

# Level 2 Diploma in Food and Beverage Service

## 8066-02

Qualification handbook

March 2012 Version 3.1 (December 2015)



## Qualification at a glance

<b>Subject area</b>	Food and beverage service
<b>City &amp; Guilds number</b>	8066
<b>Age group approved</b>	16+
<b>Assessment</b>	Practical assignments and synoptic test
<b>Fast track</b>	Available
<b>Support materials</b>	Centre Handbook, Candidate Logbook and Smartscreen
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Level and title</b>	<b>City &amp; Guilds number</b>	<b>Qualification accreditation number</b>
Level 2 Diploma in Food and Beverage Service	8066-02	600/4875/X

<b>Version number</b>	<b>Changes made</b>	<b>Section</b>
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (July 2013)	Centre guidance	Units
3.0 (March 2014)	Information about evolve test added to the Structure	Structure
3.1 (December 2015)	Corrected unit number from 212 to 213 Changes to range for units 202, 203, 209	Structure Units



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is the qualification for?	The Level 2 Diploma Food and Beverage Service is for candidates who wish to work in the hospitality industry and already have knowledge of the basic principles of restaurant or bar work, or who can demonstrate commitment and enthusiasm to work and study in order to supplement their existing knowledge. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments
What does the qualification cover?	The qualification covers both food safety and safety at work, menu knowledge and design, customer service and handling payments and food and beverage service and product knowledge
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a commis waiter or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• City &amp; Guilds Level 3 Advanced Diploma in Food and Beverage Service 8066-03</li><li>• City &amp; Guilds Level 2 Diploma in Food and Beverage Service</li><li>• City &amp; Guilds Level 2 Award in Barista Skills</li><li>• City &amp; Guilds Level 2 Professional Bar Tending</li></ul>

## 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.

<b>Level 2 Diploma in Food and Beverage service</b>				
<b>City &amp; Guilds Unit number</b>	<b>Unit accreditation number</b>	<b>Unit title</b>	<b>Notional learning hours</b>	<b>Guided learning hours</b>
202	H/503/7576	Safety at work	60	40
203	M/503/7578	Food safety in catering	30	20
204	K/503/7577	Customer service in hospitality and catering industry	45	35
207	K/503/7580	Menu knowledge and design	30	20
208	M/503/7581	Hot beverage product knowledge	40	30
209	T/503/7582	Beverage product knowledge	100	40
210	A/503/7583	Food and beverage service	110	100
211	F/503/7584	Handling payments	30	25
213	Assessment	Food and Beverage Service Principles 2	N/A	
503	E-volve on-line tests	Food safety in catering	N/A	



## 3 Centre requirements

### Approval

Centres that are approved to offer the qualification:

- (7066-32) Level 2 IVQ Diploma in Food and Beverage Service (500/5801/0)

can apply for approval for the new:

- (8066-02) Level 2 Diploma in Food and Beverage Service using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

To offer this qualification, 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 qualification before designing a course programme.

### Resource requirements

#### Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in a commercial food service area. They should use appropriate equipment in terms of the size and scale which must be of industry quality.

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped and supplied industrial food and beverage service area including:

- a fully equipped counter service area with hot plates/bain marie
- a buffet table and carvery area

- cold drink dispenser system providing a range of drinks
- hot drink dispenser
- stocked bar service area for service of wines, beers, spirits and cocktails
- fully equipped bar area
- worktop space – stainless steel workstations or tables used as preparation areas
- washing facilities- hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- a range of accompaniments
- small and large food service equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- health and Safety equipment to include PPE, food temperature equipment and fire safety
- an area for commercial activity/payments

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to serve the given variety of dishes and beverages.

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 this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or 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.

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

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

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

## **Candidate entry requirements**

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

## **Age restrictions**

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





## 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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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

### Support materials

The following resources are available for this qualification:

<b>Description</b>	<b>How to access</b>
Candidate logbook	<b>Website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Assessment Pack	<b>Website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
SmartScreen	<b><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></b>



## 5 Assessment

### Assessment of the qualification

<b>Level 2 Diploma in Food and Beverage Service (8066-02)</b>	
<b>Practical assignments</b> Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at <b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>	<b>Externally set question papers</b> Learners are required to successfully complete the following external examinations: <ul style="list-style-type: none"><li>• Food Safety in Catering (available online)</li><li>• Food and Beverage Service Principles 2 (available online)</li></ul> Please refer to the International Directory on the Walled Garden for dates and times of each examination.  Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.



## 6 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours (NLH)
- guided learning hours (GLH)
- 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.

<b>UAN:</b>	H/503/7576
<b>Level:</b>	Level 2
<b>NLH</b>	60
<b>GLH:</b>	40
<b>Aim:</b>	<p>This unit covers common hazards and risks and the ways to control and minimise them. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.</p> <p>The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners should be aware of the functions of personal protective equipment (PPE) and the types of safety signs.</p> <p>Students are expected to apply these safety procedures in completing this qualification.</p>

<b>Learning outcome</b>
The learner will:
1 know how to identify and control hazards in the workplace
<b>Assessment criteria</b>
The learner can:
1.1 list <b>causes</b> of slips, trips and falls in the workplace
1.2 state the steps to <b>minimise the risk</b> of slips, trips and falls
1.3 identify the <b>main injuries from manual handling</b>
1.4 state the <b>ways to reduce the risk of injury</b> from lifting, carrying and handling
1.5 identify the <b>correct lifting procedure</b>
1.6 identify <b>ways machinery/equipment can cause injuries</b>
1.7 list <b>control measures</b> to avoid accidents from machinery/equipment
1.8 state <b>types of hazardous substances</b> found in the workplace
1.9 list <b>control methods</b> for hazardous substances to prevent exposure and for protection of employees
1.10 indicate the <b>main causes of fire and explosions</b>
1.11 state the ways in which <b>elements</b> of the fire triangle can be used to extinguish a fire
1.12 identify <b>dangers</b> associated with electricity
1.13 identify the <b>measures to prevent electricity dangers</b>
1.14 state <b>methods</b> to deal with electrical dangers
1.15 state the <b>functions of PPE (personal protective equipment)</b>
1.16 explain the purpose of <b>safety signs</b>
1.17 identify different types of <b>fire fighting equipment</b> .

## **Range**

### **Causes**

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct personal protective equipment (PPE), physical/mental state.

### **Minimise the risk**

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, carrying out a risk assessment and taking necessary action, training staff in routine work practices, reporting procedures, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work.

### **Main injuries from manual handling**

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises.

### **Ways to reduce the risk of injury**

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature, free from obstructions), adequate training in correct handling techniques.

### **Correct lifting procedure**

Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning).

### **Ways equipment can cause injuries**

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment, burns/scalds.

### **Control measures**

Training in the use of equipment, PPE, safe working procedures, report faults.

### **Types of hazardous substances**

Cleaning chemicals, cooking liquids, gases, gels and spirits.

### **Control methods**

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures, distribution of dangerous substances eg chemicals.

### **Main causes of fire and explosions**

Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

### **Elements**

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

### **Dangers**

Electric shock, burns, fire, death.

### **Measures to prevent electricity dangers**

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment, keep electrical equipment away from water.

### **Methods**

Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.

### **The functions of Personal Protective Equipment (PPE)**

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

### **Safety signs**

Prohibition signs, fire fighting signs, mandatory signs, warning signs, hazard warning signs, safe signs.

### **Fire fighting equipment**

Fire extinguishers, sand buckets, fire blankets.

### **Learning outcome**

The learner will:

2 understand risk assessment in the workplace

### **Assessment criteria**

The learner can:

- 2.1 define the term **hazard**
- 2.2 define the term **risk**
- 2.3 list the **steps** in the risks assessment process
- 2.4 identify the **benefits** of risk assessment
- 2.5 state the **control measures** for reducing risk
- 2.6 state the **reasons** for reporting accidents
- 2.7 outline the **information** to be recorded in the accident book.

<b>Range</b>
<p><b>Hazard</b> Anything having potential to cause harm.</p> <p><b>Risk</b> Likelihood of hazard causing actual harm.</p> <p><b>Steps</b> Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review of steps.</p> <p><b>Benefits</b> Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.</p> <p><b>Control measures</b> Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.</p> <p><b>Reasons</b> Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.</p> <p><b>Information</b> Date, time, name, brief description of accident, witnesses, action taken by whom, result.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 understand how to maintain a healthy and safe workplace</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 identify the <b>features</b> in the <b>working areas</b> which will affect safe working practices</p> <p>3.2 define <b>incident reporting</b></p> <p>3.3 outline the recording and control <b>procedures to be followed</b> when an accident occurs</p> <p>3.4 state the methods of reporting an <b>emergency</b> situation</p> <p>3.5 describe the <b>emergency procedure</b> to be followed in the event of a serious accident or incident.</p>

**Range****Features**

Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.

**Working areas**

Kitchen, restaurant, bar, stores, surrounding areas.

**Incident reporting**

Reporting of verbal abuse, threats, assault, anything that could lead to a serious hazardous situation.

**Procedure to be followed**

The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.

**Emergency**

Accident/incident that could result in serious injury or even death, fire, explosion.

**Emergency procedure**

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



<b>UAN:</b>	M/503/7578
<b>Level:</b>	Level 2
<b>NLH</b>	30
<b>GLH</b>	20
<b>Aim:</b>	The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

<b>Learning outcome</b>
The learner will: 1 understand food safety procedures
<b>Assessment criteria</b>
The learner can: 1.1 define food poisoning 1.2 define food hygiene 1.3 outline hazard analysis critical control points ( <b>HACCP</b> ) <b>practices and procedures</b> 1.4 identify key food safety <b>records</b> 1.5 state the <b>key elements</b> of a food safety policy 1.6 identify <b>reporting procedures</b> 1.7 state the <b>key requirements</b> of food safety legislation.

<b>Range</b>
<b>HACCP practices and procedures</b> Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation.
<b>Records</b> Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures. Cleaning records, Rotation of stock records.

**Key elements**

Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors' policy.

**Reporting procedures**

Accident, sickness, problems with pests, complaints and equipment failure.

**Key requirements**

Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

**Learning outcome**

The learner will:

2 understand how to keep self clean and hygienic

**Assessment criteria**

The learner can:

- 2.1 describe the **design features** of protective clothing for food handlers
- 2.2 identify **bad habits and poor hygiene practices**
- 2.3 identify **resources/facilities and procedures** for hand washing
- 2.4 list the most important **times** to wash hands
- 2.5 describe the **advantages and disadvantages** of wearing gloves
- 2.6 list **reportable illnesses and infections**
- 2.7 explain the term **carriers**
- 2.8 state the importance of being **'fit for work'**
- 2.9 describe the **features** of plasters suitable for use by food handlers
- 2.10 state the **bacteria** associated with open wounds.

**Range****Design features**

No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.

**Bad habits and poor hygiene practices**

Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.

**Resources/facilities and procedures**

Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitizer.

**Times**

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**

Advantages: barrier for cuts, reduction of bacterial contamination, public perception.

Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

**Reportable illnesses and infections**

Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

**Carriers**

Healthy: a person who carries the virus or bacteria without showing any symptoms.

Convalescent: recovering from the virus or bacteria and continues to be a carrier.

**Fit for work**

Fitness for work certificate/medical clearance.

**Features**

Non food coloured plaster, waterproof, metal strip.

**Bacteria**

Staphylococcus Aureus.

**Learning outcome**

The learner will:

3 understand how to keep the working area clean and hygienic

**Assessment criteria**

The learner can:

- 3.1 identify different types of **cleaning products** and **cleaning equipment**
- 3.2 define a 'clean as you go' policy
- 3.3 identify the **six stages of cleaning**
- 3.4 state the **key features** of cleaning schedules
- 3.5 list different **cleaning methods** used for **tools and equipment**
- 3.6 describe the **safety requirements** for handling and storing chemicals
- 3.7 list the **features** of equipment and surfaces suitable for use in food handling areas

- 3.8 describe the ways in which **waste** should be stored and disposed of
- 3.9 describe the **importance** of keeping the waste storage area clean and tidy
- 3.10 list common types of food **pests**
- 3.11 identify **signs** of food pests
- 3.12 describe pest management reporting and **control procedures**
- 3.13 describe different pest proofing **methods**.

## **Range**

### **Cleaning products**

Detergent, sanitizers, disinfectant, sterilisers, bactericides.

### **Cleaning equipment**

Mops, buckets, cloths, vacuum cleaner.

### **Six stages of cleaning**

Pre-clean, main clean, rinse, disinfect, rinse, dry.

Double sink washing up method: pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature.

### **Key features**

Who, what, where, why, when, how, safety measures.

### **Cleaning methods**

Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning.

### **Tools and equipment**

Knives, small utensils, medium and large scale equipment.

### **Safety requirements**

Control of Substances Hazardous to Health (COSHH), storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers' instructions.

### **Features**

Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

### **Waste**

Unfit food, non-food refuse, recycling.

### **Importance**

To prevent odours, pests, bacteria growth.

### **Pests**

Rodents, cockroaches, insects, domestic pets, birds.

**Signs**

Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

**Control procedures**

Environmental, design, proofing, physical, chemical.

**Methods**

Kick plates, bristle strips, self closing door, fly screens, building maintenance.

**Learning outcome**

The learner will:

4 know how to receive and store food safely

**Assessment criteria**

The learner can:

- 4.1 describe the **checks** that should be made when accepting deliveries of ambient, chilled or frozen foods
- 4.2 describe **stock rotation systems**
- 4.3 describe the difference between 'best before' and 'use by dates'
- 4.4 identify the **correct storage** conditions for foods
- 4.5 state the **reasons** why certain foods require refrigeration
- 4.6 describe the **methods** of storing foods which prevent contamination by pests
- 4.7 identify the main **categories** of contamination
- 4.8 define the term cross contamination
- 4.9 describe **ways of reducing cross contamination**
- 4.10 describe the **types** of cross contamination
- 4.11 state the **conditions** for safe food storage
- 4.12 state the **rules** to observe when using probe thermometers
- 4.13 state **best practice** for thawing/defrosting foods
- 4.14 identify the **documents** used for recording food storage and temperature control.

**Range****Checks**

Damage, dates, quality, quantities, pest infestation, temperature.

**Stock rotation systems**

FIFO (first in first out), day dots, date systems, labelling.

**Correct storage**

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.

### Reasons

To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.

### Methods

Off floor, pest proof containers.

### Categories

Chemical, physical, microbiological.

### Ways of reducing cross contamination

Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

### Types

Direct, indirect, drip.

### Conditions

Chilled and frozen food to be stored as soon as possible (best practice is within 15 minutes of delivery), covered, wrapped, in suitable containers, labelled, away from contaminants and strong odours.

### Rules

Disinfect probe before and after use, calibration of equipment.

### Best practice

Use of thawing cabinets, fridges, refrigerated rooms.

### Documents

Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

### Learning outcome

The learner will:

- 5 know how to prepare cook hold and serve food safely

### Assessment criteria

The learner can:

- 5.1 list the **micro-organisms** associated with food poisoning
- 5.2 identify **non-bacterial causes of food poisoning**
- 5.3 state the usual **conditions** for bacterial growth
- 5.4 identify different **types of high risk foods**
- 5.5 describe **techniques** to prevent food poisoning during preparing, cooking and serving foods
- 5.6 describe common **symptoms** of food poisoning
- 5.7 identify the **people** most at risk from food poisoning

- 5.8 identify common **food allergens and intolerances**
- 5.9 identify **sources of physical contaminants**
- 5.10 identify the **temperatures** at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
- 5.11 define the term **temperature** danger zone
- 5.12 identify different **heat treatment processes**
- 5.13 identify the **best practice for cooking and reheating food**
- 5.14 identify the **best practice for chilling food**
- 5.15 identify the **best practice for holding food**, hot and cold for service.

## Range

### Micro-organisms

Pathogens: Salmonella, clostridium perfringens, 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.

### Non-bacterial causes of food poisoning.

Metals, poisonous plants, chemicals, equipment, tampering, viruses.

### Conditions

Warmth, food, moisture, time, pH balance.

### Types of high risk food

Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish.

### Techniques

Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

### Symptoms

Nausea, diarrhoea, vomiting, abdominal pain.

### People

Young, old, sick, pregnant women, HIV infected (immune deficiency).

### Food allergens and intolerances

Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

### Sources of physical contaminants

People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

### Temperature

5°C to 63°C.

**Heat treatment process**

Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

**Best practice for cooking and reheating food**

Cook and re-heat to core temperature of 75°C.

**Best practice for chilling food**

Chill hot food to under 5°C within recommended guideline of 90 minutes. 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.

**Best practice for holding food**

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



## Unit 204

## Customer service in the hospitality and catering industry

<b>UAN:</b>	K/503/7577
<b>Level:</b>	Level 2
<b>NLH</b>	45
<b>GLH</b>	35
<b>Aim:</b>	The aim of the unit is to enable learners to deal effectively with customers using a range of techniques in a variety of situations in hospitality.

<b>Learning outcome</b>
The learner will: 1 understand how to provide customer service
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>importance</b> of good product knowledge 1.2 explain the <b>importance</b> of using the correct form of <b>communication</b> 1.3 explain the <b>importance of organisational procedures</b> for customer service 1.4 identify the benefits of <b>excellent customer service</b> 1.5 explain the <b>importance of personal presentation</b> within the hospitality industry 1.6 identify what is meant by <b>customer needs</b> and expectations 1.7 describe the <b>factors</b> that influence the customers' choice of products and services 1.8 explain the <b>importance of dealing with complaints</b> in a positive manner 1.9 explain the <b>importance of a complaint handling procedures.</b> 1.10 explain potential <b>constraints</b> when dealing with complaints 1.11 describe types of customer feedback <b>evaluation methods.</b>

**Range****Importance**

To sell the product, to assist customers in their choice, aid efficiency, promotes the organisation.

**Communication**

Face to face, in writing, over the telephone, non verbal (body language posture, personal presentation), in emails, effective listening skills.

**Importance of organisational procedures**

Sets a standard, enables training, efficient approach, help to recover difficult situations, support the team.

**Excellent customer service**

Meeting and exceeding customer expectations, knowledge of products and services, special attention to detail, friendly, polite, anticipates customer needs, positive attitude, behaviour.

**Importance of personal presentation**

Good first impression, demonstrates positive attitude, provides professional image of self and organisation, promotes confidence.

**Customer needs**

Information, assistance, value for money, special requirements, dietary requirements.

**Factors**

Price, value for money, reputation, brand, past experiences, recommendations.

**Importance of dealing with complaints**

Retain customer, to avoid future problems, maintain reputation.

**Importance of a complaint handling procedure**

Provides a structured approach, developed to help retain the customer, helps prevent complaint escalating.

**Constraints**

Time, money, balancing the needs of the customer and expectations of the business, unavailability of products or services (no rooms, opening times of restaurant), level of responsibility.

**Evaluation methods**

Customer questionnaires, oral feedback, letters, emails, telephone calls, comments on websites.

<b>Learning outcome</b>
The learner will: 2 be able to provide customer service
<b>Assessment criteria</b>
The learner can: 2.1 greet <b>customers</b> promptly and politely 2.2 identify <b>customers needs</b> and provide the appropriate service 2.3 respond to customer <b>incidents</b> 2.4 manage customer <b>complaints</b> .

<b>Range</b>
<p><b>Customers</b> Internal customer, external customers, new customers, existing customers, potential customers.</p> <p><b>Customer needs</b> Information, assistance, value for money, special requirements, dietary requirements.</p> <p><b>Incidents</b> Difficult customers, intoxicated customers, communication difficulties (language barriers).</p> <p><b>Complaints</b> Service: slow, inadequate, rushed, rude staff. Products: prices, goods not meeting expectations.</p>

<b>UAN:</b>	K/503/7580
<b>Level:</b>	Level 2
<b>NLH</b>	30
<b>GLH</b>	20
<b>Aim:</b>	The aim of this unit is to enable the learner to develop the knowledge and understanding to provide accurate menu information to customers. The unit covers the importance of menu design, different menu styles, the content of menus and requirements for service.

<b>Learning outcome</b>
The learner will: 1 understand menu styles and designs
<b>Assessment criteria</b>
The learner can: 1.1 identify different <b>factors</b> that will influence <b>menu styles</b> 1.2 describe different <b>types of menu</b> 1.3 state what <b>information</b> should be displayed on menus 1.4 explain the <b>principles</b> of designing a menu 1.5 describe the requirements of different <b>dietary needs</b> .

<b>Range</b>
<b>Factors</b> Setting, ambience, menu, food, drink, food service, wine service, style (design), reception, technical ability and awareness, perceived value.
<b>Menu styles</b> Traditional, specials, boards, contemporary, verbal.
<b>Types of menu</b> A la carte, table d'hôte, fixed price, Breakfast, lunch, dinner, afternoon tea, snacks, function.
<b>Information</b> Description of items, dietary information, accurate sourcing, pricing, measurements, legal requirements.
<b>Principles</b>

Colour, taste, texture, balance, complementary food items, variation of commodities, seasons, wording, dish descriptions, design layout, dining experience (fine dining, restaurants, bistros, brasseries, cafés, chains, themes, fast food, takeaway, carvery, buffet).

### **Dietary needs**

Vegetarian, vegan, coeliac, lactose intolerant, religious requirements, diabetic, allergies, health, restricted diets (weight loss).

### **Learning outcome**

The learner will:

2 understand how to provide menu information to customers

### **Assessment criteria**

The learner can:

- 2.1 explain the **importance** of all service staff having good **menu knowledge**
- 2.2 explain the main **cooking terms** used in a menu
- 2.3 describe the **dishes** that can be prepared and cooked to the customer's taste
- 2.4 identify different types of **customer queries**
- 2.5 state different types of **suggestions** to give customers based on menu available.

### **Range**

#### **Importance**

Informs customer, give positive impression of the establishment and customer care, helps speed of service, adds to table theatre and promotes sales.

#### **Menu knowledge**

Dish composition, ingredients, cooking methods, cooking terms and techniques.

#### **Cooking terms**

Poaching, steaming, grilling/broiling/griddling, roasting, baking, frying, stir frying, sauté, flambé, en papillotte.

#### **Dishes**

Steaks, flambé dishes, carved meats, salads, eggs, boned fish.

#### **Customer queries**

Sequence of food served, dish content, ingredient source, timing of cooking, food items which may cause allergic reactions, degree of cooking, foods linked to medical conditions.

#### **Suggestions**

Special offers, shortage of menu items, side order options, customer preferences, restrictive diets, drinks to accompany, food accompaniments.



## Unit 208

## Hot beverage product knowledge

<b>UAN:</b>	M/503/7581
<b>Level:</b>	Level 2
<b>NLH</b>	40
<b>GLH</b>	30
<b>Aim:</b>	The aim of this unit is to enable learners to develop the knowledge of the production processes and characteristics of a range of hot beverages. They will also know the types of equipment required and how to check and clean them.

<b>Learning outcome</b>
The learner will: 1 know about the types and service of coffee
<b>Assessment criteria</b>
The learner can: 1.1 outline the <b>processing</b> of the coffee bean 1.2 describe the impact of <b>roast, blend and grind</b> on taste 1.3 describe the <b>characteristics</b> of a range of <b>coffees</b> 1.4 describe the range of <b>coffee products</b> available 1.5 state the <b>storage requirements</b> for coffee 1.6 describe the preparation and service of a range of <b>coffee based drinks</b> 1.7 describe methods for correcting <b>problems</b> with quality when preparing coffee.

<b>Range</b>
<b>Processing</b> Harvesting, wet processing (washing fermenting, drying), dry processing, sorting and grading, grinding, packaging, freeze dry.
<b>Roast, blend and grind</b> Roasting grades - light, medium, full, double roast, releases oils and flavour. Blend to create balance (Arabica-milder, Robusta-harsher and more caffeine), levels of acidity, depth of flavour strength and variety. Grind - suitable for production method eg pour and serve, cafetière, espresso.
<b>Characteristics</b> Composition, foam cap, strength, colour, creamer.

**Coffees**

Robusta, Arabica.

**Coffee products**

Bean, pre-ground, instant, decaffeinated, in-cup brew, coffee bag.

**Storage requirements**

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

**Coffee based drinks**

Filtered, cappuccino, espresso, latte, Americano, macchiato, doppio, ristretto, mocha, liqueur coffee.

**Problems**

Strength, temperature, coffee ground, grind, temperature/texture of steamed milk, size of foam cap, poor water quality.

**Learning outcome**

The learner will:

2 know about the types and service of tea

**Assessment criteria**

The learner can:

- 2.1 outline the **processing** of the tea leaf
- 2.2 describe the impact of **blend and leaf size** on the making of tea
- 2.3 describe the **characteristics and effects** of a range of teas
- 2.4 describe the range of **tea products** available
- 2.5 outline the **storage requirements** for tea
- 2.6 describe the preparation and service of a range of **tea based drinks**
- 2.7 describe methods for correcting **problems** with quality when preparing tea.

**Range****Processing**

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

**Blend and leaf size**

Blend (consistency of product, balance of flavour), colour, strength.  
Leaf - Large leaf (orange pekoe) better infusion and flavour, very small pieces (fannings/dust) used in tea bags.

**Characteristics and effects**



Harsh, slightly bitter, mild, smoked, caffeinated, decaffeinated, calming, digestive, stimulant, anti-oxidant.

**Tea products**

Loose, tea bags, string and tag, instant.

**Storage requirements**

Cool, dry, away from strong odours and foods, sealed containers.

**Tea based drinks**

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

**Problems**

Strength, temperature, tea leaves present, curdled milk, poor water quality.

**Learning outcome**

The learner will:

- 3 know how to prepare and serve hot chocolate

**Assessment criteria**

The learner can:

- 3.1 outline the ways in which **origins** and **production methods** of the cocoa bean **impact** on the final product
- 3.2 describe the **characteristics** of a range of hot chocolates
- 3.3 describe the range of **hot chocolate products** available
- 3.4 outline the **storage requirements** for hot chocolate
- 3.5 describe the preparation and service of **hot chocolate drinks**
- 3.6 describe methods for correcting **problems** with quality when preparing hot chocolate.

**Range**

**Origins**

Countries – West Africa, Asia, South America, Central America.

**Production methods**

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

**Impact**

Flavour, texture, fat content, cocoa solids

**Characteristics**

Sweet, bitter, milky, smooth.

**Hot chocolate products**

Powdered, solid, shaved.

**Storage requirements**

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

**Hot chocolate drinks**

Powder, solid chocolate, chocolate shavings.

**Problems**

Strength, temperature, consistency, sour milk, poor water quality.

**Learning outcome**

The learner will:

4 know how to identify check and clean equipment

**Assessment criteria**

The learner can:

- 4.1 identify a **range of equipment** suitable for beverage production
- 4.2 describe the **checks** required for equipment
- 4.3 describe **cleaning processes** for equipment
- 4.4 describe **methods** for identifying **common faults** in equipment
- 4.5 describe the actions to take to rectify common faults
- 4.6 explain the **importance** of leaving the areas clean, tidy and safe
- 4.7 outline **methods of dealing with waste and rubbish.**

**Range**

**Range of equipment**

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

**Checks**

Espresso machine (steam wand, water pressure, temperature gauge, descaling).

Cafetière (free from stale grinds, seal intact, plunger working, undamaged).

Automated filter machine (power, filter basket clean and scale free, warmer plate working).

Urn (scale free, water feed).

Tea pots and coffee pots (stain free, undamaged, suitable lids).

**Cleaning processes**

Following manufacturer's instructions.

Stripping equipment down, soaking, checking seals, removing stains and limescale polishing.

**Methods**

Observation, testing product, customer feedback, using check-list.

**Common faults**

No power, no steam, damaged crockery, leaks.

**Importance**

Health & safety compliance, food safety, establishment standards, efficiency.

**Methods of dealing with waste and rubbish**

Recycling, compost, disposal.

<b>UAN:</b>	T/503/7582
<b>Level:</b>	Level 2
<b>NLH</b>	100
<b>GLH</b>	40
<b>Aim:</b>	The aim of this unit is to enable the learner to develop the knowledge of the characteristics of a range of alcoholic and non-alcoholic drinks including the mixing of cocktails.

<b>Learning outcome</b>
The learner will:
1 know the characteristics of non-alcoholic beverages
<b>Assessment criteria</b>
The learner can:
1.1 state different types of <b>non-alcoholic beverages</b>
1.2 identify the <b>characteristics</b> of a range of mineral waters
1.3 identify the <b>considerations</b> when serving different types of non-alcoholic beverages
1.4 describe <b>faults</b> that can occur in non-alcoholic beverages.

<b>Range</b>
<b>Non-alcoholic beverages</b>
Juices, smoothies, squashes and cordial, mineral waters, aerated waters (tonic, soda, dry ginger, bitter lemon, cola, ginger beer, lemonades), mocktails.
<b>Characteristics</b>
Still, sparkling, carbonated, mineral, spring.
<b>Considerations</b>
Pouring technique, temperature, glassware, storage, sediment.
<b>Faults</b>
Cloudy, flat, sour, foreign bodies.

<b>Learning outcome</b>
The learner will: 2 know the characteristics of beers and ciders
<b>Assessment criteria</b>
The learner can: 2.1 outline the <b>process</b> for producing beers and ciders 2.2 describe the <b>characteristics</b> of different beers and ciders 2.3 identify the <b>considerations</b> when serving different types of beer and cider 2.4 describe <b>faults</b> that can occur in beer and cider.

<b>Range</b>
<b>Process</b> Brewing, fermentation, ingredients.
<b>Characteristics</b> Alcohol by volume, types of beer (ales, lagers, stouts), colour, smell, taste, regional influence, brewing, fermentation, ingredients.
<b>Considerations</b> Pouring technique, temperature, glassware, storage, sediment.
<b>Faults</b> Cloudy, flat, sour, foreign bodies.

<b>Learning outcome</b>
The learner will: 3 know the characteristics of wine and how they relate to food
<b>Assessment criteria</b>
The learner can: 3.1 describe the <b>types</b> and <b>styles</b> of wine 3.2 describe the <b>main grape varieties</b> 3.3 describe the <b>information</b> presented on a wine label 3.4 explain how different types and styles of wines are <b>produced</b> 3.5 define different <b>terms for wines</b> 3.6 explain the <b>principles</b> of wine tasting 3.7 explain the <b>considerations</b> when matching wine and food 3.8 identify the <b>factors</b> to be considered when serving different types of wines 3.9 describe the different <b>faults</b> that can occur in wine.

<b>Range</b>
<b>Types</b> Sparkling, still, fortified (port/sherry).
<b>Styles</b> Colour, sweetness, body, tannin, oak (wooded/unwooded), acidity.
<b>Main grape varieties</b> White grape varieties (Sauvignon, Chardonnay, Riesling), red grape varieties (Cabernet Sauvignon, Pinot Noir, Merlot, Syrah/Shiraz).
<b>Information</b> Name of wine, country of origin, alcohol by volume, size of bottle, supplier, grower, grape, variety, vintage, region, quality, taste, style.
<b>Produced</b> Viticulture, vinification, fermentation, maturing.
<b>Terms for wines</b> Vintage, non-vintage, new world wines, old world wines.
<b>Principles</b> Appearance (clarity, colour, condition), nose (aromas, intensity, condition), taste (sweetness, acidity, body, length/finish, oak, tannin) recording details, tasting technique.
<b>Considerations</b> Characteristic of the wine (acidity, age, oak, sweetness, tannin, weight), flavour of the food (spicy, sweet, rich, light), type of food (fish, shellfish, meat, desserts, cheeses), regional considerations.
<b>Factors</b> Temperature, serving method, glassware.
<b>Faults</b> Corked, oxidisation, acidification, sediment, sulphur dioxide.

<b>Learning outcome</b>
The learner will: 4 know the characteristics of spirits and liqueurs
<b>Assessment criteria</b>
The learner can: 4.1 outline the <b>process</b> for producing spirits and liqueurs 4.2 explain the purpose of an aperitif and digestif 4.3 identify <b>spirit based and wine based beverages</b> 4.4 identify the <b>factors</b> to be considered when serving different types of spirits and liqueurs.

<b>Range</b>
<b>Process</b> Distillation, maturing.
<b>Spirit based and wine based beverages</b> Gin, brandy, rum, vodka, whisky (blended/single malt), calvados, eau de vie, pastis, tequila, vermouths, liqueurs.
<b>Factors</b> Temperature, serving method, glassware, ice, mixers, accompaniments.

<b>Learning outcome</b>
The learner will: 5 know the characteristics and mixing of cocktails
<b>Assessment criteria</b>
The learner can: 5.1 define the terms cocktail and mixology 5.2 identify <b>equipment</b> used in the mixing of cocktails 5.3 describe the different <b>methods</b> for mixing cocktails 5.4 explain the <b>features</b> of presentation in cocktail making.

<b>Range</b>
<b>Equipment</b> Shakers, mixing glass, stirrers, strainers, blenders, pourers, knives, chopping board, glasses, measures, bottle openers, swizzle sticks, drinking straws, ice buckets tongs, whisks, ice crusher, muddler, cocktail spoon.
<b>Methods</b> Shake, stir, build/layer, pour, blend, muddle.
<b>Features</b> Glassware, accompaniments, garnishes, decorative items, ice style.

<b>UAN:</b>	A/503/7583
<b>Level:</b>	Level 2
<b>NLH</b>	110
<b>GLH:</b>	100
<b>Aim:</b>	The aim of this unit is to enable the learner to develop the skills, knowledge and understanding to deliver a range of service techniques, including counter, carvery, buffet and the service of food and beverages to the table.

<b>Learning outcome</b>
The learner will: 1 understand the different styles of food and beverage service
<b>Assessment criteria</b>
The learner can: 1.1 state the <b>occasions</b> when customers use food and beverage establishments 1.2 explain the different <b>styles of service</b> 1.3 describe a range of <b>establishments</b> that serve food and beverages 1.4 explain <b>staff requirements</b> for different styles of service 1.5 describe the <b>preparation</b> activities required for service 1.6 explain the ways in which different customer needs <b>impact</b> on the preparation for service.

<b>Range</b>
<b>Occasions</b> Leisure, business, family, previous experience, special event, convenience.
<b>Styles of service</b> Table service, self-service, assisted service, single point service, service in situ, plated, buffet, takeaway, carvery.
<b>Establishments</b> Commercial: hotels, restaurants, cafes and bistros, fast chain restaurants, outside event catering, trains and planes, airports, service stations, function venues, tourism and recreation outlets. Public Service sector: hostels, schools and colleges, hospitals, care homes, industrial catering, armed services.



### **Staff requirements**

Commis waiter, Chef de Rang, Head Waiter, Restaurant Manager, Maitre d' hôtel, Bartender, Bar back, Barista, Sommelier, Cocktail bartender, Receptionist, Cashier, Aboyeur, cleaning staff.

### **Preparation**

Mise en place, identify cutlery, crockery and equipment for different menus items, identify accompaniments and sauces for different types of menu items.

### **Impact**

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

### **Learning outcome**

The learner will:

- 2 be able to set up, maintain and clear a counter, carvery or buffet table and provide an assisted service

### **Assessment criteria**

The learner can:

- 2.1 **prepare** the counter, carvery or buffet table for service
- 2.2 display food items attractively and **safely**
- 2.3 provide an **assisted service** to customers
- 2.4 **maintain** the counter, carvery or buffet table
- 2.5 **clear** the counter, carvery or buffet table.

### **Range**

#### **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.

#### **Safely**

To meet health, safety and food hygiene regulations, protect against pests.

#### **Assisted service**

Offer information on dishes, interpret customer requests, portion food, plate food attractively, direct customer to accompaniments and cutlery as necessary, warn customers of hot plates, offer help to those requiring assistance.

#### **Maintain**

Appearance, clear empty dishes, replenish dishes and accompaniments, replace service equipment, adhere to food hygiene and temperature control requirements, wipe down counter.

**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:

- 3 be able to set up, serve, maintain and clear for food service at the table

**Assessment criteria**

The learner can:

- 3.1 set up for different **styles of menu and styles of table service**  
3.2 provide and maintain a **table service**  
3.3 select the equipment and accompaniments for the food items to be served  
3.4 clear tables and service stations.

**Range****Styles of menu**

A la carte, table d'hôte, fixed price.

**Styles of table service**

Plated, silver (reflective of modern practice).

**Table service**

Interpreting customer needs, providing menu and product information to customers, taking orders, serving items of food, cutlery changes, providing accompaniments, maintain and clear tables and stations during service.

**Learning outcome**

The learner will:

- 4 be able to set up, serve, maintain and clear for beverage service at the table

**Assessment criteria**

The learner can:

- 4.1 set up and clear tables appropriate for **styles of menu and table service**  
4.2 keep service stations clean, tidy and cleared  
4.3 provide **information** to customers on the **beverages** available  
4.4 provide a **beverage service** at the table.

**Range****Styles of menu**

A la carte, table d'hôte, fixed price.

**Styles of table service**

Plated, silver (reflective of modern practice).

**Information**

Type and or brand, strength (if applicable for alcoholic drinks) characteristics, drinks complimentary with food.

**Beverage**

Alcoholic - (wine, beer, lager, ciders, spirits, liqueurs, fortified wines).

Non alcoholic drinks - (fruit juice, water, soft drinks, tea, coffee, hot chocolate).

**Beverage service**

Taking beverage order, 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.

## Unit 211

## Handling payments

<b>UAN:</b>	F/503/7584
<b>Level:</b>	Level 2
<b>NLH</b>	30
<b>GLH</b>	25
<b>Aim:</b>	The aim of this unit is to enable learners to develop the knowledge and skills to handle and process bills and payments for food and beverage service. This includes handling payments from a range of different payment methods.

<b>Learning outcome</b>
The learner will: 1 know how to process and handle bills and payments
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>procedures</b> for secure handling of payments 1.2 explain the <b>purpose of control systems</b> used to process customer bills 1.3 explain the <b>checks</b> required to set up and close a payment point 1.4 explain the <b>purpose of a float</b> 1.5 explain employee <b>responsibilities</b> when preparing a customer bill 1.6 state the types of <b>problems</b> that might occur when taking payments 1.7 explain procedures for dealing with <b>unexpected situations</b> when processing payments

<b>Range</b>
<b>Procedures</b> Storage of notes, coin and non-cash payments, security of till drawer, maintaining the payment point, dealing with telephone payments/deposits, dealing with mistakes, refunds and voids, use of Process Data Quickly (PDQ) machines, reporting anything unusual or suspicious.
<b>Purpose of control systems</b> Security, receipts, sales and stock control, management reports.
<b>Checks</b> Agree/accept/sign float, additional materials (pens, till rolls), balance takings against till reading, handover float.

### **Purpose of a float**

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

### **Responsibilities**

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

### **Problems**

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

### **Unexpected situations**

Card declined.

System or power failure: manual processing of transactions.

Emergency evacuation: securing monies.

Suspected fraudulent use of card: following establishment procedure.

Runners: following establishment procedure.

Opportunistic theft: following establishment procedure.

PDQ breakdown: manual/telephone processing.

Suspected counterfeit notes: make checks and follow establishment procedures.

### **Learning outcome**

The learner will:

2 be able to process and handle bills and payments

### **Assessment criteria**

The learner can:

2.1 keep cash and other payments **secure**

2.2 check, prepare and present customers bill

2.3 follow **procedures** for authorising **non cash transactions**

2.4 carry out **checks for counterfeit payments**

2.5 carry out **checks for stolen cheques, credit cards, charge cards, debit cards**

2.6 check the amount and means of payment offered by the customer

2.7 balance payments received.

### **Range**

#### **Secure**

Keeping till drawer closed, do not allow unauthorised access to till area, security of keys, Process Data Quickly (PDQ) terminals.

#### **Procedures**

Check validity of non cash payment – dates, terms and conditions.

**Non cash transactions**

Credit cards, charge cards, debit cards, cheques, vouchers, special deals, promotional offers, loyalty cards.

**Checks for counterfeit payments**

Water mark (intaglio) holograms, colour, metal bands in notes, quality of print, visually, by machine.

**Checks for stolen cheques, credit cards, charge cards, debit cards**

Check signature on all cards, signature on cheque to match the signature on the cheque guarantee card, check expiry date on cards.

## Unit 213

## Food and beverage service principles II

This synoptic test covers the assessment of the underpinning knowledge of the following units:

202 Safety at work
204 Customer service in the hospitality and catering industry
207 Menu knowledge and design
208 Hot beverage product knowledge
209 Beverage product knowledge
210 Food and beverage service
211 Handling payments

Full details can be found in the Assessment Pack on the website.



## Appendix 1 Sources of general information

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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](http://www.cityandguilds.com).

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

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



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

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

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

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

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

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

## **About City & Guilds**

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

## **City & Guilds Group**

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

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