Beverage Service – Practical and knowledge assessment	Practical and knowledge assessment	PX	205, 206, 222, 223

The qualification is graded Pass / Fail only. In order to pass the qualification, candidates must pass all the assessments as detailed above.

Assessment strategy

Test Specifications

The way the knowledge is covered by each test is laid out in the table(s) below.

A bilingual dictionary will be allowed for international candidates during the online assessments.

207 Food Safety		
Duration: 45 minutes		
Outcome number	Marks	%
1. Know the importance of food safety procedures	3	12%
2. Know how to keep self clean and hygienic	4	16%
3. Know how to keep the working area clean and hygienic	6	24%
4. Know how to store food safely	6	24%
5. Know the food safety risks associated with food production and service	6	24%

207 Food Safety

Total	25	100%
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240 Hospitality principles - Theory test

Duration: 60 minutes

Unit number	Marks	%
201 Understand the hospitality industry	5	13%
202 Understand business success	16	40%
203 Provide guest service	12	30%
204 Awareness of sustainability in the hospitality industry	7	18%
Total	40	100%

243 Food and Beverage Service - Theory test

Duration: 45 minutes

Unit number	Marks	%
221 Menu knowledge	9	36%
224 Product knowledge for hot, non-alcoholic and alcoholic beverages	16	64%
Total	25	100%

Practical and knowledge assessments

Learners are required to successfully complete practical and knowledge assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

Unless specifically stated, any previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Learners that have achieved *Unit 203 Food safety in catering* (UAN: M/503/7578) in any qualification in the 8065 or 8066 suite or *7150-92 Level 2 Award in Food Safety in Catering* (QAN: 500/5186/6), are

not required to achieve the test *207 Food safety* in this qualification. In this case, the proxy unit *806 Food safety (proxy)* should be claimed on Walled Garden.

Learners that wish to complete other qualifications within the 8064 suite at the same level will not need to re-take assessments already achieved that are common across multiple qualifications.

6 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit aim:

Hospitality is one of the fastest growing global industries that can provide rewarding jobs and career opportunities locally, nationally and internationally. Knowledge of the types of diverse range of jobs available and the types of organisations to work for can allow learners to achieve their career goals.

The aim of this unit is to provide learners with a basic understanding of the hospitality industry and the roles that exist within the industry.

Learners will gain knowledge of the structure of the hospitality industry and the types of establishments that exist. They will learn about the job roles available in different departments and how the skills developed in those job roles can be used to support career progression.

Learning outcome

The learner will:

1. Know the structure of the hospitality industry

Assessment criteria

The learner can:

- 1.1 Describe **types of hospitality establishment**

Types of hospitality establishment

- Restaurants
- Hotels / resorts
- Pubs and bars
- Contract catering
- Event catering
- Cafes and coffee shops

- 1.2 Describe the **types of business operations** that are typically found in the hospitality industry

Types of business operation

- Multinational/global
- Sole traders
- Independent
- Franchises

- Partnerships
- Groups
- Brands
- Local/independent
- Regional
- National
- Global

1.3 Identify **services** provided at different **types of hospitality establishments**

Services

- Food and beverage services
- Bar services
- Accommodation/guest services
- Reception service
- Business services
- Concierge/Portering
- Leisure Facilities
- Event management
- Entertainment
- Gambling
- Butlering

1.4 Describe how **departments** contribute to the effective running of a hospitality establishment

Departments

- Kitchen
- Food and Beverage
- Reception
- Housekeeping
- Maintenance
- Back office (HR, accounts, bookings, management)

Learning outcome

The learner will:

2. Know job roles in hospitality

Assessment criteria

The learner can:

2.1 Identify responsibilities of different **job roles in the kitchen**

Job roles in the kitchen

- Executive Chef
- Head Chef
- Sous Chef
- Chef De Partie
- Specialist (patisserie)

- Commis/Line Chef
- Kitchen/Catering Assistant
- Apprentice/Trainee
- Kitchen Porter
- Kitchen/Catering Manager

2.2 Identify responsibilities of different **job roles in food and beverage service**

Job roles in food and beverage service

- Restaurant Manager
- Mître D'hotel
- Sommelier
- Waiter/Waitress
- Bar Manager/Supervisor
- Bar Staff/Mixologist
- Events Manager
- Conference and Banqueting Manager
- Barista

2.3 Identify responsibilities of different **job roles in front of house service**

Job roles in front of house service

- Front Office Manager
- Concierge
- Porter
- Receptionist
- Host

2.4 Identify responsibilities of different **job roles in housekeeping**

Job roles in housekeeping

- Executive Housekeeper
- Floor Housekeeper
- Room Attendant
- Public Areas Cleaner
- Laundry attendant
- Maintenance

Learning outcome

The learner will:

3. Understand career opportunities in hospitality

Assessment criteria

The learner can:

3.1 Explain how **skills** are transferable across different job roles

Skills

- Communication

- Guest Services
- Planning
- Time keeping
- Attitude
- Appearance
- Respecting diversity
- Reliability
- Honesty
- Resilience

3.2 Describe **working patterns** in hospitality

Working patterns

- Full time
- Part time
- Shift work
- Split shifts
- Rotational
- Seasonal

3.3 Explain **progression routes** for team member roles

Progression routes

- Vertical/Horizontal
- Trainee
- Apprentice/Graduate
- Team member
- Supervisor
- Front line manager
- Department Manager
- Senior Manager

Unit aim:

There are many ways that business measures success; whether based on profit made, guest satisfaction, motivated workforce or a combination of these. However, it is measured, it is the people that work for the business that are critical to success. It is important for those working in hospitality to understand what the business is aiming to achieve, and how they can contribute to achieving it.

The aim of this unit is for learners to learn about a range of internal and external factors and how they can affect business success.

Through this unit learners will develop knowledge of the types of legislation that have to be taken into account when managing a business and the implications for non-compliance. Learners will develop knowledge of health and safety risks and how these can be controlled in hospitality establishments. They will learn the importance of profit and people and how these can be managed effectively. Finally, they will learn about emerging technologies, how they are used in hospitality and how they contribute to business success.

Learning outcome

The learner will:

1. Know how legislation and regulations affects hospitality businesses

Assessment criteria

The learner can:

- 1.1 Describe the purpose of key **legislation and regulation** within the hospitality sector

Regulation

- Company law
- Environmental Health and food safety
- Employment law
- Equality law
- Licensing
- Data protection

- 1.2 Describe the **importance** of compliance with legislation and regulations within the hospitality industry

Importance

- Good governance
- Keeping guests and staff safe
- Protecting reputation
- Secure record keeping
- Honouring employment agreements and regulations
- Protection of staff and management rights
- Clear assignment of responsibilities

1.3 Identify **outcomes of compliance and non-compliance** with regulation to a hospitality business

Outcomes

Compliance

- Legal compliance
- Safer environment
- Better guest experience
- Fair and equal opportunities for both guests and staff
- Increased reputation
- Best practice

Non-compliance

- Health and Safety issues
- Guest complaints
- Employee disputes
- Legal action
- Fines
- Loss of reputation
- Risk of closure

Learning outcome

The learner will:

2. Know health and safety requirements of hospitality organisations

Assessment criteria

The learner can:

2.1 Describe principles of **legal responsibilities** for employers and employees with regard to health and safety guidance

Legal responsibilities

Employers

- Provide and maintain equipment and a workplace which is safe and healthy
- Reduce the risks associated with manual handling tasks
- Deal with chemical substances safely

Employees

- Take care of their own health and safety at work
- Take care of the health and safety of others
- Cooperate with their employer
- Use PPE's in the correct way instructed

2.2 Identify **common causes** of accidents in the workplace

Common causes

- Occupational / Workplace
- Environmental
- Human

2.3 Identify ways to **minimise the risks of accidents** in the workplace

Minimise the risks of accidents

Occupational

- Correct PPE's
- Staff safety training- manual handling, fire safety, first aid
- Strict enforcement of rules
- Correct lifting equipment

Environmental

- Improved and safe design of building
- Correct and clear/visible signage
- Good housekeeping standard
- Well-lit and ventilated working areas

Human

- Training staff in routine work practices
- Correct use of PPE at all times
- Ensure employee is in a physical/mental state ready for work

2.4 Identify the potential **consequences** of not applying good health and safety practices

Consequence

- Accidents
- Illnesses
- Stress
- Death
- Damaged reputation
- Increased sick leave and staff turnover
- Prosecution
- Compensation claims
- Legal costs

2.5 Identify **risks to guest health and safety** within the hospitality industry

Risks to guest health and safety

- Security risks
- Unattended luggage
- Self-harm

2.6 Outline the procedure to be followed when a **major incident** is reported

Major incident

- Accident/incident resulting in serious injury or even death
- Fire
- Explosion
- Suspected threat of terrorism Incident

Learning outcome

The learner will:

3. Understand the importance of profitability to Hospitality businesses

Assessment criteria

The learner can:

3.1 Identify **factors** that affect profitability

Factors

- Increasing revenue return
- Knowing break-even point
- Increasing operational efficiency and performance
- Reducing costs

3.2 Explain ways of **increasing revenue**

Increasing revenue

- Staff training
- Marketing
- Increase competitiveness
- Increase perceived value
- Up sell at every opportunity when interacting with the guest
- Increase sales of branded merchandise or local partners
- Respond to guest requests

3.3 Describe **ways** to increase operational efficiency and performance

Ways

- Standard operating procedures
- Evaluate performance
- Implement or use technological improvements
- Training of staff
- Implement better supervision practices
- Up grading of equipment or supplies
- Outsource when appropriate

3.4 Identify the main **costs** associated with a hospitality business

Costs

Fixed costs

- Staff or labour costs
- Rent
- Equipment costs

Variable costs

- Food and beverage stock costs
- Utilities including electricity, gas, water, waste management
- Maintenance costs
- Sundries

3.5 Identify ways to **reduce costs** in a hospitality business

Reduce costs

- Monitor and evaluate costs within the business
- Time management
- Managing resources more efficiently
- Reducing waste
- Replace obsolete or update old equipment
- Manage and reduce stock wastage
- Manage and reduce the use of power and utilities such as water, electricity and gas

3.6 Outline ways of **monitoring** business financial performance

Monitoring

- Financial analysis
- Guest satisfaction rating
- Departmental performance analysis
- Performance reviews

Learning outcome

The learner will:

4. Know the contribution that people make to a business

Assessment criteria

The learner can:

4.1 Identify how **people skills** contribute to business success

People skills

- Effective communicator
- Professional work practice and attitude
- Team player
- Guest focused

4.2 Outline the **importance of product knowledge** to successfully contribute to a business

Importance of product knowledge

- Helps respond to guest requests or queries
- Helps meet or exceed guest expectations
- Provides confidence when engaging with the guest
- Provides an opportunity to up sell and increase revenue
- Increases brand awareness and reputation

4.3 Describe the **content** of an induction process

Content

- Introduction to the organizational structure
- Staff training in:
 - Key policies and procedures
 - Health and safety policy
 - Rules and regulations

- Standard operating procedures
- Employment rights
- Performance management systems

4.4 Describe the **characteristics** of an effective team

Characteristics

- Clear direction to achieve a common goal
- Effective communication
- Collaborative spirit
- Encouraging inclusion and difference of opinions
- Adhering to the rules
- Mutual accountability
- Team trust
- Improved decision making
- Happy team members

4.5 Explain how the key **principles** of good teamwork contribute to effective team operations

Principles

- Defined goals and objectives
- Clear roles
- Honest communication
- Accountability
- Building on strengths
- Review and feedback
- Celebrating success

4.6 Describe how the interactions between departments contribute to business success

Learning outcome

The learner will:

5. Know how technology contributes to business success

Assessment criteria

The learner can:

5.1 Outline the **technologies** used in the hospitality industry

Technologies

- Information communication technology (ICT)
- Software- apps
- Electronic point of sales (EPOS)
- Resource management tools and equipment
- CCTV
- Room booking systems
- Room charging facilities
- Faster payment systems

- Digital monitoring of equipment

5.2 Describe how technologies can be used to contribute to business success

5.3 Describe the **responsibilities** a hospitality business has to manage digital information

Legal responsibilities

- Manage personal and guest information with confidentiality
- Restrict access of information to those authorised to have access
- Comply with data protection legislation
- Use information for the purposes it was gathered for

5.4 Identify the **consequences** of inappropriate use of digital communication technology

Consequences

- Non-compliance of data legislation
- Legal action
- Loss of data or data breaches
- Misuse of important, financial or business sensitive data
- Bad publicity
- Loss of reputation
- Loss of guest confidence
- Brand damage

Unit guidance

AC 2.2 **Common causes** of accidents in the workplace

- **Occupational** (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling
- **Environmental** (lighting and ventilation, temperature, flooring (eg type, wet, damaged)
- **Human** (carelessness, inexperience, lack of training, lack of attention) Keeping the body clean

Unit aim:

Guests of the hospitality industry are increasingly looking for high levels of service. Whether in a fast food take away, a 5* hotel or a hostel they expect the staff they meet to ensure their experience is positive. In such a competitive industry, businesses need to find ways in which they stand out from their competitors. If their staff do not know what makes positive guest service, they are unlikely to meet the needs of their guests.

The aim of the unit is to enable learners to gain knowledge of how guest service and effective communication benefits a hospitality establishment.

This unit will provide candidates with the knowledge of how effective communication and guest service benefits the hospitality establishments they will work for. They will learn about the principles of effective communication and the different methods used in different situations. They will learn the principles of good guest service and the effect this has on different stakeholders such as guests, suppliers and colleagues. They will also learn about different types of guest service issues they may encounter and how to deal with them.

Learning outcome

The learner will:

1. Know how effective communication is used to benefit a hospitality establishment

Assessment criteria

The learner can:

- 1.1 Describe **methods** of communication when dealing with guests

Methods

- Face to face
- In writing
- Over the telephone
- Non-verbal
- In emails

- 1.2 Describe the **principles** of effective communication

Principles

- Effective listening

- Tone of voice
- Clarity of message
- Accuracy of message
- Understanding of needs
- Language used
- Cultural expectations

1.3 Describe the **benefits** of effective communication

Benefits

- Better understanding
- Increased sales / happy guests
- Fewer complaints
- Numbers of compliments
- Repeat business/brand loyalty
- Reduced staff turnover
- Job satisfaction and staff motivation

1.4 Identify the **barriers** to effective communication

Barriers

- Language
- Use of jargon
- Perception or viewpoints
- Expectations
- Assumptions
- Prejudices
- Cultural differences

1.5 Describe how to overcome barriers to effective communication

Learning outcome

The learner will:

2. Know the effect of guest service on hospitality establishments

Assessment criteria

The learner can:

2.1 Identify different **types of guests** in the hospitality industry

Types of guests

Internal

- Team members and staff
- Managers
- Supervisors

External

- Existing guests
- New guests
- Potential guests

- Delivery personnel

2.2 Describe the **principles** of guest service

Principles

- Welcoming, friendly, and courteous
- Knowledgeable
- Efficient
- Well timed
- Flexible attitude
- Consistent
- Effective communication
- Building of trust and confidence
- Exceeding expectations

2.3 Describe **factors** that affect good guest service

Factors

- Price point
- Value for money
- Reputation
- Brand
- Past experiences
- Recommendations
- Media influences
- Cultural influences
- Faith-based influences

2.4 Describe the effect of good guest service on **stakeholders**

Stakeholders

- The employee
- The business
- The guest

Learning outcome

The learner will:

3. Understand how guest issues are resolved by hospitality establishments

Assessment criteria

The learner can:

3.1 Identify **guest expectations**

Guest expectations

- Level of service
- Value for money
- Product quality
- Presentation
- Hygiene

- Health and safety
- Luxury factor

3.2 Describe types of **guest issues** that can occur in hospitality establishments

Guest issues

- Difficult guests
- Intoxicated guests
- Medical incidents
- Special requirements
- Communication difficulties
- Guest requests
- Dissatisfaction with service
- Dissatisfaction with products

3.3 Explain the benefits to **stakeholders** of dealing with guest issues effectively

Stakeholders

- The employee
- The business
- The guest

3.4 Describe the **methods** for gathering guest satisfaction

Methods

- Guest questionnaires
- Verbal feedback
- Letters
- Emails
- Telephone calls
- Comments on social media sites and influencers
- Comments on websites and travel blogs
- Reviews on travel booking engines
- Team briefing/meetings

3.5 Explain how **guest issues** are dealt with in hospitality establishments

Unit guidance

AC1.1 Non-verbal (body language, personal presentation)

AC1.4 **Overcoming barriers** to communication requires using positive interpersonal skills including

- Positive interactions including body language
- Using clear appropriate language never jargon
- Keeping an open mind
- Never assume or interrupt
- Consider cultural differences
- Summarise the discussion
- Ensure understanding by paraphrasing and clarifying

AC2.1 **Types of guests**, differentiating between guests and customers is essential for good hospitality service as it acknowledges the guest as the paying customer within the hospitality industry. Focusing on good guest service practice provides for a positive outcome internally and externally.

AC3.1 In guest service a need is often described as something that solves a real or imagined problem, however guests have inherent needs that form part of their expectations such as safety and security, confidentiality and specific needs for example assistance for parents or those with disabilities.

Unit aim:

The hospitality business has the potential to have a major negative impact on the environment whether through the use of plastics in takeaway food and drink, the use of electrical and other carbon based energy systems, the drain on potentially scarce water resources to launder bedding and tableware or the carbon footprint associated with transporting food across the globe. There is increased focus on sustainability by the public and increasing expectations that businesses start to reduce that negative impact together with looking at how sustainable practices can be incorporated to enable them to operate more efficiently and cost effectively.

The aim of this unit is to provide learners with an awareness of sustainability and how it affects the hospitality industry.

Learners will develop knowledge of the principles of sustainability, and the implications for the introduction of sustainable practices into a business. Learners will also develop knowledge of specific examples for how they can contribute to sustainability when working in the hospitality industry.

Learning outcome

The learner will:

1. Know the principles of sustainability in the hospitality industry

Assessment criteria

The learner can:

- 1.1 Define the term sustainability in the hospitality industry

- 1.2 State **types** of sustainable practices used in the hospitality industry

Types

- Waste reduction
- Waste re-use / recycle
- Energy usage best practices
- Water reduction
- Food commodities sourcing

- Environmentally friendly activities/operations

1.3 Define the term carbon footprint

1.4 Describe how carbon footprint be reduced

1.5 Describe the **advantages** of a hospitality business adopting sustainable practices

Advantages

- Positive
- Reputation
- Financial
- Staff morale
- Recognition
- Environmental

1.6 Describe the **limitations** of a hospitality business adopting sustainable practices

Limitations

- Knowledge
- Financial investment
- Staff training
- Guest expectations

Learning outcome

The learner will:

2. Know how to implement sustainable practices in the hospitality industry

Assessment criteria

The learner can:

2.1 Describe how **different types of materials** can be recycled

Different types of materials

- Paper
- Metals
- Glass
- Food
- Liquid
- Hazardous
- Non-recyclable

2.2 Describe the **activities** which can be implemented to reduce waste

Activities

- Stock rotation
- Menu planning
- Re-use system
- Reduction in disposable items

- Separating waste streams
- Energy monitoring and management
- Reviewing of processes
- Smart procurement
- Returnable packaging

2.3 Describe **methods** that hospitality businesses can use to promote sustainable practices

Methods

- Training
- Toolbox talks
- Promotion activities – Poster
- People champions
- Objective setting
- Target setting

2.4 Describe how **different approaches** to sustainability can be applied in the hospitality industry

Different approaches

- At company level
- Locally
- National
- Global
- Code of practice
- Legislation
- Regulations

Unit aim:

The main purpose of professional workplace standards is to direct staff to provide safe and competent services to guests and colleagues. They reflect an expected level of performance by all staff whatever their role, level, or activity. Where hospitality employees are able to meet the high professional standards required of the industry, they may benefit financially and professionally as they are more likely to be recognised for development opportunities.

The aim of this unit is to develop learner's skills needed to work professionally and effectively in hospitality roles.

Through this unit, learners will be able to demonstrate a professional personal appearance and effective organisational skills. They will develop skills to work effectively as a team member, providing support to others and responding positively to feedback provided to them.

Learning outcome

The learner will:

1. Be able to apply professional standards in hospitality roles

Assessment criteria

The learner can:

1.1 Maintain a **professional personal appearance**

Professional personal appearance

- Apply personal hygiene standards
- Appearance
- Behaviour

1.2 Demonstrate a **professional approach**

Professional approach

- Polite
- Punctual
- Helpful
- Professional attitude
- Guest etiquette

1.3 Demonstrate **time management skills**

Time management

- Plan and prepare for work shift
- Attend on time
- Return from breaks on time
- Work at a reasonable pace

1.4 Demonstrate **organisational skills**

Organisational skills

- Access appropriate information to plan the work day
- Adhere to time plan or checklists
- Follow standardised operating procedures
- Respond and adapt to changing daily requirements

Learning outcome

The learner will:

2. Be able to work as part of a team

Assessment criteria

The learner can:

2.1 Demonstrate a **collaborative approach**

Collaborative approach

- With team members
- With other departments

2.2 Apply **good practice** in dealing with colleagues

Good practice

- Apply appropriate communication techniques
- Follow the standard organisations procedures
- Use colleagues name when speaking to them
- Respond to colleagues' requests in a timely manner
- Provide product knowledge or advise when asked
- Meet colleague expectations
- Check back with colleague

2.3 Take **responsibility** within their own role

Responsibility

- Take responsibility for own tasks within role
- Positively contribute to working as part of a team to achieve a common goal
- Use own initiative to support teamwork

2.4 Provide **constructive support** to colleagues

Constructive support

- Provide assistance to team members when required
- Offer advice or suggestions to team members to support or improve service
- Provide feedback to supervisor or management to improve service

2.5 Provide constructive feedback to colleagues

2.6 Use **communication devices** to undertake their role

Communication devices

- Use standard operating procedures for telephone communication
- Use email as a communication tool with, colleagues or other departments
- Engage responsibly with social media platforms to monitor guest feedback

2.7 Work effectively **with others to achieve targets**

Working with others to achieve targets

- Complete tasks to meet deadlines
- Co-operation
- Communication
- Observing
- Anticipating needs of guests and colleagues

2.8 **Respond to feedback** from **others** to improve service standards

Respond to feedback

- Appropriately respond to feedback
- Evaluate feedback
- Implement changes following feedback

Others

- Team members
- Supervisors
- Management
- Guests

Unit guidance

AC 1.1 Professional presentation

- Appearance - dressing appropriately to the job role, personal grooming
- Behaviour - conduct, attitude, initiative, standards, punctuality, dependability, skills

AC1.2 **Guest etiquette** refers to the way in which hospitality staff interact with and respond to guests. Appropriate etiquette means that guests are treated with courtesy and respect and are made to feel welcome in the establishment

AC 1.3 **Organisational Skills** - communication, time management, planning and preparation, checklists

AC 2.3 **Guest issues or dissatisfaction** - identify signs of guest dissatisfaction, prompting, uneaten food, body language, verbal complaint, guest comment cards, social media platforms

Colleagues (body language, silence, conflict)

AC 2.4 Digital communication

- Use email as a communication tool with guests or colleagues

Electronic devices

- Electronic point of sales (EPOS)
- Room booking systems
- Restaurant booking systems

- Stock ordering systems
- Credit card machines
- Cold chain monitoring systems

Unit aim:

There are times when opportunities to develop a career in hospitality just happen; but most career advancement comes because an individual has the skills and knowledge needed for the new role. An individual is able to identify the skills and knowledge they need to achieve their career goals and plan how to achieve them. They can show what professional development they have undertaken and how it has been effective.

The aim of this unit is to provide learners with an understanding of how to manage their own personal and professional development opportunities.

Learners will develop an understanding of how to develop their own professional skills and knowledge taking account of their professional strengths and areas for development. They will be given time to follow a development plan in to order to review how they have improved their practice and be more effective in their hospitality roles.

Learning outcome

The learner will:

1. Know how to develop own professional skills and knowledge

Assessment criteria

The learner can:

- 1.1 Describe own **professional strengths**

Professional strengths

- Knowledge
- Skills
- Behaviours
- Qualities

- 1.2 Describe areas for professional development

- 1.3 State **sources** of information on development opportunities

Sources

- Colleagues
- Line managers
- Newspapers

- Careers advisors/careers services
- Job centres
- Internet
- Hospitality journals
- Colleges
- Professional organisations
- Trade exhibitions

1.4 Outline **methods** available to develop own professional skills and knowledge

Methods

- Continuing education (part-time, full-time, online / distance learning)
- Courses accredited by a professional body
- Attending networking events
- Attending trade shows
- Secondments
- On-the-job training
- Shadowing another employee
- Subscribing to newsletters, social media alerts
- Reading hospitality related books, journals, magazines and newsletters
- Conducting online research
- Volunteering work

1.5 Describe **methods** of reviewing personal knowledge and skills development plan

Methods

- Appraisals
- 1-2-1 meeting
- Performance reviews
- Feedback
 - Guests
 - Peers
 - Line managers
- Witness testimony

Learning outcome

The learner will:

2. Be able to review professional knowledge and skills development

Assessment criteria

The learner can:

- 2.1 Describe how own development contributes to improved practice

- 2.2 Identify areas for own development

- 2.3 **Confirm** development of skills and knowledge

Confirm

- Through self assessment

- From others (peers, line managers, guests)

2.4 Review personal development plan

Unit aim:

Everyone must eat and after visiting an expensive restaurant for dinner, having breakfast at a hotel or sharing a takeaway meal with friends, people don't want to find they are ill with potentially life-threatening conditions. The hospitality businesses that provided the food will not want negative publicity and possible loss of guests and income that is likely to follow. Therefore, it is important that all those working in hospitality that come into contact with food are trained in food safety techniques to ensure safe preparation and service practices and to limit the risk that how they handle food could cause harm to guests.

The aim of this unit is to provide learners with the training needed to handle food safely

Through this unit, learners will develop knowledge of food safety procedures to be applied in the kitchen and service environment. They will learn the requirements for keeping themselves and their work area clean and hygienic. Understanding how reducing the risks associated with food storage together with the knowledge of how food should be handled will also be covered in this unit.

Learning outcome

The learner will:

1. Know the importance of food safety procedures

Assessment criteria

The learner can:

1.1 Define food safety

1.2 Define food poisoning

1.3 Outline the **control points** of a food safety management system (HACCP/ISO)

Control points

- Identify hazards associated with food safety
- Identify control points and critical control points
- Set control limits
- Apply corrective actions
- Auditing

- Validation/verification of documentation

1.4 Identify the **benefits** of food safety management systems (HACCP/ISO)

Benefits

- Reduces the risk associated with food safety
- Saves the business money in the long run
- Reduces the risk of food poisoning
- Improves food safety standards
- Ensures compliance with the law
- Improved food quality standards
- Processes to produce safe food

1.5 Identify key food safety **records** used in a food safety management system

Records

- Fitness to work records
- Training records
- Pest control records
- Temperature records – hot and cold
- Refrigerator/freezer temperature records
- Cleaning records
- Stock rotation records
- Audit records

Learning outcome

The learner will:

2. Know how to keep self clean and hygienic

Assessment criteria

The learner can:

2.1 Identify the **features** of protective clothing for food handlers

Features

- No external pockets
- Press studs and Velcro rather than buttons
- Able to cover all own clothes
- Durable
- Easy to clean
- Light in colour
- Head covering
- Long sleeves

2.2 Identify **poor personal hygiene practices**

Poor personal hygiene practices

- Eating/chewing
- Spitting

- Nail biting
- Scratching
- Smoking
- Infrequent cleaning of oneself
- Infrequent cleaning of working environment
- Touching any part of the body
- Tasting using fingers
- Wetting fingers to open bags

2.3 Identify when **Handwashing should occur**

Handwashing should occur

- Starting work
- Between different tasks
- After handling raw foods
- Touching any part of the body
- Returning from breaks
- Returning from the toilet
- After smoking
- After handling money
- After handling chemicals
- After cleaning
- After handling bins or waste

2.4 Identify the **procedure** for safe hand washing

Procedure

- Locate the resources required for safe hand washing
- Turn on taps
- Wet hands
- Apply non perfumed soap
- Create lather
- Rub hands palm to palm.
- Rub the back of your left hand with your right palm with interlaced fingers. Repeat with the other hand.
- Rub your palms together with fingers interlaced.
- Rub the backs of your fingers against your palms with fingers interlocked.
- Clasp your left thumb with your right hand and rub in rotation. Repeat with your left hand and right thumb.
- Rub the tips of your fingers in the other palm in a circular motion, going backwards and forwards. Repeat with the other hand.
- Rinse hands with warm water
- Dry thoroughly with a disposable towel.
- Use the disposable towel to turn off the tap. Rinse hands
- Dry hands with disposable paper towel
- Turn off taps using paper towel avoiding contaminating clean hands

2.5 Identify **reportable illnesses and infections**

Reportable illnesses and infections

- Diarrhoea
- Vomiting
- Colds
- Sore throats

- Congested eyes
- Skin infections
- Stomach upset
- Suspected food poisoning

2.6 Explain the term **carriers**

Carriers

- Healthy
- Convalescent

2.7 State the importance of being 'fit for work'

2.8 State the **features** of plasters suitable for use by food handlers

Features

- Non-food coloured usually blue
- Waterproof
- Metal strip

2.9 Identify **sources** of pathogenic bacteria found in human beings.

Sources

- Hands
- Hair
- Nose
- Mouth
- Ears
- Throat
- Septic cuts
- Spots and boils

Learning outcome

The learner will:

3. Know how to keep the working area clean and hygienic

Assessment criteria

The learner can:

3.1 Identify different types of **cleaning resources** needed to keep the work area clean and hygienic

Cleaning resources

- Detergent
- Sanitisers
- Disinfectant
- Sterilisers
- Bactericides
- Mops
- Buckets

- Cloths
- Vacuum cleaner

3.2 State the **practices** used in a 'clean as you go' policy

Practices

- Working tidily
- Removing waste
- Cleaning down worktops
- Sanitizing work areas
- Emptying bins
- Sweeping floor area
- Mopping

3.3 State the correct order in which the **six stages of cleaning** is used

Six stages of cleaning

- Pre-clean
- Main clean
- Rinse
- Disinfect
- Rinse
- Dry

3.4 State the **key features** of cleaning schedules

Key features

- Who is responsible
- What needs to be cleaned
- When or how often it needs to be cleaned
- How it should be cleaned
- What safety measures are required or considered

3.5 Describe the **process** for cleaning tools and equipment

Process

- Use personal protective equipment
- Dismantle component parts before cleaning
- Use the six-stage cleaning process
- Reassemble component parts after cleaning

3.6 Describe the **safety requirements** for handling and storing chemicals

Safety requirements

- Storage away from foods
- Storage in original containers
- Labelling
- Decanting
- Personal protective equipment (PPE)
- Dilution
- Manufacturers' instructions

3.7 List the **features** of equipment and surfaces suitable for use in food handling areas

Features

- Smooth
- Non-porous

- Easily cleaned
- Non-toxic
- Resistant to corrosion

3.8 Describe how **waste** should be managed safely

Waste

- Unfit food
- Food waste
- Packaging

3.9 Describe the **importance** of keeping the waste storage area clean

Importance

- To prevent odours
- To prevent pests
- To prevent bacteria growth

3.10 Explain how common types of **pests** pose a **risk to food safety**

Pests

- Rodents
- Cockroaches
- Insects
- Domestic pets

Risk to food safety

- Damage to property
- Carry diseases
- Carry pathogenic bacteria
- Dead bodies and droppings are physical contaminants

3.11 Identify **signs** of food pest infestation

Signs

- Droppings
- Smell
- Smear marks
- Pupae cases
- Larvae
- Damaged/gnawed packaging
- Food spillages

3.12 State different **methods** of pest control

Methods

- Kick plates
- Bait points
- Insectocutors
- Bristle strips
- Self-closing door
- Fly screens
- Building maintenance

Learning outcome

The learner will:

4. Know how to store food safely

Assessment criteria

The learner can:

4.1 Describe the **checks** that should be made when storing foods

Checks

- Food temperature
- Storage area conditions are correct
- Damage
- Dates
- Quality
- Signs of pest infestation
- Temperature probe is working correctly
- Raw and cooked foods stored separately

4.2 Describe the **methods** of storing foods safely

Methods

- Placed in appropriate storage area
- Covered
- Wrapped- in suitable containers
- Labelled
- Dated
- Off floor
- Chilled and frozen food to be stored correctly as soon as possible

4.3 Describe **stock rotation systems**

Stock rotation systems

- FIFO (first in first out)
- Day dots
- Date systems
- Labelling

4.4 Describe the difference between 'best before' and 'use by' dates

4.5 Describe the **storage conditions** for food

Storage conditions

- Ambient
- Chilled
- Frozen

4.6 Describe **reasons** why certain foods require refrigeration

Reasons

- To prevent spoilage bacteria from spoiling the food
- To slow down the growth of pathogenic bacteria on food
- To comply with food safety legislation

4.7 Describe the **types** of food contamination

Types

- Chemical
- Physical
- Microbiological
- Allergenic

4.8 Define the term cross contamination

4.9 Describe **ways of reducing cross contamination**

Ways of reducing cross contamination

- Good personal hygiene practice
- Cleaning and disinfecting of work area
- Keeping foods covered and separated
- Separately zoned areas for raw and cooked foods
- Colour coded systems
- Thorough cleaning procedures
- Thorough cooking
- Safe storage practices
- Linear workflow
- Appropriate training

4.10 State **best practice** for thawing/defrosting foods

Best practice

- Adhering to food regulation guidelines
- Use of thawing cabinets
- Use of fridges
- Use of refrigerated rooms

4.11 Identify the **documents** used for recording food storage and temperature control.

Documents

- Delivery monitoring record
- Fridge/freezer monitoring record
- Cooking/cooling record
- Reheating record
- Chilling record

Learning outcome

The learner will:

5. Know the food safety risks associated with food production and service

Assessment criteria

The learner can:

5.1 List the **micro-organisms** associated with food poisoning

Micro-organisms

- Pathogens
- Food borne diseases
- Spoilage organisms

5.2 Identify **non-bacterial causes of food poisoning**

Non-bacterial causes of food poisoning

- Metals
- Poisonous plants
- Chemicals
- Equipment
- Tampering
- Viruses

5.3 Identify **sources of physical contaminants**

Sources of physical contaminants

- People
- Equipment
- Pests
- Premises
- Product

5.4 State the **conditions** for bacterial growth

Conditions

- Warmth
- Food
- Moisture
- Time

5.5 Identify different **types of high-risk foods**

Types of high-risk food

- Ready to eat food
- Foods that receive no further heat treatment or cooking
- Cooked meats
- Poultry
- Dairy products
- Cooked rice
- Stocks
- Sauces
- Fish
- Shellfish

5.6 Describe common **symptoms** of food poisoning

Symptoms

- Nausea
- Diarrhoea

- Vomiting
- Abdominal pain

5.7 Identify the **people** most at risk from food poisoning

People

- Young children
- Elderly
- Sick
- Pregnant women
- Those with immune deficiency

5.8 List **sources** of common allergens and intolerances

Sources

- Peanuts
- Tree nuts
- Eggs
- Shellfish
- Gluten
- Sesame seeds
- Milk
- Soya
- Mustard
- Sulphur dioxide
- Celery

5.9 Describe the **symptoms** of common food allergens and intolerances

Symptoms

- Tingling
- Swelling
- Breathing difficulties
- Vomiting
- Diarrhoea
- Cramps
- Anaphylactic shock

5.10 Define the term temperature **danger zone**

5.11 Understand how **temperature requirements** impact the safety of food

Temperature requirements

Preparation

- Temperature
- Time

Cooking

- Core temperature
- Thorough cooking

Hot Holding

- Core temperature
- Time

Chilling

- Core temperature

- Time

Re-heating

- Core temperature
- Only reheat once

5.12 Describe **techniques** that prevent food poisoning

Techniques

- Cleaning procedures
- Good personal hygiene
- Pest control
- Temperature control
- Storage procedures
- Separate areas for preparation
- Cooking
- Chilling

5.13 Identify the **best practice for chilling food**

Best practice for chilling food

- Rapid cooling of food
- blast chiller/ freezer
- stand/stir food over ice cold water
- decant large quantities into smaller portions

Unit guidance

AC 1.1 Define food safety

- Good personal hygiene
- Keeping food safe and free from contamination
- (Microbial, Physical, Chemical, Allergens)
- Keeping work environment clean
- Storing food safely

AC 1.2 Define food poisoning

- Incubation period
- Symptoms
- Who is most at risk

AC 2.3 Times when handwashing occurs

- After touching face
- Coughing
- Sneezing
- Nose blowing,
- Touching raw food or waste products
- Handling cleaning materials
- After going to the toilet
- After breaks
- After smoking
- Between tasks to prevent cross-contamination
- At the beginning of a shift

- After handling money
- After cleaning a wound
- After touching any part of the body

Advantages and disadvantages to wearing gloves

Advantages

- Barrier for cuts
- Reduction of bacterial contamination
- Public perception

Disadvantages

- Skin infection
- Cost
- False sense of security i.e. gloves not changed frequently enough

AC 2.6 Explain the term carriers

Healthy: Person who carries the virus or bacteria without showing any symptoms

Convalescent: Recovering from the virus or bacteria and continues to be a carrier and can still transmit

AC 2.9 Identify sources of pathogenic bacteria found in human beings.

Sources

- Staphylococcus Aureus – in our hands, hair, nose, mouth, ears, throat, septic cuts, spots and boils
- Clostridium perfringens found in our intestines
- E-coli found in our intestines
- Salmonella found in our intestines

AC 3.2 Define a 'clean as you go' policy

Planned cleaning at all stages especially prior to starting a new job, maintaining a clear workstation free from dirt and obstruction

AC 3.6 Describe the safety requirements for handling and storing chemicals

- Best practice would include applying local legal requirements when working with chemicals

AC 4.4 Describe the difference between 'best before' and 'use by dates'

'Best before dates' are a guidance of optimum freshness and nutritional value.

'Use by date' is an indicator as to the last day a product should be consumed

AC 4.5 Identify the correct storage conditions for food

- Ambient: dry and well-ventilated storeroom
- Chilled: store cooked and raw foods separately
- Frozen: store cooked and raw foods separately
- Optimum storage temperatures:
 - ambient food: 14°C to 18°C
 - chilled food: 1°C to 5°C (lower for fresh fish, 0°C to 3°C)
 - frozen: -18°C to -22°C

AC 4.8 Describe the types of food contamination

- Chemical- cleaning chemicals, pesticides, fertilizers
- Physical – nuts, bolts, screws, hair, insect bodies
- Microbiological- bacteria, moulds, fungi
- Allergenic- dairy, ground and tree nuts, soy, shellfish

AC 4.9 Cross contamination examples

Cross contamination is the transfer of harmful bacteria or allergen from one item or food or work surface or person to food via direct, indirect or drip methods. It is one of the main causes of food poisoning.

Examples

- If raw uncooked meat is kept beside or touches cooked food
- A food worker sneezing or coughing onto food.
- If you use the same chopping board and knife for raw meat and then cooked meat without washing and disinfecting the board and knife.
- Handling raw food and then ready to eat food.
- Using the same scales to weigh wheat flour and then gluten free flour
- Open bags of flour in a store

AC 5.1 Micro-organisms (small living things)

- **Pathogens:** Salmonella, clostridium preformingens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.
- **Food borne diseases:** bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.
- **Spoilage organisms:** harmless organisms, moulds, viruses, yeasts, toxins

AC 5.10 - Danger Zone Temperature

- 5°C to 63°C

Pathogenic bacteria will grow rapidly given the right conditions; they will grow best within the temperature danger zone. 37°C is ideal, cooking food thoroughly to 75°C kills most pathogenic bacteria however some can survive

AC 5.13 Identify the best practice for chilling food

Best practice for chilling food

- Chill hot food to under 5°C within recommended guideline of 90 minutes and refrigerate
- Methods for chilling: blast chiller; freezer; stand/stir food over ice cold water; decant large quantities into smaller portions
- Do not mix hot with cold foods

Unit aim:

Consumer demand and a change in culture has seen sustained growth of more people eating out and trying a wide variety of products from the menu. In addition, increased demand to meet financial targets has led to a need for food and beverage service staff to upsell items from within the menu. As a result, staff require an increased product knowledge and awareness of consumer expectations.

The aim of this unit is to provide learners with the menu knowledge they need to meet the needs of guests and the business they work for.

Learners will be introduced to a wide range of menus in order to be familiar with menu terminology and know the key principles involved in their design. Learners will apply theory to practice throughout the unit by considering how those principles relate to setting up the food and beverage service area and interacting with guests.

Learning outcome

The learner will:

1. Know the principles of menu design

Assessment criteria

The learner can:

- 1.1 Describe different **types** of menu

Types

- Cooked to order
- À la Carte
- Meze
- Table d'Hôte
- Taster
- Set
- Du Jour
- Cycle
- Buffet
- Banquet
- Breakfast
- Luncheon

- Dinner
- Room Service
- Speciality

1.2 Describe how different **factors** impact on menu planning

Factors

- Seasonality
- Type of service
- Time
- Location
- Staffing
- Trends
- Costs
- Number of covers
- Occasion

1.3 Identify the **types of information** that should be included in a menu

Types of information

- Description of dish
- Dietary
- Allergens
- Sourcing
- Pricing
- Measurements and size
- Legal requirements

1.4 Define **menu terminology**

Menu terminology

- Appetisers
- Canapés
- Amuse Bouche
- Starters
- Fish course
- Main
- Dessert
- Cheese
- Specials

Learning outcome

The learner will:

2. Understand the relationship between the menu and service

Assessment criteria

The learner can:

2.1 Describe how the **menu affects preparation** for service

Menu affects preparation

- Food
- Drink
- Front of house
- Cutlery, crockery and equipment

2.2 Explain the **menu information** required from colleagues before and during service

Menu information

- Allergens
- Specials
- Promotions/Meal deal/packages
- Dish composition
- Ingredients
- Cooking methods
- Upselling
- Slow/fast moving menu items

2.3 State the basic principles of **food and beverage pairings**

Food and beverage pairings

- Complementary
- Contrasting
- Acidity
- Alcohol levels
- Sweetness
- Tannins

2.4 Describe how different factors affect **customer choice** of menus

Customer choices

- Cost
- Availability
- Personal preferences
- Time
- Occasion

Unit guidance

1.3 Measurements and size

- Eg number of items, size of steak or fish

2.3 Food and beverage pairings

- Appetisers, canapés, amuse bouche, starters, fish course, main, dessert, cheese, specials
- Wines, spirits, beers, ciders, non-alcoholic drinks (hot and cold)

Unit aim:

There are many ways for guests to experience food and beverages. It can be in a fine dining restaurant, a café, at an event such as a festival or wedding, at a factory canteen or a shopping centre food court. Wherever a guest orders or is served food and beverages, they expect a high level of service and interaction with staff. They need to be confident that their needs will be taken into account. At the same time, the hospitality establishment is looking for its employees to use the opportunity to increase sales and deal with any issues that may arise. It is important for guests, the business and the employee that the service is a positive experience.

The aim of this unit to enable the learner to plan, prepare and deliver a range of food and beverage service techniques.

Through this unit, learners will develop the skills needed to prepare for food and beverage service, taking account of expected or unexpected requirements and setting tables and the food service area. They will learn to deliver table service and counter/buffet service, engaging with guests, making recommendations that meet their needs and expectations and serving food and beverages using techniques appropriate to the establishment. Learners will further develop skills to take payments after service, clear the service area and deal with issues, as required.

Learning outcome

The learner will:

1. Be able to prepare for food and beverage service

Assessment criteria

The learner can:

1.1 Plan for expected daily requirements

Plan for expected daily requirements

- Attend pre service briefing
- Check expected numbers
- Mise en place
- Table – seating plan

1.2 Prepare food service area

Prepare

- Clean and sanitise room/area
- Position tables and chairs according to table plan
- Ensure equipment is clean and safe for use and take appropriate action if there is a problem

1.3 **Prepare** food service station

Prepare

- Re-stock non-food items ready for service

1.4 **Set-up tables** for service

Set-up tables

- Lay-up tables according to style of service meeting organisations standards
- Lay-up of cutlery
- Lay-up of glassware
- Folded napkin
- Position cruets and centre piece

Learning outcome

The learner will:

2. Be able to deliver table service

Assessment criteria

The learner can:

2.1 **Welcome** guests

Welcome

- Meet
- Greet
- Seat guests

2.2 Provide menu **recommendations** to guests

Recommendations

- Promotional offers
- Daily specials
- Upselling opportunities
- Signature dishes
- To meet guest needs
- Communicating with guest

2.3 **Confirm** food and beverage orders

Confirm

- Listening
- Interpreting guest needs
- Recording order

2.4 Provide food service at the **table**

Table service

- Follow the correct service sequence

- Cutlery changes
- Serving items of food
- Provide accompaniments
- Maintain and clear tables and stations during service

2.5 Provide **beverage service** at the table

Beverage service

- Opening, sampling and pouring of wine
- Serving beverages in correct glassware
- Use of trays
- Coaster
- Ice bucket and other small items of equipment
- Checking if glasses need refilling during service

2.6 **Respond** appropriately to guest **feedback**

Respond

- In a positive manner
- Polite and courteous manner
- In a timely fashion

Feedback

- Compliments
- Suggestions
- Dissatisfaction

Necessary action

- Try to resolve the issue
- Escalate to a line manager or supervisor where necessary

Learning outcome

The learner will:

3. Be able to deliver counter/buffet service

Assessment criteria

The learner can:

3.1 **Prepare** the counter or buffet table for service

Prepare

- Clean and sanitise area
- Suitable table covering
- Position items to support the food display
- Service equipment
- Heat lamps
- Supply of crockery and cutlery
- Disposable gloves
- Accompaniments

3.2 Display food items safely in line with **industry practice**

Industry practice

- Suitable service equipment to enhance the aesthetic look of food
- Suitably garnished and presented
- Consider layout and order of dishes
- Consider safety risks for guests and staff
- Food safety: temperatures, times

3.3 Provide an **assisted service** to guests

Assisted service

- Offer information on dishes
- Respond to guest requests
- Portion food
- Plate food in accordance with organisations standards
- Direct guest to accompaniments and cutlery as necessary
- Warn guests of hot plates
- Respond to those requiring assistance

3.4 **Maintain** the service area

Maintain

- Appearance
- Clear empty dishes
- Replenish dishes and accompaniments
- Replace service equipment
- Adhere to food hygiene and temperature control requirements
- Wipe down counter

3.5 **Clear** service area

Clear

- Return food items to the kitchen
- Store or dispose of food according to food hygiene procedures
- Remove dishes and utensils to wash-up area
- Wipe down counter
- Turn off equipment not required

Learning outcome

The learner will:

4. Be able to complete payments

Assessment criteria

The learner can:

4.1 Prepare a **payment point ready for service**

Payment point ready for service

- Service point is powered
- Checks carried out
- Float accepted

4.2 Keep payment point **secure**

Secure

- Keeping till drawer closed
- Do not allow unauthorised access to till area, security of keys or electronic point of sales terminals (EPOS)

4.3 **Prepare** guest bill

Prepare

- Bill accurately reflects the products guest has ordered and received
- Adjusted for vouchers, gift cards, discounts
- Correctly totalled

4.4 **Present** guest bill

Present

- Timing
- Following organisation procedures

4.5 Process **payments**

Payments

- Cash transactions
- Non-cash transactions
- Split payments
- Gratuities

Learning outcome

The learner will:

5. Be able to carry out post service activities

Assessment criteria

The learner can:

5.1 **Re-set** stations for next service

Re-set

- Clean & sanitise room/area
- Ensure equipment is clean and securely stored
- Re-stock non-food items ready for service

5.2 Follow **waste management** procedures

Waste management

- No waste left in food service area
- Waste is stored outside in appropriate area
- Recycling or glass bottles and cardboard is stored in the appropriate manner

5.3 Provide **feedback on service**

Feedback of service

- Documented feedback in diary to improve service
- Outlining number of covers
- Positives from the service

- Any issues that may have arisen
 - Any actions required for follow up
-

Unit guidance

AC 2.1 Welcome guests

Meet, greet and seat guests

- Welcome guests appropriately and professionally
- Lead guests to table
- Assist with seating of guests
- Respond to guest requests

AC 1.3 Set-up

- Lay-up tables according to style of service meeting organisations standards, formal setting and informal settings- including place settings, glass stem ware, linen table cloths, napkins, table runners, cruets, centre pieces

AC 4.5 Processing payments

Cash

- Security checks
- Correct amount
- Change

Follow Non-cash

Procedures

- Check validity of non-cash payment
- Terms and conditions

Cash equivalent transactions

- Debit/Credit cards (chip & PIN, contactless, devices, signature)
- Cheques
- Vouchers
- Loyalty cards
- Pre-payments
- Deposits
- Business accounts

Room or account charges

- Check authority to charge to account
- Request guest name and room number
- Request a signature on room charge

Unit 223

Prepare beverages for service

Unit aim:

Consumer demand for speciality beverages has seen sustained growth over recent years. Beverages from coffees to cocktails, provide high profit margins to businesses and benefits to the industry and cafe outlets, cocktail bars and micro-breweries continue to develop and emerge. This has resulted in opportunities for different roles in hospitality from bartenders, baristas to cocktail mixologist.

The aim of this unit is to provide learners with the skills required for the production of beverages for service.

Through this unit, learners will have the opportunity to develop skills preparing a wide range of hot, cold and alcoholic beverages, developing their creativity in their presentation by taking account of trends and guest preferences. They will learn how to prepare the bar and beverage service area and clear the area after service.

Learning outcome

The learner will:

1. Be able to prepare the bar and beverage area for service

Assessment criteria

The learner can:

1.1 Prepare the bar area

Prepare

- Cleanliness
- Stock
- Service equipment
- Accompaniments

1.2 Prepare the beverage area

Prepare

- Cleanliness
- Stock
- Service equipment
- Accompaniments

1.3 Prepare payment points for service

Payment points

- Payment points
 - Cash float
-

Learning outcome

The learner will:

2. Be able to prepare beverages for service

Assessment criteria

The learner can:

- 2.1 Prepare **cold beverages** using **different methods**.

Methods of preparing cold beverages

Juices, Cordials

- Juicing
- Pouring techniques
- Mixers
- Styles

Mocktails, Milkshakes, Smoothies

- Shaking
- Stirring
- Muddling
- Layering
- Building
- Blended

Iced Coffee & Tea

- Shaking
- Stirring
- Layering

- 2.2 **Finish** cold beverages using different methods.

Finish

- Presentation
- Accompaniments
- Garnishing

- 2.3 Prepare **hot beverages** using **different methods**.

Hot beverages

Methods

- Flavourings
- Measuring
- Mixing
- Portioning
- Stirring

- Straining
- Temperatures

2.4 **Finish** hot beverages using different methods.

Methods of finishing hot beverages

- Presentation
- Accompaniments
- Garnishing

2.5 **Preparing alcoholic beverages** using different methods.

Methods of preparing alcoholic beverages

Beer & Cider

- Measuring
- Pouring techniques

Wine

- Measuring
- Pouring techniques
- By the glass
- From the bottle
- At the table - decanting by the bottle

Spirit

- Measuring
- Stirring
- Pouring techniques
- Mixers

Cocktails

- Measuring
- Shaking
- Stirring
- Muddling
- Layering
- Building
- Blended

2.6 **Finish alcoholic beverages** using different methods.

Methods of finishing alcoholic beverages

- Presentation
- Accompaniments
- Garnishing

2.7 Assess **quality points** for beverages

Quality points

- Aroma
- Flavour
- Colour
- Consistency
- Temperature
- Presentation

- Portion control
 - Strength
-

Learning outcome

The learner will:

3. Be able to clear the bar and beverage area after service

Assessment criteria

The learner can:

3.1 Clear bar areas

Clear bar area

- Clean down after service
- Identify shortfalls in stock
- Record stock usage
- Secure area
- Prepare handover documentation

3.2 Clear beverage areas

Clear beverage area

- Clean down after service
 - Record stock usage
 - Refill stock items
 - Secure area
 - Prepare handover documentation
-

Unit guidance

This unit should be delivered within an environment that replicates industry and that is equipped for learners to practice their technical skills.

Unit 224

Product knowledge for hot, non-alcoholic and alcoholic beverages

Unit aim:

Demand for speciality beverages has seen sustained growth over recent years. As a result, guest tastes and preferences are now looking for something different. Guests want to know what ingredients are included in the beverages, how they are made and how sustainable they are. They expect to be provided with this information when asked.

The aim of this unit is to provide learners with the knowledge of the service requirements for different types of beverage.

Learners will develop knowledge of the characteristics of a wide range of hot, alcoholic and non-alcoholic beverages. They will learn how different beverages are made and the equipment used in their production. Finally, they will learn about typical faults that arise in beverages.

Learners will apply theory to practice in a further unit in relation to the preparation of hot, cold and alcoholic beverages required in the hospitality industry.

Learning outcome

The learner will:

1. Know the service requirements of different types of hot beverages

Assessment criteria

The learner can:

1.1 Identify types of **hot beverages**

Types:

- Coffee (instant, ground, filter, liqueur)
- Tea (loose leaf, teabags, fruit, herbal)
- Hot chocolate

1.2 Describe **characteristics** of hot beverages

Characteristics:

Coffee

- Origin
- Blend

- Roast
- Grind

Tea

- Origin
- Blend

Hot Chocolate

- Powder
- Solid
- Liquid

1.3 Describe the **production** of hot beverage

Production:

Coffee

- Espresso
- Americano
- Cappuccino
- Caffè latte
- Flat white
- Mocha
- Flavoured lattes
- Liqueur coffees
- Decaffeinated

Tea

- English breakfast
- Assam
- Ceylon
- Earl Grey
- Oolong
- Lapsang Souchong
- Fruit
- Herbal
- Chai
- Decaffeinated

Hot Chocolate

- Cocoa %

1.4 Identify **common faults** associated with hot beverage service

Common faults

- Temperatures
- Strength
- Milk - over/under-heated
- Incorrect grind
- Incorrect temper
- Equipment breakdown/breakages

Learning outcome

The learner will:

2. Know the service requirements of different types of non-alcoholic beverages

Assessment criteria

The learner can:

2.1 Know **types** of cold beverages

Types

- Juices (pressed, concentrated)
- Milkshakes
- Smoothies
- Waters
- Carbonated
- Cordials
- Mocktails
- Iced coffees and teas

2.2 Know **characteristics** of cold beverages

Characteristics

- Still
- Sparkling
- Spring
- Carbonated
- Mineral
- Fresh
- Concentrated
- Pre-mixed

2.3 Know the **production** of cold beverage

Production

Juices, Cordials

- Juicing
- Pouring techniques and presentation methods
- Accompaniments
- Mixers
- Styles

Mocktails, Milkshakes, Smoothies

- Shaking
- Stirring
- Muddling
- Layering
- Building
- Blended
- Garnishes
- Accompaniments

Iced Coffee & Tea

- Shaking
- Stirring
- Layering

2.4 Identify **common faults** associated with cold beverage service

Common faults

- Temperature
 - Strength
 - Incorrect mixing
-

Learning outcome

The learner will:

3. Know the service requirements of different types of alcoholic beverages

Assessment criteria

The learner can:

3.1 Know **types** of alcoholic beverages

Types

- Beer (lager, bitter, stout)
- Cider
- Perry
- Wine (red, white, rose, sparkling, fortified)
- Spirits (whisky, brandy, gin, vodka, rum)
- Liqueurs
- Cocktails
- Low or non-alcoholic drinks

3.2 Know **characteristics** of alcoholic beverages

Characteristics

Beer

- Hops
- Varieties
- Alcohol by volume
- Colour
- Smell
- Taste
- Regional influence
- Blends
- Brewing
- Fermentation
- Ingredients

Cider

- Varieties
- Alcohol by volume
- Colour
- Smell
- Taste
- Sweetness
- Cloudiness/sediment
- Fruit - apple cider, pear cider, use of other fruits
- Still or sparkling

Wine

- Grapes
- Appearance
- Clarity
- Intensity
- Colour

- Aroma - fruits, flowers, spices, herbs
- Sweetness
- Acidity
- Tannin
- Body
- Flavour characteristics - fruits, flowers, spices, oak, vegetal, herbs
- Finish

Spirit

- Varieties
- Alcohol by volume
- Colour
- Smell
- Taste
- Regional influence
- Blends
- Fermentation
- Ingredients

Cocktails

- Classical
- Modern
- Blended
- Varieties
- Alcohol by volume
- Colour
- Smell
- Taste

3.3 Know the **production** of alcoholic beverage

Production

Beer & Cider

- Pouring techniques and presentation methods

- Keg
- Bottle
- Cask
- Cans

Wine

- Pouring techniques and presentation methods
- By the glass
- From the bottle
- At the table - decanting by the bottle

Spirit

- Pouring techniques and presentation methods
- Accompaniments
- Mixers
- Styles

Cocktails

- Measuring
- Shaking
- Stirring
- Muddling
- Layering
- Building
- Blended
- Garnishes
- Accompaniments

3.4 State the different **unit sizes** of alcoholic beverages

Unit sizes

- Nips
- Shot
- Single
- Double
- 1/3 pint (taster)
- Half pint
- Pint
- Litre
- Half litre
- Carafes
- Pitcher

3.5 Identify **common faults** associated with alcoholic beverage service

Common Faults

Beer faults

- Flat beer
- Cloudy
- Fobbing beer

Wine faults

- Oxidisation
 - Corked
 - Sediment
-

Learning outcome

The learner will:

4. Know the equipment used in the preparation of beverage

Assessment criteria

The learner can:

4.1 Describe **types of small equipment** for beverage service

Types of small equipment

- Blenders
- Boiler/kettle
- Bottle openers/waiter's friend
- Cafetière
- Chopping boards
- Cocktail equipment
- Crockery (different styles)
- Cutlery (different styles)
- Filter coffee machine
- Garnish trays
- Glassware (different types)
- Ice bucket and tongs
- Knives
- Linen or disposables
- Menus
- Optics and measures
- Trays

4.2 Describe **types of large equipment** for beverage service

Types and uses of large equipment

- Coffee machine (espresso, filter, bean to coffee)
- Cold holding (fridge, bottle fridge, freezer, display cabinets)
- Glasswashers
- Ice machine
- Till
- Drink dispensing pumps/machines

4.3 State methods of **maintaining and storing** small and large equipment

Maintaining and storing

- Adherence to manufacturer's instructions
- Cleaning
- Safe and hygienic storage
- Following security procedures (to prevent loss, theft or damage)

- Authorised maintenance/repair
 - Monitoring temperatures
 - Reporting damage and faults
-

Unit guidance

This unit should be delivered within an environment that replicates industry and that is equipped for learners to practice their technical skills.

Appendix 1

Mapping of 8064 IVQ to 8066 IVQ

The following table shows how the content unit of the new 8064-03 Level 2 Diploma in Food and Beverage Service maps against the content of units in 8066-02 Level 2 Diploma in Food & Beverage Service.

Note that previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Unit no	Unit name	Mapping information
201	Understand the hospitality industry	201 Introduction to the hospitality and catering industry - LO1
202	Understand business success	202 Safety at work 219 Catering operations, costs and menu planning LO3 201 Introduction to the hospitality and catering industry-L02 <i>8065-202 is Health & Safety only. 8064 unit includes other legislation, costs, technology</i>
203	Provide guest service	204 Customer service in hospitality and catering industry - LO1 103 Customer service in hospitality and catering industry - LO1 <i>8064-203 is only theory - LO1 practical covered in 222</i>
204	Awareness of sustainability in the hospitality industry	<i>New content</i>
205	Professional workplace standards	201 Introduction to the hospitality and catering industry - LO1, LO2
206	Understand own role in self development	<i>New content</i>
207	Food safety	203 Food safety in catering <i>Similar - updated content and terminology Can be claimed through RPL using unit 806 Food safety (proxy)</i>
221	Menu knowledge	207 Menu knowledge and design <i>Updated and refreshed content</i>
222	Deliver food and beverage service	210 Food and beverage service 211 Handling payments 204 Customer service in hospitality and catering industry - LO2 practical customer service <i>8064 unit is practically based - no theory content included</i>
223	Prepare beverages for service	<i>New content</i>

Unit no	Unit name	Mapping information
224	Product knowledge for hot, non-alcoholic and alcoholic beverages	208 Hot beverage product knowledge 209 Beverage product knowledge

Appendix 2

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

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

Specifically, the document includes sections on:

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

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

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

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

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

Appendix 3

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices, Missing or
late exam materials, Nominal roll reports,
Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing
or late exam materials, Incorrect exam
papers, Forms request (BB, results entry),
Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing
or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical
problems, Entries, Results, e-assessment,
Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

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