



## Qualification Specification

### Highfield Level 2 NVQ Diploma in Food and Beverage Service (RQF)

Qualification Number: 600/7991/5

### Highfield Level 2 NVQ Diploma in Food Service (RQF)

Qualification Number: 600/7825/X

### Highfield Level 2 NVQ Diploma in Beverage Service (RQF)

Qualification Number: 600/7814/5

Version 1.1 September 2019

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## Highfield Level 2 NVQ Diplomas in Food and/or Beverage Service (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer these qualifications at your centre. If you have any further questions, please contact your account manager.

### Qualification regulation and support

The Highfield Level 2 NVQ Diplomas in Food and/or Beverage Service (RQF) are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualifications are also regulated by Qualifications Wales.

These qualifications are supported by People1st, the Sector Skills Council for the Hospitality industry.

### Key facts

#### Highfield Level 2 NVQ Diploma in Food and Beverage Service (RQF)

<b>QAN:</b>	600/7991/5
<b>Learning Aim Reference:</b>	60079915
<b>Guided learning hours (GLH):</b>	279
<b>Total qualification time (TQT):</b>	370
<b>Credit Value:</b>	37
<b>Assessment Method:</b>	Portfolio of Evidence

#### Highfield Level 2 NVQ Diploma in Food Service (RQF)

<b>QAN:</b>	600/7825/X
<b>Learning Aim Reference:</b>	6007825X
<b>Guided learning hours (GLH):</b>	294
<b>Total qualification time (TQT):</b>	370
<b>Credit Value:</b>	37
<b>Assessment Method:</b>	Portfolio of Evidence

#### Highfield Level 2 NVQ Diploma in Beverage Service (RQF)

<b>QAN:</b>	600/7814/5
<b>Learning Aim Reference:</b>	60078145
<b>Guided learning hours (GLH):</b>	266
<b>Total qualification time (TQT):</b>	370
<b>Credit Value:</b>	37
<b>Assessment Method:</b>	Portfolio of Evidence

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## Qualification overview and objective

The objective of these qualifications is to support a role in the workplace. These qualifications are suitable for learners employed in hospitality roles wishing to develop their skills in food and/or beverage service.

These qualifications cover a variety of topics including the importance of teamwork, safe and hygienic workplaces as well as customer service and giving customers a positive impression. These are all key areas within the hospitality industry and ensure the best service is provided to customers at all times.

These qualifications form the competency element of the Food and Beverage pathway within the Intermediate Apprenticeship in Hospitality and can also be taken on a standalone basis.

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## Entry requirements

It is advised that learners have a basic level of English and maths before enrolling onto these courses.

These qualifications are approved for delivery to learners aged 16+.

Please see 'Guidance on delivery' section for information regarding the restriction of learners aged under 18 selecting units concerned with serving alcoholic beverages.

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## Geographical coverage

This qualification is suitable for learners in England, Wales or Northern Ireland.

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## Guidance on delivery

The total qualification time for Highfield Level 2 NVQ Diploma in Food and Beverage Service (RQF) is 370 and of this a minimum of 279 are recommended as guided learning hours.

The total qualification time for Highfield Level 2 NVQ Diploma in Food Service (RQF) is 370 and of this a minimum of 294 are recommended as guided learning hours.

The total qualification time for Highfield Level 2 NVQ Diploma in Beverage Service (RQF) is 370 and of this 266 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

People1st have developed Evidence Requirements for units within this qualification. These are outlined beneath the unit to which they relate within Appendix 2 of this qualification specification and must be referred to.

There must be sufficient evidence to ensure that the learner can achieve the standard over a period of time in the workplace or approved realistic working environment. This must be achieved through direct assessment by the assessor or through the use of authentic witness testimony.

For those knowledge assessment criteria that relate to **how** the learner should do something, the assessor may be able to infer that the learner has the necessary knowledge from observing their

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performance or checking products of their work. In **all** other cases, evidence of the learner's knowledge and understanding must be gathered by oral or written questioning.

#### **Unit restrictions for learners aged 16 and 17:**

Please note there are units contained within these qualifications that require learners to serve alcoholic beverages. Centres must ensure learners below the age of 18 **do not** select these units as part of their qualification. It is illegal for learners below the age of 18 to serve alcohol to customers. Please see Appendix 1 for the full rules of combination outlining the alternative units available.

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### **Guidance on assessment**

This qualification is assessed through completion of a portfolio of evidence, which will be internally quality assured by the centre. EQS (External Quality Support) visits from Highfield will also take place until direct claim status is achieved. Suggested paperwork is available from the Highfield Qualifications website in the assessment pack. If a centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval before commencement of the course.

Please refer to the Assessment Strategy for guidance on simulation, realistic working environments and witness testimony. This is found on the Highfield Qualifications website.

Following the assessment, a list of results will be provided to the centre contacts stating whether learners have passed or failed. Certificates for those who are successful will be dispatched for distribution by the centre contacts.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### **Guidance on quality assurance**

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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### **Recognition of prior learning (RPL)**

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the Member's Area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

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## Assessor requirements

Assessors for this qualification are required to:

- Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed.
- Hold or be working towards an appropriate Assessor qualification, such as D32/D33 or A1/A2, confirming their competence to assess competence-based units' and qualifications' assessment. These should be achieved within eighteen months of commencing their role. In the case that the assessor is working towards an assessor qualification, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved an assessor qualification. This colleague must have the same occupational expertise.
- Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.
- Adhere to Highfield Qualifications' assessment requirements and practice standardised assessment principles
- Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget
- Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E of the Assessment Strategy).
- In the case of unit **A/601/5030: Maintain food safety when storing, holding and serving food**, assessors must be adequately trained or qualified in issues of food safety

For full information on Assessor requirements and guidance, refer to the Assessment Strategy which is available to download from the Highfield Qualifications website.

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## Internal quality assurance (IQA) requirements

Internal Quality Assurance staff for this qualification are required to:

- Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being verified.
  - Hold or be working towards relevant verification qualification(s), such as D34 or V1, confirming their competence to verify competence based units' and qualifications' assessment. These should be achieved within eighteen months of commencing their role. In the case that the IV is working towards their IQA qualification, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved an IQA qualification. This colleague must have the same occupational expertise.
  - Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.
  - Adhere to Highfield Qualifications' assessment requirements and practice standardised assessment principles
  - Have sufficient resources to carry out the role of verifier, i.e. time and budget
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- Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.
- Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E of the Assessment Strategy).
- In the case of unit **A/601/5030: Maintain food safety when storing, holding and serving food**, it is good practice for IQAs to be adequately trained or qualified in issues of food safety

For full information on IQA requirements and guidance, refer to the Assessment Strategy which is available to download from the Highfield Qualifications website.

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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for Hospitality by People1st.

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Hospitality and Catering Principles (Food and/or Beverage pathways) (RQF)
- Hospitality Apprenticeship – Food and Beverage pathway

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### Useful websites

- <http://www.people1st.co.uk/>
- <http://www.food.gov.uk/>

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### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the ‘protect and prepare’ areas of the government’s counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start



## Appendix 1: Qualification structure

### Highfield Level 2 NVQ Diploma in Food and Beverage Service (RQF)

To complete the Level 2 NVQ Diploma in Food and Beverage Service (RQF), learners must complete the following (totaling a minimum of **37 credits** overall):

- all units in the mandatory group totaling **15 credits**
- a **minimum of 3 credits** from Optional Group A
- a **minimum of 3 credits** from Optional Group B
- the remaining **16 credits** from any units from **Optional Groups A, B or C.**

#### Mandatory Group

Learners must achieve **all units** in this group.

Unit No.	Unit reference	Unit Title	Level	Credit
1	F/601/4218	Maintenance of a Safe, Hygienic and Secure Working Environment	1	3
2	T/601/4216	Working Effectively as Part of a Hospitality Team	1	3
3	L/601/0933	Give Customers a Positive Impression of Yourself and Your Organisation	2	5
4	A/601/5030	Maintain Food Safety when Storing, Holding and Serving Food	2	4

#### Optional Group A

Learners must achieve a **minimum of 3 credits** from this group.

Unit No.	Unit reference	Unit Title	Level	Credit
5	L/601/5016	Provide a Counter and Takeaway Service	1	3
6	H/601/4986	Serve Food at the Table	2	4
7	J/601/4950	Provide a Silver Service	2	6
8	A/601/4945	Provide a Buffet and Carvery Service	2	4

#### Optional Group B

Learners must achieve a **minimum of 3 credits** from this group.

Unit No.	Unit reference	Unit Title	Level	Credit
9	J/601/4978	Serve Alcoholic and Soft Drinks	2	5

10	L/601/4982	Prepare and Serve Cocktails	2	5
11	K/601/4939	Prepare and Serve Wines	2	5
12	T/601/4927	Prepare and Serve Dispensed and Instant Hot Drinks	2	3
13	F/601/4932	Prepare and Serve Hot Drinks Using Specialist Equipment	2	4

### Optional Group C

Learners may achieve the remaining **16 credits** from units in **Optional Groups A, B or C**.

Unit No.	Unit reference	Unit Title	Level	Credit
14	F/601/4994	Prepare and Clear Areas for Counter and Takeaway Service	1	3
15	F/601/4915	Prepare and Clear Areas for Table Service	2	4
16	Y/601/4922	Prepare and Clear the Bar Area	2	4
17	M/601/4909	Maintain Cellars and Kegs	2	3
18	H/601/4907	Clean Drink Dispense Lines	2	3
19	T/601/4975	Receive, Store and Issue Drinks Stock	2	3
20	M/601/1511	Resolve Customer Service Problems	2	6
21	D/601/0936	Promote Additional Services or Products to Customers	2	6
22	A/601/1219	Deal with Customers Across a Language Divide	2	8
23	Y/601/1227	Maintain Customer Service Through Effective Handover	2	4
24	M/601/5039	Maintain and Deal with Payments	2	4
25	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2

### Barred Units

There are no barred units to display for this qualification.

## Highfield Level 2 NVQ Diploma in Food Service (RQF)

To complete the Highfield Level 2 NVQ Diploma in Food Service (RQF), learners must complete the following (totaling a minimum of **37 credits** overall):

- **all units** in the mandatory group totaling **15 credits**
- a **minimum of 8 credits** from Optional Group A
- the remaining **14 credits** from any units from **Optional Groups A or B**

### Mandatory Group

Learners must achieve **all units** in this group.

Unit No.	Unit reference	Unit Title	Level	Credit
1	F/601/4218	Maintenance of a Safe, Hygienic and Secure Working Environment	1	3
2	T/601/4216	Working Effectively as Part of a Hospitality Team	1	3
3	L/601/0933	Give Customers a Positive Impression of Yourself and your Organisation	2	5
4	A/601/5030	Maintain Food Safety when Storing, Holding and Serving Food	2	4

### Optional Group A

Learners must achieve a **minimum of 8 credits** from this group.

Unit No.	Unit reference	Unit Title	Level	Credit
5	L/601/5016	Provide a Counter and Takeaway Service	1	3
6	H/601/4986	Serve Food at the Table	2	4
7	J/601/4950	Provide a Silver Service	2	6
8	A/601/4945	Provide a Buffet and Carvery Service	2	4
15	F/601/4915	Prepare and Clear Areas for Table Service	2	4

### Optional Group B

Learners may achieve the remaining **14 credits** from units in **Optional Groups A or B**.

Unit No.	Unit reference	Unit Title	Level	Credit
11	K/601/4939	Prepare and Serve Wines	2	5
12	T/601/4927	Prepare and Serve Dispensed and Instant Hot Drinks	2	3
13	F/601/4932	Prepare and Serve Hot Drinks Using Specialist Equipment	2	4
14	F/601/4994	Prepare and Clear Areas for Counter and Takeaway Service	1	3
16	Y/601/4922	Prepare and Clear the Bar Area	2	4
20	M/601/1511	Resolve Customer Service Problems	2	6
21	D/601/0936	Promote Additional Services or Products to Customers	2	6
22	A/601/1219	Deal with Customers Across a Language Divide	2	8
23	Y/601/1227	Maintain Customer Service Through Effective Handover	2	4
24	M/601/5039	Maintain and Deal with Payments	2	4
25	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2

### Barred Units

There are no barred units to display for this qualification.

## Highfield Level 2 NVQ Diploma in Beverage Service (RQF)

To complete the Highfield Level 2 NVQ Diploma in Beverage Service (RQF), learners must complete the following (totaling a minimum of **37 credits** overall):

- **all units** in the mandatory group totaling **11 credits**
- a **minimum of 7 credits** from Optional Group A
- the remaining **19 credits** from any units from **Optional Group A or B**

### Mandatory Group

Learners must achieve **all units** in this group.

Unit No.	Unit reference	Unit Title	Level	Credit
1	F/601/4218	Maintenance of a Safe, Hygienic and Secure Working Environment	1	3
2	T/601/4216	Working Effectively as Part of a Hospitality Team	1	3
3	L/601/0933	Give Customers a Positive Impression of Yourself and Your Organisation	2	5

### Optional Group A

Learners must achieve a **minimum of 7 credits** from this group.

Unit No.	Unit reference	Unit Title	Level	Credit
9	J/601/4978	Serve Alcoholic and Soft Drinks	2	5
10	L/601/4982	Prepare and Serve Cocktails	2	5
11	K/601/4939	Prepare and Serve Wines	2	5
12	T/601/4927	Prepare and Serve Dispensed and Instant Hot Drinks	2	3
13	F/601/4932	Prepare and Serve Hot Drinks Using Specialist Equipment	2	4
16	Y/601/4922	Prepare and Clear the Bar Area	2	4

### Optional Group B

Learners may achieve the remaining **19 credits** from units in **Optional Groups A or B**.

Unit No.	Unit reference	Unit Title	Level	Credit
17	M/601/4909	Maintain Cellars and Kegs	2	3
18	H/601/4907	Clean Drink Dispense Lines	2	3
19	T/601/4975	Receive, Store and Issue Drinks Stock	2	3
20	M/601/1511	Resolve Customer Service Problems	2	6
21	D/601/0936	Promote Additional Services or Products to Customers	2	6
22	A/601/1219	Deal with Customers Across a Language Divide	2	8
23	Y/601/1227	Maintain Customer Service Through Effective Handover	2	4
24	M/601/5039	Maintain and Deal with Payments	2	4
25	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2

### Barred Units

There are no barred units to display for this qualification.

## Appendix 2: Qualification content

### Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment

Unit number: F/601/4218  
 Credit: 3  
 GLH: 25  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to maintain personal health and hygiene</b>	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person
<b>2. Know how to maintain personal health and hygiene</b>	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so
<b>3. Be able to help maintain a hygienic, safe and secure workplace</b>	3.1 Identify any hazards or potential hazards and deal with these correctly 3.2 Report any accidents or near accidents quickly and accurately to the proper person 3.3 Follow health, hygiene and safety procedures during work 3.4 Practise emergency procedures correctly 3.5 Follow organisational security procedures
<b>4. Know how to maintain a hygienic, safe and secure workplace</b>	4.1 State the importance of working in a healthy, safe and hygienic way

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 State where information about Health and Safety in your workplace can be obtained</p> <p>4.3 describe the types of hazard in the workplace that may occur and how to deal with these</p> <p>4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else</p> <p>4.5 State how to warn other people about hazards and why this is important</p> <p>4.6 State why accidents and near accidents should be reported and who these should be reported to</p> <p>4.7 Describe the type of emergencies that may happen in workplace and how to deal with these</p> <p>4.8 State where to find first aid equipment and who the registered first-aider is in the workplace</p> <p>4.9 State safe lifting and handling techniques that should be followed</p> <p>4.10 State other ways of working safely that are relevant to own position and why these are important</p> <p>4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed</p> <p>4.12 State the possible causes for fire in the workplace</p> <p>4.13 Describe how to minimise the risk of fire</p> <p>4.14 State where to find fire alarms and how to set them off</p> <p>4.15 State why a fire should never be approached unless it is safe to do so</p> <p>4.16 State the importance of following fire safety laws</p> <p>4.17 Describe organisational security procedures and why these are important</p> <p>4.18 State the correct procedures for dealing with customer property</p> <p>4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person</p>



## Unit 2: Working Effectively as Part of a Hospitality Team

Unit number: T/601/4216  
 Credit: 3  
 GLH: 22  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to plan and organise own work</b>	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed
<b>2. Be able to work effectively with team members</b>	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members
<b>3. Be able to develop own skills</b>	3.1 Seek feedback on own work and deal with this feedback positively 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.3 Agree what has to be done to improve their work 3.4 Agree a learning plan with the relevant person 3.5 Seek opportunities to review and develop learning plan
<b>4. Know how to plan and organise own work</b>	4.1 State why it is essential to understand the requirements of the work 4.2 List the benefits of planning and organising work 4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions 4.4 List the benefits of keeping everything needed for own work organised and available 4.5 State why it is important to keep work areas clean and tidy 4.6 State why it is important to keep waste to a minimum 4.7 State when to ask for help and who can be asked
<b>5. Know how to work effectively with team members</b>	5.1 State the importance of effective teamwork 5.2 State the people in own team and explain how they fit into the organisation 5.3 List the responsibilities of the team and why it is important to the organisation as a whole 5.4 Describe how to maintain good working relationships with team members 5.5 State how to determine if helping a team member will prevent own work from being completed on time 5.6 State the limits of own job role and what can and cannot be done when helping team members 5.7 State why essential information needs to be passed on to a team member as soon as possible 5.8 List the types of behaviour that help teams to work effectively and behaviours that do not 5.9 State why problems with working relationships should be reported to the relevant person 5.10 Describe how to communicate clearly and why it is important to do so

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>6. Know how to develop own skills</b></p>	<p>6.1 State the importance of improving own knowledge and skills</p> <p>6.2 Describe how to get feedback from team members and how this is helpful</p> <p>6.3 Describe how a learning plan can improve own work</p> <p>6.4 State why it is important to regularly review own learning plan</p>

**Unit 3: Give Customers a Positive Impression of Yourself and Your Organisation**

Unit number: L/601/0933  
 Credit: 5  
 GLH: 33  
 Level: 2

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<i>The learner will</i>	<i>The learner can</i>
<b>1. Establish rapport with customers</b>	1.1 Meet their organisation’s standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer’s expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour
<b>2. Respond appropriately to customers</b>	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer’s questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate
<b>3. Communicate information to customers</b>	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand how to give customers a positive impression of themselves and the organisation</b></p>	<p>4.1 Describe their organisation’s standards for appearance and behaviour</p> <p>4.2 Explain their organisation’s guidelines for how to recognise what their customer wants and respond appropriately</p> <p>4.3 Identify their organisation’s rules and procedures regarding the methods of communication they use</p> <p>4.4 Explain how to recognise when a customer is angry or confused</p> <p>4.5 Identify their organisation’s standards for timeliness in responding to customer questions and requests for information</p>

## Unit 4: Maintain Food Safety when Storing, Holding and Serving Food

Unit number: A/601/5030  
 Credit: 4  
 GLH: 31  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to maintain food safety</b>	1.1 Describe what might happen if significant food safety hazards are not controlled 1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food 1.3 Describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross-contamination 1.4 State why some hazards are more important than others in terms of food safety 1.5 State who to report significant foods safety hazards to
<b>2. Be able to keep self-clean and hygienic</b>	2.1 Wear clean and suitable clothes appropriate to the jobs to be done 2.2 Only wear jewellery and other accessories that do not cause food safety hazards 2.3 Change clothes when necessary to prevent bacteria spreading 2.4 Wash hands thoroughly at appropriate times 2.5 Avoid unsafe behaviour that could contaminate the food 2.6 Report any cuts, graze, illness and infections promptly to the proper person 2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing
<b>3. Know how to keep self-clean and hygienic</b>	3.1 State why clean and suitable clothes appropriate to job must be worn 3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food 3.3 Describe how jewellery and accessories can cause food safety hazards 3.4 State when to change clothes to prevent bacteria spreading and why this is important

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.5 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food</p> <p>3.6 State the importance of not handling food with an open wound</p> <p>3.7 State how to deal with open wounds when handling food</p> <p>3.8 State the importance of reporting illnesses and infections promptly</p> <p>3.9 State why it is important to reporting stomach illnesses in particular</p> <p>3.10 State the importance of avoiding touching face, nose, or mouth, chewing gum, eating, smoking when working with food</p>
<p><b>4. Be able to keep working area clean and hygienic</b></p>	<p>4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition</p> <p>4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks</p> <p>4.3 Remove from use any surfaces and equipment that are damaged or have loose parts</p> <p>4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety</p> <p>4.5 Dispose of waste promptly, hygienically and appropriately</p> <p>4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings</p> <p>4.7 Identify, take appropriate action on and report to appropriate person any signs of pests</p>
<p><b>5. Know how to keep working area clean and hygienic</b></p>	<p>5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so</p> <p>5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so</p> <p>5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>5.4 List the types of damaged surfaces and equipment that can cause food safety hazards</li> <li>5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety</li> <li>5.6 State the importance of clearing and disposing of waste promptly and safely</li> <li>5.7 Describe how to clear and dispose of waste safely</li> <li>5.8 State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards</li> <li>5.9 State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards</li> <li>5.10 List the types of pests that could be found in catering operations</li> <li>5.11 Describe how to identify the signs that pests are present</li> </ul>
<b>6. Be able to store food safely</b>	<ul style="list-style-type: none"> <li>6.1 Check that food is undamaged and within its 'use-by date' once it has been received</li> <li>6.2 Prepare food for storage</li> <li>6.3 Put food in the correct storage area as quickly as necessary to maintain its safety</li> <li>6.4 Make sure storage areas are clean and maintained at the correct temperature for the type of food</li> <li>6.5 Store food so that cross-contamination is prevented</li> <li>6.6 Follow stock rotation procedures</li> <li>6.7 Safely dispose of food that is beyond 'use-by date'</li> <li>6.8 Keep necessary records up-to-date</li> </ul>
<b>7. Know how to store food safely</b>	<ul style="list-style-type: none"> <li>7.1 State the importance of making sure food deliveries are undamaged and within their 'use-by date'</li> <li>7.2 State why it is important that food is stored at the correct temperature</li> <li>7.3 Describe how to ensure food is stored at the correct temperature</li> <li>7.4 State the importance of preparing food for storage whilst retaining important labelling information</li> </ul>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>7.5 State why food must be put in the correct storage area</p> <p>7.6 State what temperature different foods should be stored at</p> <p>7.7 State the importance of clean storage areas</p> <p>7.8 Describe what do to if storage areas are not kept clean</p> <p>7.9 Describe how to check food is stored at the correct temperature</p> <p>7.10 State the importance of separating raw and ready-to-eat food</p> <p>7.11 List what types of food are raw and which are ready-to-eat</p> <p>7.12 Explain why stock rotation procedures are important</p> <p>7.13 State why food beyond its 'use-by-date' must be disposed of</p>
<b>8. Be able to hold and serve food safely</b>	<p>8.1 Handle food in a way that protects it from hazards</p> <p>8.2 Follow organisational procedures for items that may cause allergic reactions</p> <p>8.3 Use methods, times and temperatures that maintain food safety</p> <p>8.4 Keep necessary records up-to-date</p>
<b>9. Know how to hold and serve food safely</b>	<p>9.1 Describe how to check food during holding and serving</p> <p>9.2 State the importance of knowing that certain foods can cause allergic reactions</p> <p>9.3 State what procedure to follow to deal with food that can cause allergic reactions</p> <p>9.4 State what to do if a customer asks if a particular dish is free from a certain food allergen</p> <p>9.5 Describe how cross contamination can happen between raw food and food that is ready to eat</p> <p>9.6 Describe how to avoid cross contamination between raw and ready to eat food</p> <p>9.7 State the holding temperature and times that must be used for the food</p>

**Unit 5: Provide a Counter and Takeaway Service**

Unit number: L/601/5016  
 Credit: 3  
 GLH: 30  
 Level: 1

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to serve customers at the counter</b>	1.1 Give customers information that meets their needs, and promotes organisations’ products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers
<b>2. Know how to serve customers at the counter</b>	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them
<b>3. Be able to maintain counter and service areas</b>	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary 3.4 Display and store food and drink items in line as required 3.5 Clear work area of used and non- required service items at the appropriate times

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.6 Dispose of rubbish, used disposable items and food waste as required
<b>4. Know how to maintain counter and service areas</b>	4.1 Describe safe and hygienic working practices for clearing and why these are important 4.2 State why food which is prepared first should be served first 4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 State why waste must be handled and disposed of correctly 4.5 State why a constant stock of service items should be maintained 4.6 State why maintaining food at the correct temperature is important and how this can be ensured 4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them

### Evidence Requirements

#### Serve customers at the counter

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the candidate’s work.

There must be performance evidence, gathered through observing the candidate’s work, for:

- **one** from **customers**:
  - a) customers with routine needs
  - b) customers with non-routine needs
- at least **two** from **information**:
  - a) items available
  - b) ingredients
  - c) prices, special offers and promotions
- at least **two** from **food and drink items**:
  - a) hot food
  - b) cold food
  - c) hot drinks
  - d) cold drinks
- at least **two** from **condiments and accompaniments**:

- a) seasonings
- b) sugars/sweeteners
- c) prepared sauces/dressings

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### **Maintain counter and service areas**

The assessor **must** assess assessment criteria 3.1-3.6 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- At least **three** from **service items**:
  - a) service utensils
  - b) food containers/dispensers
  - c) trays
  - d) crockery
  - e) cutlery
  - f) disposable items
  
- At least **two** from food and **drink items**:
  - a) hot food
  - b) cold food
  - c) hot drinks
  - d) cold drinks

Evidence for the remaining points may be assessed through questioning or witness testimony.

**Unit 6: Serve Food at the Table**

Unit number: H/601/4986  
 Credit: 4  
 GLH: 31  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to greet customers and take orders</b></p>	<p>1.1 Greet customers and identify their requirements and check any booking records as appropriate to the service operation</p> <p>1.2 Provide customers with assistance when they arrive</p> <p>1.3 Make sure customers have access to the correct menu</p> <p>1.4 Give accurate information on individual dishes according to customer requirements</p> <p>1.5 Maximise the order using appropriate sales techniques</p> <p>1.6 Assist customers to make a choice where appropriate</p> <p>1.7 Identify, record and deal with orders promptly</p>
<p><b>2. Understand how to greet customers and take orders</b></p>	<p>2.1 Describe organisational standards for customer service</p> <p>2.2 State why menus should be checked before use</p> <p>2.3 Explain why information about the menu should be given accurately to customers</p> <p>2.4 Explain why it is important to have knowledge about food being served</p> <p>2.5 Describe the types of assistance that customers may need when they arrive and how to deal with these</p> <p>2.6 Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and to deal with them</p>
<p><b>3. Be able to serve customers' orders and maintain the dining area</b></p>	<p>3.1 Provide customers with the correct table items for the food to be served at the appropriate times</p> <p>3.2 Serve food with clean and undamaged service equipment of the appropriate type</p> <p>3.3 Serve food of the type, quality and quantity required using the appropriate service method</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Keep customer area tidy and clean 3.5 Remove and replace used table items as required and maintain the correct stocks 3.6 Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly 3.7 Carry out work with the minimum of disturbance to customers
<b>4. Understand how to serve customers' orders and maintain the dining area</b>	4.1 Describe safe and hygienic working practices when serving customer orders 4.2 State which condiments and accompaniments best complement each menu item 4.3 State which service equipment is appropriate for different menu items 4.4 Explain why food should be arranged and presented in line with the menu specifications 4.5 Describe safe and hygienic working practices when maintaining dining and service areas 4.6 State why dining and service areas must be kept tidy and free from rubbish and food debris 4.7 State why waste must be handled and disposed of correctly 4.8 Explain why a constant stock of linen, table items and accompaniments must be maintained 4.9 Outline the types of unexpected situations that may occur when serving food at table and how to deal with these

### Evidence Requirements

#### Greet customers and take orders

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **customers**
  - a) with special requirements

- b) without special requirements
- at least **two** from **customer requirements**
  - a) correct number of place settings
  - b) dietary requirements
  - c) special seating requirements
- at least **one** from **service operations**
  - a) table service
  - b) function service
- at least **two** from **information**
  - a) dishes available
  - b) dish composition and method of cooking
  - c) prices
  - d) special offers and promotions

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### **Serve customers' orders and maintain the dining area**

The assessor **must** assess assessment criteria 3.1-3.7 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **table items**
  - a) crockery
  - b) cutlery and silverware
  - c) glassware
  - d) napkins
  - e) condiments and accompaniments
- at least **two** from **service equipment**
  - a) dishes/linens, flats
  - b) trays/trolley service cutlery and silverware
  - c) service cloths/linen
- at least **one** from **service method**
  - a) plated items
  - b) served items

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 7: Provide a Silver Service

Unit number: J/601/4950  
 Credit: 6  
 GLH: 51  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to silver serve food</b>	1.1 Make sure that service equipment is clean and undamaged and ready for service according to the service operation  1.2 Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service  1.3 Portion, serve and arrange the food items using the recommended service equipment  1.4 Deal with surplus food items and used service equipment correctly  1.5 Carry out work with the minimum of disturbance to customers
<b>2. Understand how to silver serve food</b>	2.1 Describe safe and hygienic working practices when providing a silver service  2.2 State why it is important to be familiar with the available menu items  2.3 Describe the operational procedures for serving courses  2.4 State what food has to be carefully portioned during service  2.5 Explain why care has to be taken to serve and arrange food correctly  2.6 State why care should be taken to avoid accidents  2.7 State why and to whom all customer incidents should be reported  2.8 Outline the types of unexpected situations that may occur when providing silver service and how to deal with these
<b>3. Be able to clear finished courses</b>	3.1 Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Check crockery, cutlery and other table items and replace or remove them as appropriate 3.3 Clear waste and food debris from the table in line with the service operation
<b>4. Know how to clear finished courses</b>	4.1 Describe safe and hygienic working practices when clearing finished courses 4.2 Describe the operational procedures for clearing finished courses 4.3 State why and to whom any incidents or accidents should be reported 4.4 Outline what the hygienic aspects are to clearing tables 4.5 Outline the types of unexpected situations that may occur when clearing courses and how to deal with these

### Evidence Requirements

#### Silver serve food

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **service equipment**
  - a) dishes/liners/flats
  - b) service cutlery/silverware
  - c) service cloths/linen
- at least **one** from **silver operation**
  - a) function silver service
  - b) restaurant silver service
  - c) buffet/carvery silver service
- at least **five** from **food items**
  - a) soups
  - b) gravies/sauces
  - c) bread rolls/potatoes/other solid items
  - d) sliced meat/poultry
  - e) rice/vegetables/other small chopped items
  - f) pies/tarts/flans/gateaux
  - g) puddings/spooned desserts
  - h) cheese

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Clear finished courses

The assessor **must** assess assessment criteria 3.1-3.3 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **all** from **courses**
  - a) starter
  - b) main course
  - c) dessert
- at least **one** from **service operation**
  - a) function silver service
  - b) restaurant silver service
  - c) buffet/carvery silver service
- at least **two** from **table items**
  - a) glassware
  - b) condiments and accompaniments
  - c) table decorations

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 8: Provide a Buffet and Carvery Service

Unit number: A/601/4945  
 Credit: 4  
 GLH: 32  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare and maintain a buffet and carvery display</b>	1.1 Make sure the carvery and buffet table is clean, undamaged and positioned according to the serve style 1.2 Make sure table items are clean and undamaged and arrange them correctly for food service 1.3 Make sure service equipment is clean, undamaged and position it ready for use 1.4 Display food items ready for service 1.5 Display and store food items according to food safety requirements 1.6 Replenish food items as necessary and keep the carvery or buffet free from food debris during food service
<b>2. Understand how to prepare and maintain a buffet and carvery display</b>	2.1 Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display 2.2 Explain why food items should be replenished and displayed correctly throughout service 2.3 State why dining service areas must be kept tidy and free from rubbish and food debris 2.4 State why service equipment should be turned on before service 2.5 State why heating, air conditioning & ventilation and lighting should be checked before use when preparing areas for service 2.6 State why table items should be checked for damage and cleanliness before service 2.7 Outline the types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these
<b>3. Be able to serve and assist customers at the carvery and buffet</b>	3.1 Give information that meets the customers' needs and promotes the products and service of organisation

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>3.2 Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style</li> <li>3.3 Serve only food items that are of the required type and quality</li> <li>3.4 Portion and arrange food in line with organisation style and customer requirements</li> <li>3.5 Keep customer dining areas tidy and free from rubbish and food debris</li> <li>3.6 Clear any used table items and left over food items when necessary</li> <li>3.7 Carry out work with the minimum of disturbance to customers</li> </ul>
<p><b>4. Understand how to serve and assist customers at the carvery and buffet</b></p>	<ul style="list-style-type: none"> <li>4.1 Describe safe and hygienic working practices when serving customers at buffet or carvery</li> <li>4.2 State why portions should be controlled when serving food to customers</li> <li>4.3 State why information given to customers should be accurate</li> <li>4.4 Explain why maintaining food at the correct temperature is important and how you can ensure this</li> <li>4.5 State why and to whom all customer incidents should be reported</li> <li>4.6 Describe safe and hygienic working practices when maintaining a customer dining area</li> <li>4.7 State why waste must be handled and disposed of correctly</li> <li>4.8 State why and to whom breakages should be reported</li> <li>4.9 Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them</li> </ul>

**Evidence Requirements**

**Prepare and maintain a carvery/buffet service**

The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the candidate’s work.

There must be performance evidence, gathered through observing the candidate's work, for:

- at least **one** from **service style**
  - a) served buffet/carvery
  - b) self-served buffet/carvery
  
- at least **three** from **table items**
  - a) crockery
  - b) cutlery/silverware
  - c) glassware
  - d) table coverings
  - e) napkins
  - f) decorative items
  - g) flowers
  
- at least **two** from **service equipment**
  - a) dishes/flats/plates
  - b) service cutlery/silverware
  - c) service cloths/linen
  
- at least **two** from **food items**
  - a) hot food
  - b) cold food
  - c) accompaniments

Evidence for the remaining points may be assessed through questioning or witness testimony.

### **Serve and assist customers at the carvery/buffet**

The assessor **must** assess assessment criteria 3.1-3.7 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **service style**
  - a) served buffet/carvery
  - b) self-service buffet/carvery
  
- at least **two** from **service equipment**
  - a) dishes/flats/plates
  - b) service cutlery/silverware
  - c) service cloths/linen
  
- at least **two** from **food items**
  - a) hot food
  - b) cold food
  - c) accompaniments

Evidence for the remaining points may be assessed through questioning or witness testimony.

**Unit 9: Serve Alcoholic and Soft Drinks**

Unit number: J/601/4978  
 Credit: 5  
 GLH: 46  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to take customers' orders</b></p>	<p>1.1 Deal with customers in order of arrival where possible</p> <p>1.2 Maintain focus on the customer and their needs</p> <p>1.3 Offer customers accurate information on available drinks</p> <p>1.4 Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation</p> <p>1.5 Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink</p> <p>1.6 Provide alcoholic drinks to permitted people only</p> <p>1.7 Deal with customer incidents effectively and inform the proper person where necessary</p>
<p><b>2. Understand how to take customers' orders</b></p>	<p>2.1 State the Licensing Objectives relevant to the country working within</p> <p>2.2 State current relevant legislation to licensing and weights and measures</p> <p>2.3 State why it is important to check glassware for damage</p> <p>2.4 Explain why drinks should be stored at the correct temperature</p> <p>2.5 Describe how to deal with violent/disorderly customers</p> <p>2.6 Explain why it is important to offer customers accurate information e.g. about strength of drinks and their basic characteristics</p> <p>2.7 State why it is important to offer customer accurate information about special offers and promotions</p> <p>2.8 State what legal measures must be used to serve alcohol and why they must be used</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.9 State what law is in relation to serving underage drinkers and how this affects the bar staff</p> <p>2.10 State what law is in relation to the times of day/night that alcohol may be served</p> <p>2.11 Describe symptoms that indicate when a customer has drunk excessive amounts and what are the legal responsibilities are in relation to this</p> <p>2.12 State under what circumstances customers must not be served with alcohol</p> <p>2.13 Describe how to respond to signs that someone might be under the influence of drugs or buy/selling drugs</p> <p>2.14 Describe what procedures to follow in response to people smoking in a no smoking area</p> <p>2.15 Describe the type of non-routine needs that customers may have and how to deal with them</p> <p>2.16 Describe organisations' standards for customer service</p> <p>2.17 Describe different service styles within organisation</p> <p>2.18 Describe why customers should be dealt with in order of arrival where possible</p>
<p><b>3. Be able to serve alcoholic and non-alcoholic drinks</b></p>	<p>3.1 Select a glass in which to serve the drink according to organisations' procedures and customer requirements</p> <p>3.2 Check that the glass is clean and undamaged</p> <p>3.3 Pour drink according to the product that is being served</p> <p>3.4 Ensure that the drink is at the correct temperature before serving</p> <p>3.5 Promote additional products to the customer as appropriate</p>
<p><b>4. Understand how to serve alcoholic and non-alcoholic drinks</b></p>	<p>4.1 Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment</p> <p>4.2 State why the bottle should be left facing the customer</p> <p>4.3 Describe the correct way to pour and serve different draught drinks</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Describe the correct way to pour and serve different drinks for free or optic pouring  4.5 Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements  4.6 State correct temperature for different types of drinks

### Evidence Requirements

#### Take customer orders

The assessor **must** assess assessment criteria 1.1 – 1.6 by directly observing the candidate’s work.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **two** from **information**
  - a) price
  - b) alcoholic content
  - c) name and type of drink
  - d) style characteristics
- at least **two** from **drinks**
  - a) bottled drinks
  - b) draught drinks
  - c) drinks in cans or cartons
  - d) drinks served by free pouring or optics
- at least **two** from **drink accompaniments**
  - a) ice/water
  - b) food garnishes for drinks
  - c) decorative items/stirrers

Evidence for the remaining points may be assessed through questioning or witness testimony

#### Serve alcoholic and non-alcoholic drinks

The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the candidate’s work.

The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate’s work for:



- at least **three** from **drinks**
  - a) bottled
  - b) draught
  - c) drinks in cans
  - d) drinks in cartons
  - e) free pouring/optics
  
- at least **one** from **customer**
  - a) with routine needs
  - b) with non-routine needs
  
- at least **one** from **service style**
  - a) at the bar
  - b) at the table

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 10: Prepare and Serve Cocktails

Unit number: L/601/4982  
 Credit: 5  
 GLH: 40  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare areas and equipment for serving cocktails</b>	1.1 Make sure that work areas are clean, tidy and ready to use 1.2 Make sure that cocktail-making equipment is clean and undamaged 1.3 Prepare and store cocktail ingredients ready to use 1.4 Store cocktail accompaniments ready to use
<b>2. Know how to prepare areas and equipment for serving cocktails</b>	2.1 Describe safe and hygienic working practices when preparing areas and equipment for making cocktails 2.2 State why it is important to keep preparation areas and equipment hygienic when preparing cocktails 2.3 State what safe working practices should be followed when preparing cocktails 2.4 State why it is important to have all the ingredients ready before preparing cocktails 2.5 Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails
<b>3. Be able to serve cocktails</b>	3.1 Identify customer requirements 3.2 Provide customers with accurate information about cocktails as required 3.3 Promote cocktails to customers at appropriate times 3.4 Assemble cocktails using the recommended, measures, techniques, equipment and accompaniments 3.5 Finish cocktails and serve them using the recommended equipment and accompaniments 3.6 Serve alcoholic cocktails to permitted people only

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand how to serve cocktails</b></p>	<p>4.1 State current relevant legislation relating to licensing and weights and measures legislation</p> <p>4.2 Describe safe and hygienic working practices when serving cocktails</p> <p>4.3 State why and to whom any customer incidents should be reported</p> <p>4.4 Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs</p> <p>4.5 Describe how to deal with violent/disorderly customers</p> <p>4.6 State what procedures to follow in response to people smoking in a non-smoking area</p> <p>4.7 State where and from whom health and safety and food legislation can be obtained</p> <p>4.8 State why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics</p> <p>4.9 State why it is important to offer customers accurate information about special offers and promotions</p> <p>4.10 State why correct information must be provided to customers at all times</p> <p>4.11 State why it is important to recognise the name of different cocktails</p> <p>4.12 Describe the different techniques for mixing cocktails are</p> <p>4.13 State different measures for different types of cocktails</p> <p>4.14 State why it is important to use the correct measures when preparing cocktails</p> <p>4.15 State when it is permissible to free-pour when making cocktails</p> <p>4.16 State what legal measures must be used to serve alcohol and why they must be used</p> <p>4.17 State what the law is in relation to serving underage drinkers and how this affects the bar staff</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.18 State what the law is in relation to the times of day/night that alcohol may be served  4.19 Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this  4.20 State under what circumstances customers must not be served with alcohol  4.21 Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these

**Evidence Requirements**

**Prepare areas and equipment for serving cocktails**

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate’s work.

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **five** from **equipment**
  - a) pourers
  - b) blenders
  - c) shakers/mixers
  - d) stirring equipment
  - e) squeezers and strainers
  - f) knives and chopping board
  - g) glasses/jugs
  - h) ice scoops
  - i) cocktail list/menu
  
- at least **three** from **ingredients**
  - a) fruit
  - b) fruit juices/soft drinks
  - c) cream/milk
  - d) alcohol
  
- at least **three** from **accompaniments**
  - a) ice
  - b) food garnish
  - c) salt/sugar
  - d) decorative items

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Serve cocktails

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **information**
  - a) price
  - b) ingredients
  - c) relative strength
  - d) measures
- at least **three** from **methods**
  - a) shaken
  - b) mixed
  - c) stirred
  - d) blended
  - e) built/poured
- at least **four** from type of **cocktails**
  - a) spirit based
  - b) non-alcoholic
  - c) cream based cocktail
  - d) champagne based cocktail
  - e) gin/vodka based cocktail
  - f) tequila based cocktail
  - g) fruit juice based cocktail
  - h) sour cocktail
- at least **two** from **accompaniments**
  - a) ice
  - b) food garnish
  - c) salt/sugar
  - d) decorative items
- at least **five** from **equipment**
  - a) pourers
  - b) blenders
  - c) shakers/mixers
  - d) stirring equipment
  - e) squeezers and strainers
  - f) knives and chopping board
  - g) glasses/jugs
  - h) ice scoops

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Unit 11: Prepare and Serve Wines

Unit number: K/601/4939

Credit: 5

GLH: 41

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare service areas, equipment and stock for wine service</b>	1.1 Make sure there are sufficient stocks of service linen, table items, service equipment and wine list  1.2 Make sure service linen, table items, service equipment and wine lists are clean and ready for use  1.3 Make sure there is sufficient wine stock  1.4 Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature
<b>2. Understand how to prepare service areas, equipment and stock for wine service</b>	2.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service  2.2 State what equipment is necessary for different types of wine  2.3 State what glassware is necessary for different types of wine  2.4 State what temperatures different types of wine should be stored and maintained at before service  2.5 State what organisational procedures relate to preparing service areas, equipment and stock  2.6 Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them
<b>3. Be able to determine customer requirements for wine</b>	3.1 Present the wine list to the customer when they are considering their order  3.2 Establish an effective rapport with the customer and maintain it throughout the service  3.3 Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation  3.4 Give accurate wine list information to meet the requirements of the customer

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.5 Refer customer queries outside own area of responsibility to the proper person</p> <p>3.6 Take customers orders according to organisations procedures</p>
<p><b>4. Understand how to determine customer requirements for wine</b></p>	<p>4.1 State current relevant legislation relating to trades description and legislation when serving wine</p> <p>4.2 Describe how to deal with and report customer incidents</p> <p>4.3 State the importance of maximising sales through up-selling and to do this</p> <p>4.4 Explain how to interpret the wine label information</p> <p>4.5 Describe the basic characteristics of the wines available within the establishment</p> <p>4.6 State how to describe wine characteristics to the customer</p> <p>4.7 List what factors to consider when providing advice to customers on choice of wine</p> <p>4.8 State what techniques to use to promote wines to customers</p> <p>4.9 State what legal measures can be used to serve wine and which ones are most appropriate to organisation</p> <p>4.10 State under what circumstances customer must not be served with alcohol</p> <p>4.11 Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this</p> <p>4.12 Describe how to refuse to serve customers displaying inappropriate behaviour</p>
<p><b>5. Be able to present and serve wine</b></p>	<p>5.1 Handle the wine and present it to the customer in a style and manner appropriate to the style of service</p> <p>5.2 Open the wine using the appropriate method</p> <p>5.3 Serve the wine at the recommended temperature using the correct service equipment</p> <p>5.4 Deal with routine customer queries and comments</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.5 Refill customers' wine glasses in line with their requirements and establishment procedures
<b>6. Understand how to present and serve wine</b>	6.1 Describe safe and hygienic working practices, relevant licensing weights and trades description legislation 6.2 Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine are 6.3 Describe the correct procedures for handling glassware are and which glassware is appropriate for use in the service of different types of wine 6.4 State the recommended temperatures for maintaining different types of wine during service are 6.5 State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine 6.6 State how many measures of wine are obtainable from standard bottles of wine 6.7 Describe the types of unexpected situations that may happen when serving wine and how to deal with them 6.8 State what the indicators are when wine is not suitable for drinking

### Evidence Requirements

#### Prepare service areas, equipment and stock for wine service

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **service equipment**
  - a) glassware
  - b) trays
  - c) service cloths/linen
  - d) corkscrews/bottle opener
  - e) ice buckets/stands
  - f) chillers/coolers
- at least **two** from **wine**
  - a) red



- b) white/rosé
- c) sparkling/semi-sparkling
- d) dessert

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Determine customer requirements for wines

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4 and 3.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least three from **wine list information**
  - a) name and type of wine
  - b) price
  - c) style characteristics
  - d) country of origin
- at least **one** from **customer needs**
  - a) customer taste and style
  - b) price
  - c) occasion
  - d) matching wine to menu items

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Present and serve wine

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3 and 5.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **service equipment**
  - a) glassware
  - b) trays
  - c) service cloths/linen
  - d) corkscrews/bottle openers
  - e) ice buckets/stands
  - f) chillers/coolers
- at least **two** from **wine**

- a) red
  - b) white/rosé
  - c) sparkling/semi-sparkling
  - d) dessert
- 
- at least **two** from **style of service**
    - a) by the glass
    - b) by the bottle
    - c) by the carafe/decanter

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 12: Prepare and Serve Dispensed and Instant Hot Drinks

Unit number: T/601/4927  
 Credit: 3  
 GLH: 30  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare equipment and work area for service</b>	1.1 Prepare the preparation, service and other equipment ready for use 1.2 Clean the work areas, leaving them tidy and ready for use 1.3 Make sure that preparation, service and other equipment is clean and free from damage 1.4 Store sufficient drink ingredients and accompaniments ready for use
<b>2. Understand how to prepare equipment and work area for service</b>	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them
<b>3. Be able to prepare and serve hot drinks</b>	3.1 Identify customer requirements 3.2 Provide customers with accurate information on drinks as required 3.3 Promote company drinks to customers at all appropriate times 3.4 Make the drinks using the correct equipment and ingredients 3.5 Serve the drink in company style, offering the correct accompaniments 3.6 Clean preparation and serving equipment after use and tidy the preparation and serving area

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>4. Understand how to prepare and serve hot drinks</b>	4.1 Describe safe and hygienic working practices when preparing and serving hot drinks 4.2 State why information about products given to customers should be accurate 4.3 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements 4.4 State why and to whom all customer incidents should be reported 4.5 Explain why and to whom all breakages and spillages should be reported 4.6 State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment

### Evidence Requirements

#### Prepare work areas and equipment for service

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **preparation equipment**
  - a) small vending machines
  - b) urns/kettles
  - c) coffee pots
  - d) tea pots
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
- at least **one** from **other equipment**
  - a) dish washers
  - b) fridges/freezers
  - c) thermometers
- at least **two** from **drinks**
  - a) coffee
  - b) hot chocolate

- c) tea
  
- at least **three** from **drink ingredients**
  - a) coffee bags/pods/capsules
  - b) pre-ground coffee beans
  - c) instant coffee
  - d) syrups
  - e) chocolate powder
  - f) loose tea
  - g) tea bags
  - h) fruit/herbal tea
  
- at least **two** from **drink accompaniments**
  - a) sugar
  - b) milk
  - c) dusting/topping powder
  - d) cream

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Prepare and serve hot drinks

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **drinks**
  - a) coffee
  - b) hot chocolate
  - c) tea
  
- at least **one** from **preparation equipment**
  - a) small vending machines
  - b) kettles
  - c) urns
  - d) coffee pots
  - e) tea pots
  
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays

- at least **three** from **drink ingredients**
  - a) coffee bags/pods/capsules
  - b) pre-ground coffee beans
  - c) instant coffee
  - d) syrups
  - e) chocolate powder
  - f) loose tea
  - g) tea bags
  - h) fruit/herbal tea
  
- at least **two** from **drink accompaniments**
  - a) sugar
  - b) milk
  - c) dusting/topping powder
  - d) cream

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Unit 13: Prepare and Serve Hot Drinks Using Specialist Equipment

Unit number: F/601/4932  
 Credit: 4  
 GLH: 36  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare work area and equipment for service</b>	1.1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service 1.2 Clean work areas, leaving them tidy and ready for use 1.3 Arrange promotional and display materials correctly 1.4 Store sufficient drink ingredients and accompaniments ready for use
<b>2. Know how to prepare work area and equipment for service</b>	2.1 Describe safe and hygienic working practices when preparing preparation and service areas 2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them
<b>3. Be able to prepare and serve hot drinks</b>	3.1 Identify customer requirements 3.2 Provide customers with accurate information on drinks as required 3.3 Maximise sales through up-selling 3.4 Make drinks using recommended equipment and ingredients 3.5 Serve the drink in company style, offering the correct accompaniments 3.6 Clean and maintain preparation and service equipment 3.7 Maintain stocks of drink ingredients and accompaniments

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Know how to prepare and serve hot drinks</b></p>	<p>4.1 Describe safe and hygienic working practices when preparing and serving hot drinks</p> <p>4.2 State why information about products given to customers should be accurate</p> <p>4.3 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are</p> <p>4.4 State why and to whom all customer incidents should be reported</p> <p>4.5 Describe how to deal safely with breakages and spillages</p> <p>4.6 State why and to whom all breakages/spillages must be reported</p> <p>4.7 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment</p> <p>4.8 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them</p> <p>4.9 Describe safe and hygienic working practices when maintaining hot drink making equipment</p> <p>4.10 State why a constant level of stock must be maintained</p> <p>4.11 State to whom any stock deficiencies should be reported</p> <p>4.12 Describe how to use cleaning materials correctly</p> <p>4.13 State the dangers of misusing cleaning equipment</p> <p>4.14 State what tests should be carried out after cleaning preparation equipment</p> <p>4.15 Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them</p>

**Evidence Requirements**

**Prepare work area and equipment for service**

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate’s work.

There must be performance evidence, gathered through observing the candidate’s work for:



- at least **four** from **preparation equipment**
  - a) espresso machine
  - b) cream whipper
  - c) knock out box
  - d) bean grinders
  - e) filter system
  - f) cafetière
  - g) blender
  - h) steamer
  - i) urn
  
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
  
- at least **two** from **other equipment**
  - a) dish washers
  - b) fridges/freezers
  - c) thermometers
  - d) temperature records
  
- at least **one** from **promotional and display material**
  - a) menus
  - b) leaflets
  - c) posters
  
- at least **three** from **drinks**
  - a) coffee
  - b) hot chocolate
  - c) tea
  - d) steamed milk drinks
  - e) iced drinks
  
- at least **five** from **drink ingredients**
  - a) freshly ground coffee beans
  - b) pre-ground coffee beans
  - c) syrups
  - d) chocolate powder
  - e) milk
  - f) ice cream
  - g) spray cream
  - h) tea
  - i) ice
  
- at least **two** from **drink accompaniments**
  - sugar
  - a) dusting/topping powder
  - b) cream

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Prepare and serve hot drinks

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5, 3.6 and 3.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **information**
  - a) price
  - b) relative strength
  - c) ingredients
  - d) origin of drink
- at least **three** from **drinks**
  - a) coffee
  - b) hot chocolate
  - c) tea
  - d) steamed milk drinks
  - e) iced drinks (i.e. frappe/iced tea)
- at least **three** from **preparation equipment**
  - a) espresso machine
  - b) cream whipper
  - c) knock out box
  - d) bean grinders
  - e) filter system
  - f) cafetière
  - g) blender
  - h) steamer
  - i) urn
- at least **two** from **service equipment**
  - a) cutlery
  - b) glassware
  - c) crockery
  - d) trays
- at least **five** from **drink ingredients**
  - a) freshly ground coffee beans
  - b) pre-ground coffee beans
  - c) syrups
  - d) chocolate powder
  - e) milk
  - f) ice cream
  - g) spray cream

- h) tea
- i) ice
- at least **two** from **drink accompaniments**
  - a) sugar
  - b) dusting/topping powder
  - c) cream

Evidence for the remaining points may be assessed through questioning or witness testimony.

**Unit 14: Prepare and Clear Areas for Counter and Takeaway Service**

Unit number: F/601/4994  
 Credit: 3  
 GLH: 25  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare areas for counter and takeaway service</b>	1.1 Check that the work area and service equipment are hygienic, clean, free from damage and ready for use  1.2 Check that sufficient stock of service items are clean, free from damage and arranged ready for service  1.3 Switch on appropriate service equipment in time to reach the recommended operating temperature  1.4 Prepare and display condiments and accompaniments ready for service where appropriate  1.5 Display promotional materials ready for customer use  1.6 Check that refuse and waste food containers are hygienic, empty and ready for use  1.7 Display food immediately before service, in line with operational procedures
<b>2. Know how to prepare areas for counter and takeaway service</b>	2.1 Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important  2.2 State why waste must be handled and disposed of correctly  2.3 State why presentation standards must be maintained in the display of food  2.4 State how to display hot and cold food safely and why this is important  2.5 State why it is important to check expiry dates on appropriate food and drink items  2.6 State why all promotional material should be checked before use  2.7 State why it is important to have the correct serving equipment available for service

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them
<b>3. Be able to clear areas for counter and takeaway service</b>	3.1 Deal with service equipment according to workplaces procedures 3.2 Assemble for cleaning or store any reusable service items from the food service 3.3 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate 3.4 Dispose of rubbish, used disposables and waste food following recommended procedures 3.5 Check that the work area and service equipment are clean, free from damage and ready for future use
<b>4. Know how to clear areas for counter and takeaway service</b>	4.1 Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important 4.2 State why certain electrical and gas equipment should be turned off after service 4.3 State why waste must be handled and disposed of correctly 4.4 State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service 4.5 State why service areas should be left clean after service 4.6 Outline the types of unexpected situations that may occur when clearing areas and how to deal with them

### Evidence Requirements

#### Prepare areas for counter/takeaway service

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **work area**
  - a) serving area
  - b) seated area
  - c) waiting area
  
- at least **two** from **service equipment**
  - a) display units
  - b) heated units
  - c) refrigerated units
  - d) beverage equipment
  
- at least **four** from **service items**
  - a) trays
  - b) straws
  - c) service utensils
  - d) food containers
  - e) take-away food packaging
  - f) disposable serviettes
  - g) crockery
  - h) cutlery
  
- a) at least **one** from **condiments and accompaniments**
  - seasonings
  - b) sugars and sweeteners
  - c) prepared sauces and dressings
  
- at least **one** from **promotional materials**
  - a) menus
  - b) posters
  - c) black/white board
  - d) illustrated menus board
  - e) promotional materials showing special offers

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### **Clear areas for counter/takeaway service**

The assessor **must** assess assessment criteria 3.1, 3.2, 3.4 and 3.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **two** from **service equipment**
  - a) display units
  - b) heated units
  - c) refrigerated units

- d) beverage equipment
- at least **two** from **re-usable service items**
  - a) trays
  - b) service utensils
  - c) food containers
  - d) crockery
  - e) cutlery
- **one** from **condiments and accompaniments**
  - a) seasonings
  - b) sugars and sweeteners
  - c) prepared sauces and dressings
- at least **two** from **work areas**
  - a) serving area
  - b) seated area
  - c) waiting area

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 15: Prepare and Clear Areas for Table Service

Unit number: F/601/4915  
 Credit: 4  
 GLH: 32  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to prepare service areas and equipment for table service</b>	1.1 Check that service areas are hygienic, undamaged and ready to use in line with the service operation 1.2 Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate 1.3 Check that there are sufficient stocks of table items and stored in line with service operation 1.4 Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations 1.5 Check refuse and waste food containers are clean and ready for use
<b>2. Understand how to prepare service areas and equipment for table service</b>	2.1 Describe safe and hygienic working practices when preparing service areas and equipment for table service 2.2 State why a constant stock of food service items has to be maintained 2.3 State why it is important to check expiry dates on items and how to do so 2.4 Outline organisations procedures for storage and stock rotation 2.5 State why service equipment should be turned on before service 2.6 State why waste must be handled and disposed of correctly 2.7 State where and from whom health and safety and food hygiene information can be obtained 2.8 Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them
<b>3. Be able to clear dining and service areas after table service</b>	3.1 Check dining furniture, table linen and table items are clean and undamaged



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>3.2 Arrange restaurant furniture according to the food service operation</li> <li>3.3 Lay up tables according to cover lay up</li> <li>3.4 Check that menus and ensure that they contain accurate information and are ready for customer use</li> <li>3.5 Check that condiment containers are clean, full and ready for customer use</li> </ul>
<p><b>4. Understand how to clear dining and service areas after table service</b></p>	<ul style="list-style-type: none"> <li>4.1 Describe safe and hygienic working practices when preparing customer dining areas</li> <li>4.2 State why it is essential to check table linen and table items before service</li> <li>4.3 State why menus should be checked before us</li> <li>4.4 State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service</li> <li>4.5 Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them</li> </ul>
<p><b>5. Be able to prepare customer and dining areas for table service</b></p>	<ul style="list-style-type: none"> <li>5.1 Arrange table items used in food service area for cleaning or store them as required</li> <li>5.2 Prepare service and table linen for dispatch to laundry or clean down and remove disposable items</li> <li>5.3 Store food items and accompaniments for future use in line with food hygiene regulations</li> <li>5.4 Dispose of rubbish and waste food correctly</li> <li>5.5 Make sure that service equipment is clean and turned off or stored</li> <li>5.6 Leave dining and food service areas tidy and ready for cleaning</li> </ul>
<p><b>6. Understand how to prepare customer and dining areas for table service</b></p>	<ul style="list-style-type: none"> <li>6.1 Describe safe and hygienic working practices when clearing dining and service areas</li> <li>6.2 State why all dining and service areas should be left clean after service</li> <li>6.3 State why certain electrical equipment should be turned off after service</li> <li>6.4 State why waste must be handled and disposed of correctly</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.5 Describe how to dispose of broken glass and crockery safely 6.6 State the security procedures that should be followed 6.7 Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them

### Evidence Requirements

#### Prepare service areas and equipment for table service

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **service operations**
  - a) restaurant table service
  - b) function service
- at least **four** from **service equipment**
  - a) service cutlery/silverware
  - b) glassware
  - c) service dishes/flats
  - d) refrigerated units
  - e) hot/cold beverage service containers
  - f) trays/trolleys
  - g) sideboards/side tables/service station
- at least **one** from **condiments and accompaniments**
  - a) dry seasonings/seasonings
  - b) mustards, sauces and salad dressings
  - c) prepared bread items

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### Prepare customer and dining areas for table service

The assessor **must** assess assessment criteria 3.1-3.5 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **table items**
  - a) crockery
  - b) cutlery/silverware
  - c) glassware

- d) menus/menu folders
  - e) table decorations
  - f) condiments and accompaniments
  - g) napkins and table coverings
- at least **one** from **service operations**
    - a) restaurant table service
    - b) function service
  - at least **one** from **cover lay-up**
    - a) full place settings for a la carte menu
    - b) full place settings for table d'hôte menu
    - c) full place settings for function

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### **Prepare customer and dining areas for table service**

The assessor **must** assess assessment criteria 5.1-5.6 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **table items**
  - a) cutlery/silverware
  - b) glassware
  - c) menus/menu holders
  - d) table decorations
  - e) condiments and accompaniments
  - f) napkins and table coverings
- at least **two** from **food service areas**
  - a) customer dining areas
  - b) sideboards/side tables/trolleys
  - c) service preparation areas
- at least **three** from **service equipment**
  - a) hot plates/plates
  - b) warmers
  - c) refrigerated units
  - d) hot/cold beverage service containers
  - e) trays/trolleys
  - f) sideboards/side tables/service station

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 16: Prepare and Clear the Bar Area

Unit number: Y/601/4922  
 Credit: 4  
 GLH: 29  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare customer and service area</b></p>	<p>1.1 Check stocks for drinks service, restock and rotate them in line with workplace procedures</p> <p>1.2 Prepare and store the drink accompaniments, ready for service</p> <p>1.3 Make sure that service and electrical equipment is clean, free from damage and displayed as required</p> <p>1.4 Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required</p> <p>1.5 Make sure service areas are clean, tidy and ready for service</p>
<p><b>2. Understand how to prepare customer and service area</b></p>	<p>2.1 Describe safe and hygienic practices when preparing customer and service areas</p> <p>2.2 State why and to whom breakages should be reported</p> <p>2.3 Explain why it is essential to check the expiry dates on stock items</p> <p>2.4 State why refrigeration units should be maintained at the correct temperature</p> <p>2.5 State why correct storage and rotation procedures should be followed</p> <p>2.6 State why service areas must be secure from unauthorised access at all times</p> <p>2.7 State why maintenance should not be attempted on electronic items</p> <p>2.8 State why a constant stock of drinks and accompaniments must be maintained</p> <p>2.9 State why stocks of drinks must be rotated</p> <p>2.10 Outline the types of unexpected situations may occur when preparing the bar area and how to deal with these</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Be able to clear customer and service area</b></p>	<p>3.1 Store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures</p> <p>3.2 Ensure that service equipment is clean and stored as required</p> <p>3.3 Make sure electrical equipment and machines are left in the correct condition</p> <p>3.4 Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning</p>
<p><b>4. Understand how to clear customer and service area</b></p>	<p>4.1 Describe safe and hygienic working practices when clearing customer and service areas</p> <p>4.2 Explain why service areas should be left tidy and free from rubbish after service</p> <p>4.3 State why waste must be handled and stored correctly</p> <p>4.4 State why certain electrical equipment must be turned off after service</p> <p>4.5 State why maintenance must not be attempted on electrical equipment</p> <p>4.6 State why customer service areas must be secure from unauthorised access after service</p> <p>4.7 State why spillages and breakages must be reported to the appropriate person</p> <p>4.8 State why correct storage procedures must be followed for food and drink stocks</p> <p>4.9 Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them</p>
<p><b>5. Be able to clean and store glassware</b></p>	<p>5.1 Empty glassware and position it ready for cleaning</p> <p>5.2 Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use</p> <p>5.3 Clean glassware at the recommended temperature using appropriate cleaning method</p> <p>5.4 Check that finished glassware is clean, dry and free from damage</p> <p>5.5 Dispose of damaged or broken glassware following recommended procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.6 Dispose of waste or dirty water following recommended procedures 5.7 Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use 5.8 Keep storage areas clean, tidy and free from rubbish
<b>6. Understand how to clean and store glassware</b>	6.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials 6.2 Explain why glassware should be handled carefully 6.3 State why glassware should be cleaned at the correct temperature 6.4 Describe the proper procedure for disposing of broken glass 6.5 Describe how to maintain glass washing equipment 6.6 Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them

### Evidence Requirements

#### Prepare customer and service areas

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the candidate's work. The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **drink stocks**
  - a) bottled soft/alcoholic drinks
  - b) draught soft/alcoholic drinks
  - c) soft/alcoholic drinks served by optics
  - d) soft/alcoholic drinks free poured with measure and pourer
  - e) hot drinks
- at least **two** from **drink accompaniments**
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks

- d) decorative items from drinks
- at least **four** from **service equipment**
  - a) bottle openers/cork screws
  - b) optics, measurers/pourers
  - c) glassware
  - d) drip trays and drip mats
  - e) ice buckets and tongs
  - f) knives and chopping boards
  - g) coasters and drink mats
- at least **one** from **electrical equipment**
  - a) refrigerated units
  - b) ice machine
- at least **three** from **service areas**
  - a) counters and shelves
  - b) waste bins/bottle containers
  - c) floors
  - d) tables and chairs

Evidence for the remaining points may be assessed through questioning or witness testimony.

#### Clear customer and service areas

The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **drink stocks**:
  - a) bottled soft/alcoholic drinks
  - b) draught soft/alcoholic drinks
  - c) soft/alcoholic drinks served by optics
  - d) soft/alcoholic drinks free poured with measure and pourer
  - e) hot drinks
- at least **two** from **drink accompaniments**
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks
  - d) decorative items from drinks
- at least **four** from **service equipment**
  - a) bottle openers/cork screws
  - b) optics, measurers/pourers
  - c) glassware
  - d) drip trays and drip mats
  - e) ice buckets and tongs

- f) knives and chopping boards
- g) coasters and drink mats

- at least **one** from **electrical equipment**

- a) refrigerated units
- b) ice machine

- at least **three** from **service areas**

- a) counters and shelves
- b) waste bins/bottle containers
- c) floors
- d) tables and chairs

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Clean and store glassware

The assessor **must** assess assessment criteria 5.1-5.4, 5.6 and 5.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **one** from **glassware**

- a) glasses
- b) water jugs

Evidence for the remaining points may be assessed through questioning or witness testimony.



**Unit 17: Maintain Cellars and Kegs**

Unit number: M/601/4909  
 Credit: 3  
 GLH: 23  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to maintain cellars</b></p>	<p>1.1 Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould</p> <p>1.2 Make sure that the floors are clean and that drains, gullies and sumps are free from blockages</p> <p>1.3 Make sure that cellar equipment is clean and in good working order</p> <p>1.4 Use the recommended cleaning equipment and materials and store them correctly after use</p> <p>1.5 Maintain cellar environmental conditions in line with service operations</p> <p>1.6 Secure the cellar against unauthorised access</p>
<p><b>2. Understand how to maintain cellars</b></p>	<p>2.1 Describe safe and hygienic practices when maintaining cellars</p> <p>2.2 Explain why there are specific security procedures for going in and out of the cellar</p> <p>2.3 State why cellars should be secured against unauthorised access at all times</p> <p>2.4 State why the cellar should be kept clean and tidy at all times</p> <p>2.5 State why the cellar must be kept at a recommended temperature and what that temperature should be</p> <p>2.6 Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them</p>
<p><b>3. Be able to prepare kegs and gas for use</b></p>	<p>3.1 Position the full keg or gas cylinder for convenience at the appropriate time</p> <p>3.2 Disconnect empty keg or gas cylinder using the recommended method</p> <p>3.3 Check that the new keg or gas cylinder contains the correct product and shows the correct date</p> <p>3.4 Connect keg or gas cylinder using the recommended method</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Check that new keg or gas cylinder is working properly 3.6 Store used keg or gas cylinder ready for dispatch 3.7 Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary
<b>4. Understand how to prepare kegs and gas for use</b>	4.1 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use 4.2 Describe the risks of mishandling kegs and gas cylinders 4.3 State why the correct and safe lifting techniques must be used 4.4 State why gas cylinders for use must be chained or strapped to the wall 4.5 State why and to whom any signs of damage to kegs/cylinders must be reported 4.6 State why it is essential to turn off the gas supply before disconnecting the keg 4.7 State what the safety considerations are in dealing with mixed gases 4.8 Describe procedures in an event of an emergency 4.9 Describe how to determine if kegs/cylinders are leaking 4.10 State why it is important to check date stamp on stock 4.11 Describe how to tell if stock is out of condition 4.12 Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them

**Evidence Requirements**

**Maintain cellars**

The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the candidate’s work. There must be performance evidence, gathered through observing the candidate’s work for:

- at least **two** from **equipment**
  - a) racks/shelves/cradles
  - b) refrigeration/cooling units
  - c) environmental conditions

- d) cleaning systems
- e) equipment to control
  
- **all** from **environmental conditions**
  - a) humidity
  - b) ventilation
  - c) lighting
  - d) temperature

Evidence for the remaining points may be assessed through questioning or witness testimony.

### **Prepare kegs and gas for use**

The assessor **must** assess assessment criteria 3.1-3.6 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **three** from **kegs or gas cylinders**
  - a) beer
  - b) cider
  - c) lager
  - d) real ales
  - e) carbon dioxide/mixed gas cylinders
  - f) bulk gas

Evidence for the remaining points may be assessed through questioning or witness testimony.

## Unit 18: Clean Drink Dispense Lines

Unit number: H/601/4907  
 Credit: 3  
 GLH: 26  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to clean drink dispense lines</b>	1.1 Prepare the drink dispense line system ready for cleaning 1.2 Clean drink dispense line using correctly diluted cleaning agents and recommended equipment 1.3 Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water 1.4 Make sure the cleaned drink dispense line system is free from damage and in good working order 1.5 Ensure that the drink is of the correct quality for service
<b>2. Understand how to clean drink dispense lines</b>	2.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines 2.2 Explain why it is important to clean drink dispense lines 2.3 Describe the dangers of mishandling kegs and gas cylinders 2.4 State why it is important to make sure cleaning agents are correctly diluted 2.5 Describe what equipment is needed to clean drink dispense lines 2.6 State why on-line beverages should be tested after cleaning pipes and lines 2.7 State why lines should be thoroughly rinsed with clean water after cleaning and before use 2.8 Describe organisations' procedures for cleaning and maintaining post-mix dispense systems 2.9 Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them

### Evidence Requirements

#### Clean drink dispense lines

The assessor **must** assess assessment criteria 1.1-5 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- All from **drinks dispense line**
  - a) beer/stout/lager/cider dispense lines

Evidence for the remaining points may be assessed through questioning or witness testimony.

**Unit 19: Receive, Store and Issue Drinks Stock**

Unit number: T/601/4975  
 Credit: 3  
 GLH: 24  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to receive drink deliveries</b>	1.1 Prepare receiving and storage areas for deliveries 1.2 Make sure that drink deliveries tally with documentation 1.3 Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates 1.4 Make sure that goods remain undamaged during transportation to the storage areas 1.5 Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access 1.6 Complete delivery documentation accurately and retain a copy for organisations' records
<b>2. Understand how to receive drink deliveries</b>	2.1 Describe safe and hygienic working practices when receiving drink deliveries 2.2 State why receiving areas should be secured from unauthorised access 2.3 Explain why and to whom breakages should be reported 2.4 State where and from whom health and safety information can be obtained 2.5 Explain why deliveries should tally with both order and delivery documentation 2.6 State what documentation must be retained for records 2.7 Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them
<b>3. Be able to store and issue drinks stock</b>	3.1 Maintain stock storage conditions and follow stock rotation procedures correctly 3.2 Maintain accurate records of drink items that have been received, stored and issued 3.3 Issue drinks items in line with operational requirements

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Report low stock levels to proper person 3.5 Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access
<b>4. Understand how to store and issue drinks stock</b>	4.1 Describe safe and hygienic working practices when storing and issuing drinks 4.2 State why storage areas should be secured from unauthorised access at all times 4.3 Explain why correct storage and rotation procedures should be followed 4.4 State why broken bottles should be retained 4.5 State why correct and safe lifting techniques must be used 4.6 State why stock should be stacked correctly 4.7 Explain why a minimum stock of drink items must be maintained 4.8 State to whom low level of stock should be reported and why 4.9 State why the correct documentation must be received before stock is issued 4.10 Outline the types of unexpected situations that may occur when storing drinks and how to deal with them

### Evidence Requirements

#### Receive drinks deliveries

The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **deliveries**
  - a) crated bottled drinks
  - b) boxed bottled drinks
  - c) beer kegs
  - d) gas cylinders
  - e) bar equipment
  - f) glasses

Evidence for the remaining points may be assessed through questioning or witness testimony.

### Store and issue drinks stock

The assessor **must** assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the candidate's work.

The assessor may assess assessment criteria 3.3 and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **four** from **storage conditions**
  - a) lighting
  - b) ventilation
  - c) temperature
  - d) cleanliness
  
- at least **three** from **drink items**
  - a) crated bottled drinks
  - b) boxed bottled drinks
  - c) bottled wines
  - d) bottled spirits
  - e) keg beers
  - f) cask beers

Evidence for the remaining points may be assessed through questioning or witness testimony.



**Unit 20: Resolve Customer Service Problems**

Unit number: M/601/1511  
 Credit: 6  
 GLH: 40  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Spot customer service problems</b>	1.1 Listen carefully to customers about any problem they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before they happen 1.5 Identify problems with systems and procedures before they begin to affect customers
<b>2. Pick the best solution to resolve customer service problems</b>	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help
<b>3. Take action to resolve customer service problems</b>	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction
<b>4. Know how to resolve customer service problems</b>	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Explain how to defuse potentially stressful situations 4.3 Describe how to negotiate 4.4 Identify the limitations of what they can offer their customer 4.5 Describe types of action that may make a customer problem worse and should be avoided

## Unit 21: Promote Additional Services or Products to Customers

Unit number: D/601/0936  
 Credit: 6  
 GLH: 40  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Identify additional services or products that are available</b>	1.1 Update and develop their knowledge of their organisation’s services or products 1.2 Check with others when they are unsure about new service or product details 1.3 Identify appropriate services or products that may interest their customer 1.4 Spot opportunities for offering their customer additional services or products that will improve the customer experience
<b>2. Inform customers about additional services or products</b>	2.1 Choose the best time to inform their customer about additional services or products 2.2 Choose the best method of communication to introduce their customer to additional services or products 2.3 Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products 2.4 Give their customer time to ask questions about the additional services or products
<b>3. Gain customer commitment to using additional services or products</b>	3.1 Close the conversation if the customer shows no interest 3.2 Give information to move the situation forward when their customer shows interest 3.3 Secure customer agreement and check customer understanding of the delivery of the service or product 3.4 Take action to ensure prompt delivery of the additional services or products to their customer 3.5 Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility
<b>4. Understand how to promote additional services or products to customers</b>	4.1 Describe the organisation’s procedures and systems for encouraging the use of additional services or products

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li data-bbox="759 349 1385 416">4.2 Explain how additional services or products will benefit their customers</li> <li data-bbox="759 439 1374 539">4.3 Explain how their customer’s use of additional services or products will benefit their organisation</li> <li data-bbox="759 562 1337 629">4.4 Identify the main factors that influence customers to use their services or products</li> <li data-bbox="759 651 1409 786">4.5 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products</li> <li data-bbox="759 808 1337 909">4.6 State how to give appropriate, balanced information to customers about services or products</li> </ul>

## Unit 22: Deal with Customers Across a Language Divide

Unit number: A/601/1219  
 Credit: 8  
 GLH: 53  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Prepare to deal with customers with a different first language</b></p>	<p>1.1 Identify the language or languages other than their own that they are most likely to come across when dealing with customers</p> <p>1.2 Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter</p> <p>1.3 Identify a source of assistance with a language they expect to encounter when delivering customer service</p> <p>1.4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language</p> <p>1.5 Log useful words and phrases to support their dealings with a customer with a different first language</p> <p>1.6 Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently</p>
<p><b>2. Deal with customers who speak a different first language from their own</b></p>	<p>2.1 Identify their customer's first language and indicate to the customer that they are aware of this</p> <p>2.2 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs</p> <p>2.3 Speak clearly and slowly if using a language which is not the first language for either them or their customer</p> <p>2.4 Maintain a consistent tone and volume when dealing with somebody across a language divide</p> <p>2.5 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>2.6 Check their understanding of specific words with their customer using questions for clarification</li> <li>2.7 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers</li> <li>2.8 Reword a question or explanation if their customer clearly does not understand their original wording</li> <li>2.9 Use a few words of their customer’s first language to create a rapport</li> </ul>
<p><b>3. Know how to deal with customers across a language divide</b></p>	<ul style="list-style-type: none"> <li>3.1 List the languages that they are most likely to encounter among groups of their customers</li> <li>3.2 State how to greet, thank and say farewell to customers in their first languages</li> <li>3.3 Explain the importance of dealing with customers in their first language if possible</li> <li>3.4 Describe how to explain to a customer that they cannot hold an extended conversation in their first language</li> <li>3.5 Explain the importance of tone, pace and volume when dealing with customers across a language divide</li> <li>3.6 Identify possible sources of assistance to use when a language barrier demands additional language skills</li> </ul>

## Unit 23: Maintain Customer Service Through Effective Handover

Unit number: Y/601/1227  
 Credit: 4  
 GLH: 27  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Agree joint responsibilities in a customer service team</b>	1.1 Identify services or products they are involved in delivering that rely on effective teamwork 1.2 Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues 1.3 Agree with colleagues when it is right to pass responsibility for completing a customer service action to another 1.4 Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action 1.5 Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action
<b>2. Check that customer service actions are seen through by working together with colleagues</b>	2.1 Access reminders to identify when to check that a customer service action has been completed 2.2 Ensure that they are aware of all details of customer service actions their colleague was due to complete 2.3 Ask their colleague about the outcome of them completing the customer service action as agreed 2.4 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed 2.5 Work with colleagues to review the way in which customer service actions are shared
<b>3. Understand how to maintain customer service through effective handover</b>	3.1 Explain their organisation’s customer service procedures for the services or products they are involved in delivering 3.2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>3.3 Describe ways of ensuring that information is passed between them and their colleagues effectively</li> <li>3.4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague</li> <li>3.5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting</li> <li>3.6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes</li> </ul>



**Unit 24: Maintain and Deal with Payments**

Unit number: M/601/5039  
 Credit: 4  
 GLH: 30  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to maintain and deal with payments</b></p>	<p>1.1 Make sure payment point is working and that all materials needs are available</p> <p>1.2 Maintain the payment point and restock it when necessary</p> <p>1.3 Enter/scan information into the payment point correctly</p> <p>1.4 Tell the customer how much they have to pay</p> <p>1.5 Acknowledge the customer’s payment and validate it where necessary</p> <p>1.6 Follow correct procedure for chip and pin transactions</p> <p>1.7 Put the payment in the right place according to organisational procedures</p> <p>1.8 Give correct change for cash transactions</p> <p>1.9 Carry out transactions without delay and give relevant confirmation to the customer</p> <p>1.10 Make the payment point content available for authorised collection when ask to</p>
<p><b>2. Know how maintain and deal with payments</b></p>	<p>2.1 State the legal requirements for operating a payment point and taking payments from customers</p> <p>2.2 Describe organisational security procedures for cash and other types of payments</p> <p>2.3 Describe how to set up a payment point</p> <p>2.4 Describe how to get stocks of materials needed to set up and maintain the payment point</p> <p>2.5 State the importance of telling the customer of any delays and how to do so</p> <p>2.6 Describe the types of problems that might happen with a payment point and how to deal with these</p> <p>2.7 Describe how to change till/debit/credit machine rolls</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.8 Describe the correct procedures for handling payments</p> <p>2.9 Describe what to do if there are errors in handling payments</p> <p>2.10 Describe the procedures for dealing with hand held payment devices at tables</p> <p>2.11 State what procedure must be followed with regards to a payment that has been declined</p> <p>2.12 State what might happen if errors are not reported</p> <p>2.13 Describe the types of problems that may happen when taking payments and how to deal with these</p> <p>2.14 Describe the procedure for collecting the content of payment point and who should hand payments over to</p>

**Unit 25: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector**

Unit number: T/601/7214  
 Credit: 2  
 GLH: 16  
 Level: 2

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<i>The learner will</i>	<i>The learner can</i>
<b>1. Know employer and employee rights, responsibilities and own organisational procedures</b>	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation  1.2 State importance of having employment rights and responsibilities  1.3 Describe organisational procedures for health & safety, including documentation  1.4 Describe organisational procedures for equality & diversity, including documentation  1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
<b>2. Know factors that affect own organisation and occupation</b>	2.1 Describe the role played by own occupation within organisation and industry  2.2 Describe career pathways available to them  2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry  2.4 Identify sources of information and advice on own industry, occupation, training and career  2.5 Describe principles, policies and codes of practice used by own organisation and industry  2.6 Describe issues of public concern that affect own organisation and industry

### Appendix 3: Sample assessment material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack.

#### Assessment/Action Plan Sheet

Learner Name		Assessor Name			
Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)
Learner Signature	Date	Planned next visit:			
Assessor Signature	Date				

**Assessment Record Sheet**

Learner		Assessor	
Date		Location	
Assessment Method*			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature:			
Learner/Witness Signature:			

* Assessment method key:			
<del>Obs</del>	Observation	Sim	Simulation/assignment
<del>Pe</del>	Product evidence	<del>WT</del>	Witness testimony
Q	Questioning	R	RPL

**Evidence Tracking Sheets - Blank**

Learner Name						
Centre Name						
Unit ___ : _____ ( _____ )						
Knowledge Assessment Criteria (tick where completed)						
Portfolio Reference						
Assessment Method/s						

Assessment method key:  
~~Ob~~ Observation                      ~~Wa~~ Witness testimony  
~~Pe~~ Product evidence                  R RPL  
 Q Questioning                        O Other  
 Sim Simulation/assignment        D Discussion

Learner Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 IQA Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)  
 EQS Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)