

Level 3 Advanced Diploma in Food and Beverage Service Supervision

8066-03

Qualification Handbook

March 2012 Version 2.2 (December 2015)



Qualification at a glance

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

Level and title	City & Guilds number	Qualification accreditation number
Level 3 Advanced Diploma in Food and Beverage Service Supervision	8066-03	600/4874/8

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (December 2015)	Changes to range for units 301, 302 and 309	Units



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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?	The Level 3 Advanced Diploma in Food and Beverage Service Supervision is for candidates who have gained experience in restaurant or bar service and wish to extend their knowledge of the planning and monitoring of operations and staff within the food and beverage environment. Candidates will be required to demonstrate their supervisory skills, both knowledge based and practically, in order to fulfil the requirements of the assessments
What does the qualification cover?	The qualification covers the supervision of a healthy and safe environment, resource management and staff training, the supervision of food and beverage service, including special events, the service of wines, and the supervision of customer service. The principles of supervising and leading a team are also essential to this qualification
What opportunities for progression are there?	On completion of this qualification candidates may progress into a supervisory post within the food and beverage area in hospitality. They may wish to continue their study with one of City & Guild's partner institutions The Institute of Leadership and Management <ul style="list-style-type: none">• ILM Level 3 Certification in First Line Management• ILM Level 4 Certificate in Management

2 Structure

To achieve the Level 3 Diploma in Food and Beverage service, learners must achieve all of the units listed in the table below.

Level 3 Advanced Diploma in Food and Beverage Service Supervision

City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
301	J/503/7585	Maintain a healthy, safe and secure working environment	50	25
302	L/503/7586	Supervise customer service	50	25
303	R/503/7587	Supervise staff training	40	25
304	Y/503/7588	Principles of supervising and leading teams	50	30
306	D/503/7589	Resource management in food and beverage service	60	40
307	R/503/7590	Supervise food and beverage services	60	40
308	Y/503/7591	Provide advice on food and beverage combinations	40	20
309	D/503/7592	Prepare and serve wine	45	30
310	H/503/7593	Supervise hospitality events	40	25
311	K/503/7594	Specialist food service	35	20
312	Assessment	Food and Beverage Service Supervision Principles	N/A	



3 Centre requirements

Approval

Centres that are approved to offer the qualification:

- (7066-33) Level 3 IVQ Advanced Diploma in Food and Beverage Service (500/5807/1)

apply for approval for the new:

- (8067-03) Level 3 Advanced Diploma in Reception and Front office Services

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
- food service ancillary areas
- equipment for specialist food service i.e. in front of customer
- 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 for the range of food and beverages served including food, wines, spirits
- 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 must ensure that for this qualification the learners have access to people who they can supervise. This may include learners completing a lower level qualification within the same suite of qualifications.

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:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



5 Assessment

Assessment of the qualification

Level 3 Advanced Diploma in Food and Beverage Service Supervision (8066-03)	
Practical assignments 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 www.cityandguilds.com	Externally set question papers Learners are required to successfully complete the following external examinations: <ul style="list-style-type: none">• Food and Beverage Service Supervision Principles 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
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Maintain a healthy, safe and secure working environment

UAN:	J/503/7585
Level:	Level 3
Notional learning hours	50
Guided learning hours	25
Aim:	The aim of this unit is to enable learners to acquire in-depth knowledge of health, safety and security in the workplace. Learners will demonstrate skills as a supervisor, and will implement measures to prevent hazards by undertaking risk assessments, monitoring and recording information about health and safety and ensuring that staff are well trained in their responsibilities in order to maintain a safe and secure working environment.

Learning outcome
The learner will: 1. Understand health, safety and security in the workplace
Assessment criteria
The learner can: 1.1 describe the supervisors' responsibility for health, safety and security 1.2 explain the importance of all staff knowing about health, safety and security in the workplace 1.3 describe typical health, safety and security hazards that may exist in the workplace 1.4 describe methods used to assess the risks associated with typical health, safety and security 1.5 describe methods to monitor health, safety and security in the workplace 1.6 describe action to help eliminate or minimise risks 1.7 describe the main causes of accidents in the workplace 1.8 state the common injuries in the workplace 1.9 describe the action to be taken in the case of an emergency .

Range**Responsibility**

To maintain a healthy, safe and secure working environment for staff and customers, to report potentially hazardous situations to managers, or take action when possible to correct hazards, to supervise staff to avoid accidents, to maintain records, to comply with legal requirements.

Important

To maintain the safety of everyone on the premises, to avoid accidents, to protect others, to develop awareness of potential hazards, to comply with legal requirements.

Typical health, safety and security hazards

Risk of fire, gas, arson, bomb threat, personal injury to people, theft, damage, lack of risk management or training, security.

Monitor

Safety checks on equipment being used, check on fire fighting equipment, observation in the working area, work place systems and procedures for identification and action on discovering a health, safety or security hazard, risk assessments, staff working practices, review of staff training.

Eliminate or minimise risks

Remove hazard, remain diligent at all time, challenge strangers, staff training, security systems, reporting methods.

Causes

Spillages, trailing wires, faulty equipment, poor signage, inappropriate behaviour, inappropriate personal presentation, hot liquids, naked flames.

Injuries

Electric shocks, cuts, fractures, burns, allergic reaction.

Action

Raise alarm, evacuate building, call relevant services such as fire, ambulance and or police, support fire officers, emergency services and guests, record.

Emergency

Fire, gas leak, accident, guest illness, bomb scare, security risk, theft.

Learning outcome
The learner will: 2. Monitor and maintain health, safety and security in the workplace
Assessment criteria
The learner can: 2.1 monitor health, safety and security in area of responsibility 2.2 carry out risk assessment of the working environment 2.3 deal with breaches of health, safety and security procedures by staff 2.4 maintain documentation relating to health and safety 2.5 conduct on the job training for staff in health, safety and security.

Range
<p>Monitor Safety checks on equipment being used, checks on fire fighting equipment, observation in the working area, work place systems and procedures for identification and action on discovering a health, safety or security hazard, risk assessments.</p> <p>Risk assessment Identify the hazard, decide who might be harmed and how, evaluate the risk and decide on preventative measures, record findings and implementation of preventative measures, review assessment and update if necessary.</p> <p>Deal with Speak to member of staff, correct the problem, report the problem, conduct further training or coaching, disciplinary action if necessary.</p> <p>Documentation Records of safety procedures, testing checks, risk assessment, accidents, fire evacuation.</p>

UAN:	L/503/7586
Level:	Level 3
Notional learning hours	50
Guided learning hours	25
Aim:	The aim of this unit is to provide the knowledge of how to supervise customer service performance in a team. Learners will acquire practical skills in monitoring customer service standards and provide feedback to team members on their performance.

Learning outcome
The learner will: 1. Understand how to develop customer service within the organisation
Assessment criteria
The learner can: 1.1 describe the characteristics of good customer service 1.2 describe the role of the supervisor when developing excellent customer service within the team 1.3 explain the impact of customer service on the performance of the organisation 1.4 explain the relationship between delivering customer service and selling products and services 1.5 describe organisational standards that inform the development of customer service 1.6 identify specific needs to consider when developing customer services 1.7 describe methods for monitoring and measuring customer service standards 1.8 describe corrective actions in the case of below-standard customer service.

Range
Characteristics Professionalism, personal presentation, behaviour, working according to organisational procedures, listening skills, assertiveness, appropriate use of language, communication skills/questioning techniques, body language, use of eye contact, motivating, leadership, support.

Role of the supervisor

Lead by example, identify training, anticipate customer needs, monitor and address customer feedback, motivate staff, display a positive attitude, set targets, know strengths and weaknesses of the team.

Impact

Positive: Increased sales and profit, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, increased market share, job satisfaction and staff motivation.

Negative: loss of business and reputation, lower staff morale, complaints, increase staff turnover.

Organisational standards

Customer charter, complaints procedure.

Specific needs

Language, different cultural behaviours, customs, religion, access requirements, dietary, different age groups.

Methods

Key performance indicators, staff appraisal/performance review, customer feedback, observation, mystery shopper.

Corrective actions

Immediate: investigation, identify failures and causes, apologise/resolve customer problem, offer complementary products.

Long-term: review procedures, disciplinary/warning, feedback to staff, development and training of staff.

Learning outcome

The learner will:

2. Be able to supervise customer service within the organisation

Assessment criteria

The learner can:

- 2.1 demonstrate **excellent customer service standards** when supervising a team
- 2.2 encourage team members to promote the sale of additional products and services
- 2.3 make provisions for customers with **specific needs**
- 2.4 **monitor** customer service standards
- 2.5 provide ongoing feedback to staff
- 2.6 implement any **corrective actions** in the case of below-standard customer service.

Range

Excellent customer service standards

Professionalism, personal presentation, behaviour, working according to organisational procedures, listening skills, assertiveness, appropriate use of language, communication skills/questioning

techniques, body language, use of eye contact, motivating, leadership, support.

Specific needs

Language, different cultural behaviours, customs, religion, access requirements, dietary, different age groups.

Monitor

Customer feedback, observation, mystery shopper.

Corrective actions

Immediate: investigation, identify failures and causes, apologise/resolve customer problem, offer complementary products

Long-term: review procedures, disciplinary/warning, feedback to staff, development and training of staff.

UAN:	R/503/7587
Level:	Level 3
Notional learning hours	40
Guided learning hours	25
Aim:	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of identifying staff training needs and to be able to organise a training session.

Learning outcome
The learner will: 1. Understand how to train staff
Assessment criteria
The learner can: 1.1 state the importance of staff training to the organisation 1.2 describe the benefits of staff development 1.3 explain the methods of identifying staff training needs 1.4 explain the importance of structured and planned training 1.5 identify the content of a training plan 1.6 describe the planning considerations for training sessions 1.7 state different types of training records 1.8 describe methods of monitoring the progress of trainees.
Range
Importance To achieve organisational objectives, to provide staff with correct skills to deliver service and products, motivate individuals and teams, build team spirit, empowerment of staff, staff retention, legal obligation.
Benefits Individual satisfaction, motivation, efficiency, increased skills, cohesion of teams.
Methods Observation, questioning, interview, induction, appraisals, customer and peer feedback, skills audit.
Importance of structured and planned training To address learning needs, to be cohesive, follows a logical sequence building on the knowledge and understanding, to enable assessment of learning, to be consistent.

Content of a training plan

Resources required, skills and knowledge to be developed, objectives, duration, cost.

Planning considerations

Aim, objectives, methods of delivery (eg demonstration, theory, practical application), review.

Training records

Logbooks, CPD records, HR record.

Methods of monitoring

Target setting, observation, questioning, assessment, customer feedback, review date setting.

Learning outcome

The learner will:
2. Be able to train staff

Assessment criteria

The learner can:

- 2.1 assess **training needs** of staff against organisational objectives
- 2.2 develop a **structured** training session
- 2.3 demonstrate **training methods**
- 2.4 provide **materials** and equipment to support training
- 2.5 **monitor** the progress of trainees
- 2.6 provide **ongoing guidance and instruction** to staff.

Range**Training needs**

Induction, legal responsibilities development of knowledge to underpin role, skills required for the role, new developments (equipment, changes to standards of operation for example after a refurbishment), succession planning.

Structured

Clearly sets out aim, objectives, captures attention, is broken into sequences, paced to adapt to learner's needs, includes review of learning at intervals, summary at the end, checks learning has taken place.

Training methods

Demonstration, presentation, group training, one to one training.

Materials

Handouts, PowerPoint slides, DVD, internet, books.

Monitor

Observation, verbal checks, feedback.

Ongoing guidance and instruction

Checking that skills have been learnt, providing coaching and/or mentoring, feedback.

UAN:	Y/503/7588
Level:	Level 3
Notional learning hours	50
Guided learning hours	30
Aim:	The aim of this unit is to enable the learner to develop an understanding of how to supervise and lead teams to improve individual and team performance. The unit covers motivating team members, gaining commitment from the team, planning work, monitoring performance and taking action to achieve objectives.

Learning outcome
The learner will: 1. Understand how to lead a team
Assessment criteria
The learner can: 1.1 describe the qualities of an effective team leader 1.2 describe information that members of the team need to contribute to the organisational objectives 1.3 describe communication methods used within teams 1.4 explain different types communication with team members 1.5 describe the importance of motivating teams and individuals 1.6 explain methods used to motivate teams and individuals.

Range
Qualities Motivating the team, setting clear objectives, good communication skills, hold regular meetings, one to one discussions, providing feedback on performance, identifying training needs and support required by staff, leading by example.
Information The business requirements, their own role and the roles of others within the business, how their roles contribute to business objectives, to clearly define their input.
Communication methods

<p>Verbal, written (handwritten, email, SMS), non-verbal, pictures/diagrams.</p> <p>Different types of communication:</p> <p>Informal – staff news, notice boards, job chats.</p> <p>Formal – training sessions, on the job training, briefings, team meetings, intranet, job appraisals, disciplinary meetings.</p> <p>Importance</p> <p>Gain commitment from staff, customer satisfaction.</p> <p>Methods</p> <p>Identifying strengths and weaknesses of the team and individuals, positive reinforcement, motivational theories (eg Maslow, McGregor), encouraging personal development, communication. setting clear objectives, evaluation of performance, regular team meetings, analysis of customer comments, providing feedback (on individual/team performance, revenue and sales forecasts and actual sales), regular reviews(appraisal, job chats), training, coaching and mentoring, incentives.</p>
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Learning outcome
The learner will:
2. Understand how to plan work and monitor performance
Assessment criteria
The learner can:
2.1 explain the importance of planning work
2.2 describe the factors to consider when planning work
2.3 explain the importance of conducting briefings
2.4 state how to conduct briefings
2.5 describe methods for monitoring activities and performance against standards and targets
2.6 explain the techniques of providing constructive feedback to team members on performance
2.7 describe the characteristics of underperformance
2.8 explain the action to be taken if activities and performance do not meet organisational standards and targets.

Range
Importance of planning work
So everyone is clear about their contribution, to make sure that there are adequate resources available (staff for the level of business, balance of skills within the team), to be able to communicate the involvement of each team member, to plan for contingencies.
Factors
Type of event, staff holidays, rotas, availability of skilled workers.
Importance of conducting briefings
Organisation of staff, preventing errors, developing product knowledge of staff, motivating staff, timings, customer requests, addressing training needs, standardisation.

How to conduct briefings

Planned, organised, appropriate and relevant presentation, appropriate communication methods, timely.

Methods

Observations, customer feedback, setting targets, use of appropriate paperwork (eg checklists).

Techniques

Praise, effective timing, two-way dialogue, review of performance, action planning to rectify problems.

Characteristics

Tardiness, poor interpersonal skills, mistakes in completion of tasks, complaints from internal and external customers.

Action

Informal (one to one, debrief, coaching), training or retraining, formal (disciplinary process, grievance process).

UAN:	D/503/7589
Level:	Level 3
Notional learning hours	60
Guided learning hours	40
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills to control and manage resources in food and beverage service. The content of the unit focuses on staff and physical resources. This unit is about ensuring that resources are used effectively and efficiently, without undue waste. The unit covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

Learning outcome
The learner will: 1. Understand how to control resources
Assessment criteria
The learner can: 1.1 identify the resources required for the restaurant areas 1.2 explain the importance of working within agreed budgets 1.3 state the purpose of key financial records and documents 1.4 explain the factors which must be monitored to control profit and loss 1.5 describe different types of suppliers 1.6 explain the considerations to take into account when choosing suppliers 1.7 explain the environmental impact of resources used in the restaurant area 1.8 explain the contribution of effective stock control to the financial stability of the organisation 1.9 explain the importance of keeping waste to a minimum 1.10 explain the advantages of using computerised systems.
Range
Resources Staff, large and small equipment, linen, crockery, glassware, cutlery, sundries, table decorations, disposables, cleaning chemicals, wet stock, dry stock.

Areas

Restaurants, still areas, store areas.

Purpose

To monitor and control stock and budgets, calculate costs of purchase and sales calculate profit and loss.

Financial records and documents

Profit and Loss accounts, trading accounts, invoices, goods received notes, credit notes, statements, stock sheets.

Factors

Stock (food, drinks, equipment), staffing levels, building maintenance, marketing costs, wastage control, sales mix.

Types of suppliers

Contract, local, specialist, ad hoc.

Considerations

Quality of goods or product, flavour of produce, seasonality, cost-effectiveness, terms of supply, supply meets demand, HACCP, reputation, reliability, ethical considerations (production methods, sustainability, fairtrade) appropriateness for purpose, impact (economy, environment, quality), opportunities and marketing potential.

Environmental impact

Sustainability (use of recycled products), carbon footprint, waste management (eg recycling of waste), chemical use and disposal, energy efficiency.

Effective stock control

Security of goods, FIFO (first in, first out), control of wastage, use of dead stock, efficiency of use.

Advantages

Efficiency, speed, capacity for storage, reduction of manual workload.

Learning outcome

The learner will:

2. Be able to manage physical resources

Assessment criteria

The learner can:

- 2.1 **determine** the **resources** required
- 2.2 manage the storage of food and beverage items
- 2.3 manage the storage of items of equipment
- 2.4 manage the efficient use of resources
- 2.5 maintain accurate **records** about resources.

Range
<p>Determine Audit of equipment; use of stock control systems.</p> <p>Resources Large and small equipment, linen, crockery, glassware, cutlery, sundries, table decorations, disposables, cleaning chemicals, wet stock, dry stock.</p> <p>Records Of deliveries, supplier lists and specifications, stock taking, equipment maintenance and safety checks, waste management.</p>

Learning outcome
<p>The learner will: 3. Understand how to manage the deployment of human resources</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 determine the resources required</p> <p>3.2 explain the factors to be taken into account in the recruitment of staff</p> <p>3.3 explain the considerations to be taken into account in the deployment of resource</p> <p>3.4 state the reasons for monitoring the use of resource</p> <p>3.5 describe methods used to monitor resource deployment.</p>

Range
<p>Resources Full-time, part-time; skilled, unskilled, temporary members (seasonal).</p> <p>Factors Sources of recruitment (agency), selection and interview arrangements, overall costs.</p> <p>Considerations Services provided, volume of business, style of menu and service skills required.</p> <p>Reasons Efficient allocation of resource; staff satisfaction and motivation, cost efficient, customer satisfaction.</p> <p>Methods Records; staff rotas; documentation (checklist, reports, reviews, logs) wage costs.</p>

Unit 307

Supervise food and beverage services

UAN:	R/503/7590
Level:	Level 3
Notional learning hours	60
Guided learning hours	40
Aim:	The aim of this unit is to enable learners to develop the skills and understanding to supervise food and beverage services. This includes the preparation of service areas and equipment to ensure they are suitably clean and ready for service, liaison with other departments to maintain smooth running of the food and beverage service and dealing with problems to ensure that service meets the required standard. The unit also covers how to supervise the restaurant reception area as this is an important element in the overall dining experience.

Learning outcome
The learner will: 1. Understand how to supervise the food and beverage service
Assessment criteria
The learner can: 1.1 explain the importance of setting up preparation and service areas in accordance with business needs 1.2 describe methods to manage time effectively 1.3 describe essential communication skills for staff 1.4 describe professional behaviour to be displayed by staff when working in the food and beverage service area 1.5 explain methods of communicating operational procedures to staff 1.6 explain the techniques used to identify staff training needs 1.7 list common problems that may occur when providing food and beverage service 1.8 describe techniques used to manage problems when providing food and beverage service 1.9 explain the procedures for processing different forms of payment 1.10 explain the importance of knowing the local legal and regulatory requirements that control the sale of goods and services 1.11 explain the role of the supervisor in overseeing the restaurant opening and closing procedures.

Range**Business needs**

Volume of business: advance bookings, walk-ins.

Type of clientele: business, groups, special events, individuals.

Service styles.

Methods

Identify task, prioritise, identify time available, identify resource required, work schedules.

Communication skills

Friendly, informative, respectful, using positive body language, good listening skills.

Professional behaviour

Appearance, attitude to customers, responding promptly to customer requirements, working safely, working hygienically, working efficiently.

Methods of communicating operational procedures

Induction, initial and ongoing training, briefings, one-to-one on the job training, debriefings, staff meetings, notice boards, newsletters, staff manual/handbook.

Techniques

Training Needs Analysis, ongoing job chats, evaluating customer feedback, appraisals.

Problems

Quality of products, timing problems, organisational problems (eg overbooking, local disruption), staffing issues, emergencies.

Techniques used to manage problems

Keep customer informed, minimise disruption to customers, respond promptly.

Different forms of payment

Cash, cash equivalents, debit card, credit card, vouchers, cheques.

Importance

Protect the rights of the customer, protect the rights of establishment, avoid legal action, understanding the responsibilities of the supplier.

Role of the supervisor

Cash control, checking resources, ensuring health, safety and security, checking bookings.

Learning outcome
The learner will: 2. Be able to supervise the restaurant reception area
Assessment criteria
The learner can: 2.1 check that the resources required for the restaurant reception area and payment point are sufficient 2.2 liaise with food and beverage service staff and other departments to provide information on bookings and changes to service 2.3 allocate restaurant reception duties and brief staff 2.4 oversee the arrival, seating arrangements and departure of customers 2.5 monitor the handling of cash and payment methods 2.6 deal with any problems efficiently 2.7 monitor reconciliation of payment point closure.

Range
Resources Staff (trained, briefed and understand role), cash, stationery, equipment.
Other departments Food production, bar, reception.
Reception duties Greet and meet customers, check bookings, answer the telephone, take bookings, deal with walk-ins, deal with outdoor clothes and bags, pass customers on to supervisor/waiting staff, deal with billing and payment.
Payment methods Cash, cash equivalents, debit card, credit card, vouchers, cheques.
Problems Billing errors, queries from customers, suspect fraudulent transactions, disputes over charges, equipment/electrical faults, problems with printing receipts and customer complaints relating to payments.
Reconciliation Bills issued, against takings, refunds authorised, voids, daily takings (weekly and monthly).

Learning outcome
The learner will: 3. Be able to supervise the food service
Assessment criteria
The learner can: 3.1 check the set up of the preparation and food service area 3.2 allocate food service duties and brief staff 3.3 manage own area of responsibility for risks 3.4 manage the service of food 3.5 oversee customer service provided by staff 3.6 manage the maintenance of food service areas.

Range
Food service duties Waiting staff, runners/support staff, wine waiters.
Manage Supervise staff, interpret customer service needs, respond to problems.
Customer service Communicate with customer's (check customer satisfaction), relay customer requests to staff, answer queries, deal with complaints, and liaise with other departments (kitchen, bar, reception).
Maintenance Clearing, cleaning and stocking.

Learning outcome
The learner will: 4. Be able to supervise the beverage service
Assessment criteria
The learner can: 4.1 check the set up of the bar area 4.2 check the set up of the hot drinks dispense area 4.3 allocate beverage service duties and brief staff 4.4 oversee for the service of beverages 4.5 manage the maintenance of beverage service areas.

Range
Set up Area clean and tidy, all beverage items restocked, equipment clean and in working order, accompaniments and garnishes ready for service period.
Beverage service duties Bartenders, baristas, runners/support staff.

Maintenance

Clearing, cleaning and stocking, correct disposal of glass.

Unit 308

Provide advice on food and beverage combinations

UAN:	Y/503/7591
Level:	Level 3
Notional learning hours	40
Guided learning hours	20
Aim:	The aim of this unit is enable the learner to develop the understanding and ability to provide advice to customers on food and drinks that complement each other. The learner will acquire a good knowledge of food and beverages, the flavours that work together.

Learning outcome
The learner will: 1. Understand how to provide advice on food and beverage combinations to enhance dining experience
Assessment criteria
The learner can: 1.1 define the term gastronomy 1.2 identify different dining experiences 1.3 identify the factors that make a good dining experience 1.4 explain the relationship between customer expectation and different types of dining experience 1.5 identify the types of beverages that complement different foods 1.6 explain the influences of different cultures/religions on eating and drinking 1.7 describe different techniques to support the customer's beverage selection 1.8 explain how different foods can affect the palate 1.9 state terminology to use when describing beverages 1.10 identify beverages that enhance the flavour of different foods 1.11 describe different dishes that complement each other.

Range
Gastronomy The influences on eating and drinking, the relationship between culture and food, art and/or science of eating and drinking.

Dining experiences

Fine dining, restaurants, bistros, brasseries, cafés, chains, themed, fast food, takeaway, pop-ups, outdoor, lodges.

Factors

Setting, ambience, menu, food, drink, food service, wine service, style (design) of establishment, reception, technical ability and awareness, execution, perceived value.

Relationship

Value and worth, perceptions, reputation, consistency, standardisation.

Beverages

Alcoholic/non-alcoholic.

Influences

Foods of various origins, preparation and cooking methods, different etiquettes of eating and drinking.

Religions - forbidden foods (pork, beef, shellfish, alcohol), methods of preparation of commodities (halal, kosher), religious meaning/importance of different foods.

Techniques

Questioning, customer preferences, offering samples, making suggestions and recommendations.

Terminology

Sweet, tangy, sharp, mild, mellow, tangy, citrus, dry, oaky, fruity, weight.

Beverages

Wines, beers, ciders, fortified wines, spirits, liqueurs, cocktails, soft drinks, hot beverages.

Learning outcome

The learner will:

2. Be able to provide advice on food and beverage combinations

Assessment criteria

The learner can:

- 2.1 promote **beverages** that will enhance the flavour of food
- 2.2 offer advice on dishes that complement each other
- 2.3 offer **specific advice** on the selection of beverages with menu or food items
- 2.4 describe flavours using terminology that can be understood by customers.

Range**Beverages**

Wines, beers, ciders, fortified wines, spirits, liqueurs, cocktails, soft drinks, hot beverages.

Specific advice

Compatibility, combination, enhancement, cost, ingredients, taste.

Unit 309

Prepare and serve wine

UAN:	D/503/7592
Level:	Level 3
Notional learning hours	45
Guided learning hours	30
Aim:	The aim of this unit is to enable learners to develop the knowledge relating to different types and styles of wine and their correct storage and service. Learners will be able to provide advice to customers and make recommendations on different types of wines before preparing and serving wine.

Learning outcome
The learner will: 1. Understand different types and styles of wine
Assessment criteria
The learner can: 1.1 describe the effect different factors have on the quality of wine 1.2 explain the characteristics of different grape varieties 1.3 explain the classifications of wines from different regions and countries 1.4 describe the taste characteristics of different wines 1.5 describe sensory evaluation techniques .

Range
Factors Type of grape used, how and where grown (viticulture), when picked and harvested. Production methods: Crushing, pressing, fermentation, clarification, maturation, bottling, vinification, storage.
Grape varieties Red grapes – Cabernet Sauvignon, Pinot Noir, Merlot, Syrah/Shiraz, local varieties White grapes - Chenin Blanc, Sauvignon Blanc, Chardonnay, Riesling, local varieties.
Classifications Quality controls by the country (traditionally France, Germany, Italy, Spain) or by grape variety (New World Wines).

Taste characteristics

Acidity, age, oak, sweetness, tannin, weight, body, flavour, fruitiness, length, balance.

Sensory evaluation techniques

Appearance (colour), aroma (smell), taste.

Learning outcome

The learner will:

2. Understand how to store and serve wine

Assessment criteria

The learner can:

- 2.1 describe **factors** that maintain the condition of wine prior to service
- 2.2 describe **glassware and service equipment** used for different wines
- 2.3 explain the **importance** of using appropriate glassware and service
- 2.4 explain reasons that **faults** may occur in wine
- 2.5 describe the **procedures** serving wine
- 2.6 identify **storage methods** for wine that has been opened.

Range**Factors**

Temperature, light, position, humidity, preparation for service (eg decanting, settling), vibration.

Glassware and service equipment

Flutes, red and white wine glasses.

Decanters, corkscrews/waiter's friends, wine salvers, ice buckets, wine coolers, linen napkins.

Importance

Enhance the taste, aroma, appearance, meet customer and establishment's expectations.

Faults

Corked, oxidation, acidifications, sediment, sulphur dioxide.

Procedures

Present, open, offer to taste, serve, maintain service.

Storage methods

Use of vacuum system, gas system, refrigeration.

Learning outcome

The learner will:

3. Be able to prepare and serve a range of wines

Assessment criteria

The learner can:

3.1 prepare service areas and **equipment**, ready for service

3.2 maintain a sufficient wine stock in suitable condition

3.3 ensure wine list is **accurate**

3.4 guide customers in their choice of wines

3.5 serve a **range of wines**.

Range**Equipment**

Wine/ice buckets, coolers, corkscrews, service clothes, wine glasses dependent upon wine type.

Accurate

Type of wine, description, price, availability, origin.

Range of wines

Red, white, rose, sparkling.

UAN:	H/503/7593
Level:	Level 3
Notional learning hours	40
Guided learning hours	25
Aim:	The aim of this unit is to enable the learner to develop the understanding and skills to plan a hospitality event and supervise the preparations, running and clearing of the event. They will also be required to manage staff by carrying out briefings and de-briefings.

Learning outcome
The learner will: 1. Understand how to plan and supervise hospitality events
Assessment criteria
The learner can: 1.1 describe the health and safety requirements to consider when planning hospitality events 1.2 describe the impact that the event is likely to have on others 1.3 identify the information required to plan different types of events 1.4 describe the content of staff briefings before and after the event 1.5 describe the effective management of contractors 1.6 describe the supervisory responsibilities during hospitality events 1.7 identify problems that may arise during and after the event.

Range
Health and safety requirements Risk assessment, inspection of equipment, local legal requirements, food safety, security.
Impact Environmental impact, noise pollution, staff scheduling, increased revenue, promotion.
Information required Customers' specific requirements, staffing, equipment, budget, venue capacity, other specifications, menus/ drinks lists, dietary requirements, disability access, style of service, table decorations, entertainment, audio/visual requirements.

Content of staff briefings

Table allocation, style of service, dietary requirements, job allocation, order of service, set up/breakdown requirements.

Effective management of contractors

Agree: timings, prices, levels of service, health and safety arrangements.

Supervisory responsibilities

Monitoring: timings, service, staff, menus, customer satisfaction
Liaise with host, contractors and all other departments.

Problems

Dietary requirements, service delays, food related, staff, extra guests, seating requirements, guests arriving late, breaking down the event, weather conditions.

Learning outcome

The learner will:

2. Be able to supervise an event

Assessment criteria

The learner can:

- 2.1 check that **equipment and materials** needed for the event are available
- 2.2 conduct a **health and safety check**
- 2.3 inspect the event venue to ensure that it has been **prepared** as agreed
- 2.4 liaise with **relevant people** before, during and after the event
- 2.5 monitor the event to ensure that it is running to plan
- 2.6 record **relevant information** about the event.

Range**Equipment and materials**

Furniture, crockery, cutlery, linen, disposables, glasses, beverages, service equipment, décor, audio visual equipment, cleaning materials.

Health and safety check

Risk assessment, local legal requirements, food safety, security.

Prepared

Tables, preparation, service and clean-up areas, bar area, decorations, toilet facilities, parking.

Relevant people

Host, waiting staff, bar staff, chefs, contractors, external agencies.

Relevant information

Breakages, drinks consumed, number of guests at the event, additional charges, any issues (complaints, accidents, staffing problems), customer feedback.

UAN:	K/503/7594
Level:	Level 3
Notional learning hours	35
Guided learning hours	20
Aim:	The aim of this unit is to enable the learner to be able to demonstrate the service of food at the table using Guéridon service. Learners will prepare, carve, fillet and joint food items in the food service area whilst interacting with customers during the process.

Learning outcome
The learner will: 1. Understand how to provide a specialist food service in front of customers
Assessment criteria
The learner can: 1.1 identify food items suitable for specialist food service in front of customers 1.2 describe the preparation of different equipment required for service 1.3 identify other departments that may be liaised with during service at the table 1.4 explain factors that determine whether food items are suitable for service 1.5 describe the correct storage conditions for food items 1.6 describe preparation techniques for serving food in front of customers 1.7 describe the finishing methods used for dishes 1.8 explain the importance of portion control 1.9 explain how to deal with problems that may arise when serving food in front of customers.

Range
Food items Fruit, fish, shellfish, meat, poultry, game, crepes, salad.
Equipment

Guéridon trolley, flambé trolleys, flambé lamps, suzette pans, carving boards/flats, carving knife/fork, service equipment (spoons, forks, serviettes, sauce ladles, speciality equipment), service crockery.

Departments

Kitchen, still area, bar.

Factors

Quality, quantity.

Storage conditions

Temperature, holding temperature, storage time, covered.

Preparation techniques

Carving, jointing, skinning, boning, filleting, portioning, presenting, arranging.

Finishing methods

Garnishes, accompaniments, presentation.

Problems

Quality of ingredients, quality of preparation/cooking, mistake with techniques, issues with temperature.

Learning outcome

The learner will:

2. Be able to provide a specialist food service in front of customers

Assessment criteria

The learner can:

- 2.1 prepare service area and **equipment** ready for service
- 2.2 discuss food items with the customer to assist their selection
- 2.3 provide a **specialist food service**
- 2.4 **communicate** with customers throughout the service
- 2.5 clear the area including any equipment used.

Range

Equipment

Guéridon trolley, flambé trolleys, flambé lamps, suzette pans, carving boards/flats, carving knife/fork, service equipment (Spoons, forks, serviettes, sauce ladles, speciality equipment), service crockery.

Specialist food service

Display: raw ingredients and finished products.

Select, prepare, appropriate technique (caramelisation, sautéing/shallow frying, flaming with alcohol, addition of cream, cook/carve/fillet) finish, serve.

Communicate

Explain food item choices, inform on process throughout, determine degree of cooking if necessary.

Unit 312

Food and beverage service supervision principles

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

301 Maintain a healthy, safe and secure working environment
302 Supervise customer service
303 Supervise staff training
304 Principles of supervising and leading teams
306 Resource management in food and beverage service
307 Supervise food and beverage services
308 Provide advice on food and beverage combinations
309 Prepare and serve wine
310 Supervise hospitality events
311 Specialist food service

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.

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.

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