

VTCT Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)

Operational start date:	1 February 2012
Credit value:	16
Total Qualification Time (TQT):	160
Guided learning hours (GLH):	110 - 153
Qualification number:	600/4488/3

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV11063				
UV11070				
UV21086				
UV21097				
UV21152				



Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Optional units - Group A				
Optional units - Group B				
Optional units - Group C				

The qualification

Introduction

The VTCT Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) is a knowledge-based qualification that has been designed to support practical-based qualifications in hospitality and catering.

This qualification will develop your knowledge and understanding of safe, hygienic and secure working environments, food safety and how to work effectively as part of a team. You will also learn about customer service and presenting a positive impression.

The optional units that make up this qualification will allow you to tailor your learning to your employer's needs and your personal interests and preferences. Optional units range from providing a buffet and carvery service, to dealing with customer payments, to serving alcoholic and non-alcoholic drinks.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by People 1st, the sector skills council for hospitality, leisure, travel and tourism.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- Level 2 NVQ Diploma in Food Service
- Level 2 NVQ Diploma in Food and Beverage Service
- Level 2 Diploma in Professional Food and Beverage Service

Qualification structure

Total credits required - 16 (minimum)

All mandatory units must be completed. You must achieve 16 credits, a minimum of 10 credits must be at Level 2 or above.

Mandatory units - 8 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV11063	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	16	1
UV11070	Y/600/0616	Effective teamwork	2	19	1
UV21086	D/600/0617	Giving customers a positive impression	2	18	2
UV21097	H/502/0132	Food safety in catering	1	9	2
UV21152	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	1	10	2

Optional units - Group A 1 (minimum) credit

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV11065	T/502/8297	Principles of providing a counter and takeaway service	1	6	1
UV21074	A/502/8298	Principles of providing a silver service	1	8	2
UV21131	M/502/8296	Principles of providing a buffet and carvery service	1	6	2
UV21149	T/600/0624	Service of food at table	1	10	2



Optional units - Group B 1 (minimum) credit

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21155	Y/502/8308	Principles of preparing and serving cocktails	1	8	2
UV21130	M/502/8265	Principles of preparing and serving wines	2	15	2
UV21102	H/502/8327	Principles of preparing and serving dispensed and instant hot drinks	1	6	2
UV21084	D/502/8309	Principles of preparing and serving hot drinks using specialist equipment	2	10	2
UV21110	J/600/0627	Service of alcoholic and non-alcoholic drinks	1	10	2

Optional units - Group C 0* credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21091	F/600/0626	Preparation and clearing of service areas	3	26	2
UV21139	R/502/8260	Principles of preparing and clearing areas for table service	2	15	2
UV21143	R/502/8307	Principles of maintaining cellars and kegs	2	12	2
UV21109	J/502/8319	Principles of cleaning drink dispense lines	2	12	2
UV21133	M/502/8315	Principles of receiving, storing and issuing drinks stock	1	6	2
UV21154	Y/502/8261	Principles of preparing and clearing bar areas	2	15	2
UV21156	Y/502/8311	Principles of promoting additional services or products to customers	2	10	2
UV21127	L/600/1133	Dealing with payments	1	9	2
UV21121	K/502/8314	Principles of maintaining customer service through effective handover	2	15	2
UV21075	A/502/8317	Principles of resolving customer service problems	2	10	2

*It is not a requirement to select units from this group.

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers that are completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT courses are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV11063	Safe, hygienic and secure working environments in hospitality	0	✗	✓
UV11070	Effective teamwork	0	✗	✓
UV21086	Giving customers a positive impression	0	✗	✓
UV21097	Food safety in catering	0	✗	✓
UV21152	Principles of customer service in hospitality leisure travel and tourism	0	✗	✓

Optional units - Group A				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV11065	Principles of providing a counter and takeaway service	0	✗	✓
UV21074	Principles of providing a silver service	0	✗	✓
UV21131	Principles of providing a buffet and carvery service	0	✗	✓
UV21149	Service of food at table	0	✗	✓

Unit assessment methods

Optional units - Group B				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV21155	Principles of preparing and serving cocktails	0	✗	✓
UV21130	Principles of preparing and serving wines	0	✗	✓
UV21102	Principles of preparing and serving dispensed and instant hot drinks	0	✗	✓
UV21084	Principles of preparing and serving hot drinks using specialist equipment	0	✗	✓
UV21110	Service of alcoholic and non-alcoholic drinks	0	✗	✓

Optional units - Group C				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV21091	Preparation and clearing of service areas	0	✗	✓
UV21139	Principles of preparing and clearing areas for table service	0	✗	✓
UV21143	Principles of maintaining cellars and kegs	0	✗	✓
UV21109	Principles of cleaning drink dispense lines	0	✗	✓
UV21133	Principles of receiving, storing and issuing drinks stock	0	✗	✓
UV21154	Principles of preparing and clearing bar areas	0	✗	✓
UV21156	Principles of promoting additional services or products to customers	0	✗	✓
UV21127	Dealing with payments	0	✗	✓
UV21121	Principles of maintaining customer service through effective handover	0	✗	✓
UV21075	Principles of resolving customer service problems	0	✗	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV11063

Safe, hygienic and secure working environments in hospitality

This unit will develop your knowledge to enable you to work in and maintain a safe, hygienic and secure working environment. Everybody working in the hospitality industry should be aware of their responsibilities and the requirements of current health and safety at work legislation, and should be able to follow good practice at all times.

You will understand your responsibilities and how they apply to both yourself and others in your working environment. You will develop your knowledge on the principles of good personal hygiene and how this impacts on health and safety in the workplace.

You will learn the importance of safe lifting techniques, and why accidents and near accidents should be reported if they occur. You will gain an understanding of common hazards, types of emergencies and reasons for first aid in the workplace. You will also explore the importance of fire and security procedures.

Level

1

Credit value

2

GLH

16

Observation(s)

0

External paper(s)

0



Safe, hygienic and secure working environments in hospitality

Learning outcomes

On completion of this unit you will:

1. Know your personal responsibilities under the Health and Safety at Work Act
2. Know why it is important to work in a safe and hygienic way
3. Know about hazards and safety in the workplace

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

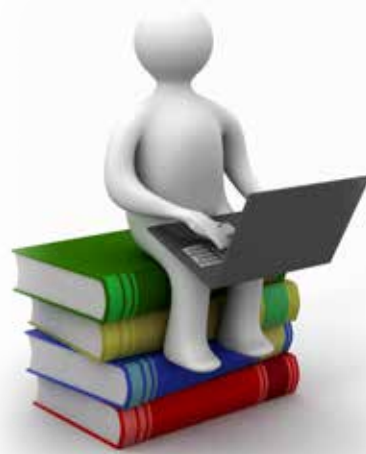
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know your personal responsibilities under the Health and Safety at Work Act

You can:	Portfolio reference
a. State personal responsibility for health and safety when in the workplace	
b. Identify the importance of following safety procedures in the workplace	
c. State reporting procedures in the case of personal illness	



Learning outcome 2

Know why it is important to work in a safe and hygienic way

You can:	Portfolio reference
a. State why it is important to maintain good personal hygiene	
b. State why correct clothing, footwear and headgear should be worn at all times	
c. State why, and to whom, accidents and near accidents should be reported	
d. Describe safe lifting and handling techniques that must be followed	
e. State why it is important to report all unusual/non-routine incidents to the appropriate person	



Learning outcome 3

Know about hazards and safety in the workplace

You can:	Portfolio reference
a. Identify the types of common hazards found in the workplace	
b. Identify types of emergencies that may arise in the workplace	
c. Describe why first aid procedures should be in place	
d. Identify possible causes of fire in the workplace	
e. Describe fire safety procedures	
f. Describe security procedures	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know your personal responsibilities under the Health and Safety at Work Act

Personal responsibility for health and safety:

Principles of current health and safety legislation, following organisational policies (health and safety, application to area of work), responsibility for self (own safe and secure environment, use and care of personal protective equipment (PPE), attend training and updates, reporting spillages, hazards and accidents), responsibility for others (safe and secure environment, reporting spillages and accidents, not creating hazards).

Importance of following safety

procedure: Prevent accidents to self and others, to comply with the legislation, prevent prosecution.

Reporting procedures: Working within regulations (legal requirements), organisational procedures (human resources, departmental), designated person (supervisor, line manager), communication channels (email, telephone, writing, in person, doctor's note).



Outcome 2: Know why it is important to work in a safe and hygienic way

Importance of good personal hygiene:

Working within regulations and procedures (legal, organisational), prevent cross-contamination (sanitising, use of hygienic cloths, washing hands, protecting cuts and grazes).

Personal hygiene: Correct uniform, hair tied back, hat (if required), gloves (if required), minimal or no jewellery, discreet or no make-up, no strong smelling fragrance, washing hands.

Correct clothing, footwear and headgear: Clothing (organisational requirements, clean and well-presented uniform, minimal or no jewellery), footwear (organisational requirements, non-slip/non-marking footwear, toe protection, correct colour, made from suitable material), headgear (organisational requirements, hats, hair nets, hair secured).

Why correct clothing, footwear and headgear should be worn at all times:

Protect food from cross-contamination, protect the employee from accidents, consequences of non-compliance (prosecution, fines, prison).

Why, and to whom, accidents should be reported:

Legal requirements (accident book, reporting of injuries, diseases and dangerous occurrences (RIDDOR), insurance), organisational procedures, reporting (line manager, supervisor, first aider, health and safety representative), collection of data (accident and injury prevention, accident levels in departments, identify hazardous areas).

Safe lifting and handling techniques:

Training (technique as described by current guidelines), prevention of accidents (visual risk assessment, weight

and size, proposed safe route, assess assistance required, agree on planned approach, additional lifting equipment, check visibility, clear route), carry out task (correct technique, good communication, adhere to agreed approach), completing task (position object safely, visual risk assessment, ensure secured).

Importance of reporting all unusual and non-routine accidents: To comply with current legislation, prevention of further accidents, reporting so action can be taken (line manager, supervisor, first aider, health and safety representative).



Outcome 3: Know about hazards and safety in the workplace

Types of common hazards in the workplace: Spillages, hot surfaces, breakages, trailing wires/leads, obstacles causing a hazard (boxes, equipment left lying around), lifting heavy loads.

Hazards: Definition of hazard (cause harm, injury or accident).

Types of emergencies: Accidents, fire, security (terrorist action), illness, equipment malfunction.

Why first aid procedures should be in place: Legal requirements (accident book, registered first aider, number of employees in workplace, training, signage, first aid box), respond quickly to accident (preserve life, confidently deal with situation).

Possible causes of fire: Bar (hot ash if open fire, electrical faults), kitchens (deep fat fryers, electrical faults, equipment overheating, gas escape, naked flame), housekeeping (electrical faults in equipment, chemicals), restaurant (naked flame, gels, cleaning fluid, matches), front of house (electrical faults in equipment), rubbish stored inappropriately.

Fire safety procedures: Legal requirements (fire test, records, fire training, alarm system, sprinkler system), raising alarm (glass breakage points), trained to contact emergency services (telephone points, telephone number used, speak clearly, provide relevant information - location of fire, time of fire, concerns), location of fire fighting equipment (fire extinguishers, fire blankets), evacuation procedures (fire marshals, evacuation routes, evacuation meeting points, process to confirm exit of all customers and staff), prevention (turn off and unplug all electrical equipment when not in use, clear all areas of rubbish, correct waste storage, correct storage of hazardous substances).

Security procedures: Premises (key control, use of electronic systems, security of doors, entrance and exit monitoring), identity of staff and visitors (signing in and out, issue of visitor badges), reporting of suspicious packages (reporting to line manager, supervisor), reporting of suspicious persons (reporting to line manager, supervisor), reporting loss or damage (reporting to line manager, supervisor).

UV11070

Effective teamwork

The aim of this unit is to develop your skills and knowledge towards becoming an effective and valued team member in catering and hospitality.

You will be able to organise your own work, adhere to deadlines and work efficiently, ensuring accuracy. This will include how to work safely within current legislation and organisational policies/guidelines.

You will learn the importance of working in a team, how this benefits the organisation and how to maintain good working relationships so that you can deal with problems effectively.

You will know how to contribute to your own learning and development and be able to understand the benefits of improving your skills.

Level

1

Credit value

2

GLH

19

Observation(s)

0

External paper(s)

0



Effective teamwork

Learning outcomes

On completion of this unit you will:

1. Know how to organise your own work
2. Know how to support the work of a team
3. Know how to contribute to your own learning and development

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

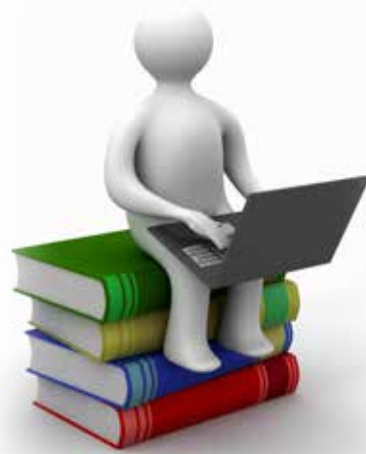
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know how to organise your own work

You can:	Portfolio reference
a. State the order of work to complete a task	
b. Describe situations when it is appropriate to ask for help	
c. Describe situations when it is appropriate to help and support others	
d. State the importance of working to deadlines	
e. State why it is important to follow instructions accurately	
f. State the importance of keeping work areas clean and tidy	



Learning outcome 2

Know how to support the work of a team

You can:	Portfolio reference
a. State the benefits of helping team members	
b. State the importance of passing information to the relevant people	
c. State the importance of clear communication	
d. Describe ways to maintain good working relationships in a team	
e. State problems in working relationships that should be reported to line managers	



Learning outcome 3

Know how to contribute to your own learning and development

You can:	Portfolio reference
a. List benefits of self-development	
b. State the importance of feedback from team members	
c. Describe how a learning plan could improve aspects of work	
d. List types of activities that help learning	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know how to organise your own work

Order of work: Identify task to be completed, collect relevant information, plan timescales for stages and deadlines, action the plan.

Situations when appropriate to ask for help: Unsure of task, unable to carry out task alone, unable to complete workload.

Situations when appropriate to offer help and support to others: Health and safety concerns (lifting boxes, moving furniture, cleaning a busy work area as a team), staffing levels (own work completed, management or supervisor request, unplanned situations such as staff absence).

Importance of working to deadlines: Customer satisfaction (meeting needs, professional image, reduce number of complaints), financial consideration (working to budget, additional costs for the organisation such as compensation drinks when food is late).

Importance of following instructions accurately: Accuracy (confirm instructions, plan in place, follow plan precisely), maintain company image and reputation, minimise problems, create positive working environment.

Importance of keeping work areas clean and tidy: Health and safety considerations, reduce likelihood of accidents, maintain effectiveness and efficiency, create positive impression for staff and customers.



Outcome 2: Know how to support the work of the team

Benefits of helping team members:

Increase in staff morale, increase staff motivation, improve efficiency, reduce likelihood of accidents.

Importance of passing information to relevant people: Meeting customer needs (restaurant staff passing on food allergy information to kitchen), maintain positive working relationships, minimise complaints and problems.

Communication methods: Verbal (tone, language), non-verbal (body language, eye contact), written (electronic, paper-based).

Importance of clear communication: Minimise problems, maintain standards, ensure positive working relationships (staff, suppliers, customers), avoid mistakes.

Maintain good working relationships in a team: Encourage discussion (individual and team contribution), deal with conflict effectively (discuss tensions, agree a way forward), team building (positive relationships, respect, approaches towards team, trust and openness), regular and effectively managed team meetings.

Problems in working relationships that should be reported to line manager: Conflict with other members of team, decline in morale, bullying (verbal, emotional and physical), underperformance.

Outcome 3: Know how to contribute to your own learning and development

Benefits of self-development: Increased skills and knowledge, job satisfaction, motivation, more valuable to organisation, increased promotion prospects, increased earning potential.

Feedback: Positive, areas for improvement, verbal, written, individual, group.

Importance of feedback from team: Identify your strengths, identify your development needs, increase self-awareness.

Learning plan: Identified needs, set goals, timescales, activities, agreed outcomes, review progress.

How a learning plan could improve aspects of work: Focus on your skills and knowledge needs, structured plan with timescales, identified areas for development, gain skills, qualification and knowledge, improved performance.

Types of activities that help learning: Team building (team days, activities), taught courses (practical, theoretical), on-job courses (practical, theoretical), job shadowing (own, other departments), coaching and mentoring.

Notes

Use this area for notes and diagrams



UV21086

Giving customers a positive impression

The aim of this unit is to develop your knowledge to enable you to give customers a positive impression through the establishment of relationships and the use of clear, polite and confident communication.

You will learn how to establish positive relationships with customers through correct appearance and behaviour and the recognition of their needs and expectations.

You will investigate the importance of organisations having set standards and procedures, and how these support the ways in which products and services are delivered to the customer to meet their needs.

You will also learn how staff should communicate information to customers effectively and within the limits of their own authority.

Level

2

Credit value

2

GLH

18

Observation(s)

0

External paper(s)

0



Giving customers a positive impression

Learning outcomes

On completion of this unit you will:

1. Know how to establish positive relationships with customers
2. Understand why organisations have standards and procedures
3. Know how to communicate information to customers

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

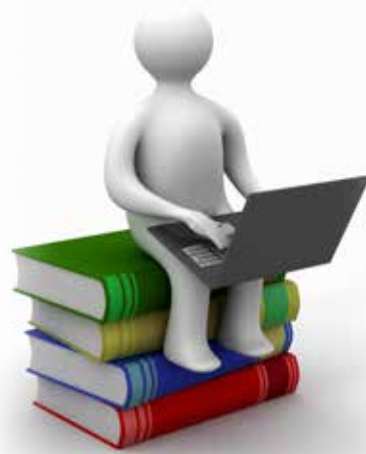
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know how to establish positive relationships with customers

You can:	Portfolio reference
a. Identify the importance of correct appearance and behaviour	
b. Describe the importance of recognising customer needs and expectations	
c. State the importance of product knowledge when relating to customers	
d. Identify signs of when a customer is angry or confused	



Learning outcome 2

Understand why organisations have standards and procedures

You can:	Portfolio reference
a. Describe the legal frameworks by which organisations provide goods and services to customers	
b. State the importance of contractual agreements that customers have with organisations	
c. State the importance of codes of practice and standards that affect the way products and services are delivered to customers	



Learning outcome 3

Know how to communicate information to customers

You can:	Portfolio reference
a. State why there are limits to an individual's responsibilities when dealing with customers	
b. State the importance of clear, polite and confident communication	
c. Identify different methods of communication	
d. Describe when the different methods of communication are used	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know how to establish positive relationships with customers

Appearance and behaviour: Appearance (uniform, dress, hair, make-up, jewellery), personal hygiene, behaviour (conduct, attitude, timekeeping, dependability), presentation of work area and equipment.

Importance of correct appearance and behaviour: To present a professional image to colleagues and customers, to demonstrate personal pride, to develop self-confidence, to promote health and safety, to comply with workplace legislation, to maintain the organisation's brand image, to meet job requirements.

Customer needs and expectations: Accommodation (type of room, disabled facilities, extra beds), special requests (ground floor, sea view, interconnecting, quiet, ground floor), business facilities (wireless internet, photocopying, fax machine), food and beverage (special diets, children's menus, inclusive packages), leisure facilities (spa, gym, swimming pool), external facilities (local attractions, taxis, theatre, pharmacy, church), prices (special offers, discounts, inclusive packages).

Importance of recognising customer needs and expectations: To meet the needs of the customer, to provide excellent customer service, to boost sales opportunities, to encourage repeat business, to maintain the organisation's brand image, to meet job requirements, improved profit, reputation.

Importance of product knowledge: To ensure customers receive accurate

information about products and services, staff are able to present the product and answer any questions related to it confidently, to promote sales opportunities, to demonstrate a professional and caring image to customers, to boost customers' confidence in the product.

Signs of an angry or confused customer: Angry (clenched jaw, volume of voice may increase, not listening, talking over staff, aggressive in speech and manner, insulting, threatening, dismissive, rude, red-faced, jabbing finger), confused (scratching head, fiddling with paperwork or pen, hesitant when asking questions, furrowed eyebrows, frowning).



Outcome 2: Understand why organisations have standards and procedures

Legal frameworks: Consumer protection, supply of goods, law of contract, health and safety and security, equal opportunity.

Types of contractual agreement: Written, verbal, for goods or services purchased in advance, credit agreement, registration form.

Importance of contractual agreements: To ensure terms and conditions are agreed, to assist in the case of a dispute between the customer and the organisation, so that charges can be made in the case of a non-arrival, to comply with the organisation's legal obligations.

Codes of practice and standards:

Covering legal obligations (health, safety and security, equality and diversity, consumer protection and legislation), to set out a particular way of doing a task (check-in, check-out, taking a food order, accepting payment, cleaning a room).

Importance of codes of practice and standards: Provide consistency, as a tool for training, to ensure customer expectations are met, ensure organisation complies with legislation, staff complete tasks as they should be completed.

Outcome 3: Know how to communicate information to customers

Limits to an individual's responsibilities: To ensure staff do not offer things which cannot be delivered due to budget constraints, to safeguard from breaches in the law, to ensure offers are made in line with the organisation's policies and procedures, to ensure staff are not expected to make decisions where they do not have enough information to do so, to maintain staff morale.

Importance of clear, polite and confident communication: To meet customer needs, avoid confusion in carrying out tasks, ensure consistency, to maintain standards, to comply with workplace legislation, to present a professional image to customers, staff morale and motivation.

Different methods of communication: Formal and informal, written, face to face, telephone, verbal, non-verbal, electronic,

urgent and non-urgent.

Using different methods of communication: Telephone, face to face, email, written communication (letters, messages, fax).

Notes

Use this area for notes and diagrams



UV21097

Food safety in catering

In this unit you will learn about the importance of food safety in catering. You will develop knowledge on the responsibilities of individuals, the significance of personal hygiene, the importance of keeping work areas clean and hygienic, and how to keep food safe.

Level

2

Credit value

1

GLH

9

Observation(s)

0

External paper(s)

0



Food safety in catering

Learning outcomes

On completion of this unit you will:

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping yourself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand how individuals can take personal responsibility for food safety

You can:	Portfolio reference
a. Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour	
b. Describe how to report food safety hazards	
c. Outline the legal responsibilities of food handlers and food business operators	



Learning outcome 2

Understand the importance of keeping yourself clean and hygienic

You can:	Portfolio reference
a. Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination	
b. Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds	



Learning outcome 3

Understand the importance of keeping the work areas clean and hygienic

You can:	Portfolio reference
a. Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal	
b. State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning	
c. Outline the importance of pest control	



Learning outcome 4

Understand the importance of keeping food safe

You can:	Portfolio reference
a. State the sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards	
b. Explain how to deal with food spoilage including recognition, reporting and disposal	
c. Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
d. Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
e. Describe stock control procedures including deliveries, storage, date marking and stock rotation	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand how individuals can take personal responsibility for food safety

Importance of food safety procedures, risk assessment, safe food handling and behaviour: Potential to harm customers/ staff, legal compliance, risk of legal action (against business, against self), impact on reputation.

Food safety procedures: Legal requirements/compliance, storage, preparation, follow organisational guidelines.

Risk assessment: Assess hazards, plan action according to risk, take preventative action to minimise risk.

Safe food handling: Follow organisational guidelines, prevent cross-contamination, wear gloves when required.

Behaviour: Personal hygiene (washed and clean clothes/uniform, clean hair tied back if necessary, avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up, comfortable clean shoes, cover cuts with blue plaster, wash hands after coughing, sneezing, touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), follow organisational guidelines, impact behaviour has on food preparation (transfer of bacteria, cross-contamination, creating hazards).

Report food safety hazards: Report to supervisor or line manager, report to health and safety officer.

Food safety hazards: Broken equipment, broken or cracked tools, unsafe working

practices, non-compliance issues (incorrect storage of foods, passed the sell-by date, unacceptable behaviour by colleagues).

Legal responsibilities of food handlers: Personal hygiene, illness (reporting in line with current legislation), knowledge of food hygiene, food poisoning prevention.

Legal responsibilities of food business operators: Compliance with current legislation, food hygiene regulations, local authority registration.



Outcome 2: Understand the importance of keeping yourself clean and hygienic

The importance of personal hygiene in food safety including its role in reducing the risk of contamination: Prevention of transmission, cross-contamination of pathogenic, physical and chemical.

Personal hygiene practices: Clothes/uniform (washed, clean, fit for purpose), hair (clean, tied back, hair nets), avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up.

Hand washing: Prevent cross-contamination (after coughing, sneezing,

touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), separate sink for hand washing.

Personal illnesses: Report illness to supervisor/line manager, stay off work until fit and fully covered.

Cuts and wounds: Reporting cuts and wounds, cover cuts with blue plaster, report septic cuts and wounds.

Outcome 3: Understand the importance of keeping the work areas clean and hygienic

Keep the work area and equipment clean and tidy: Cleaning (correct use of chemicals, use of health and safety signs, follow equipment manufacturer's instructions, schedules for daily, weekly and monthly cleaning), disposal of waste, disinfection methods (correct dilution, correct storage of chemicals), waste disposal (food, other items, recycling, in line with organisational policy), compliance with COSHH and current regulations/guidelines, washing, wiping, sanitising, sterilising.

Reducing contamination risks: Use of correct equipment (cutting boards, knives, cleaning cloths), cleaning (high water temperature, use of detergent) work flow (cyclical, linear), care of work surfaces (porous, non-porous).

Importance of pest control: Prevent food contaminations, prevent infestation, comply with current food hygiene and health and safety regulations, customer satisfaction, business reputation.



Outcome 4: Understand the importance of keeping food safe

Sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards:

Microbial (bacteria, yeasts, moulds, cross-contamination), chemical (use of cleaning materials, use of poisons and insect repellent/treatment), physical (dirt from unclean produce, dirt from production area, food packaging, hair, insects), allergens (all nuts, gluten, dairy products, shellfish).

How to deal with food spoilage including recognition, reporting and disposal: Check delivery (against order, for quality), recognise spoilage (sight, odour, colour, damaged packaging), disposal of unsafe food.

Food spoilage: Recognition of unsafe food (sight, smell, temperature), reporting procedures (line manager, supplier), returning to supplier, informing EHO.

Food practices:

Storage – comply with current legislation, prevent cross-contamination, use-by dates, packaging and wrapping, length of storage, defrosting, correct temperatures.

Preparation – comply with current legislation, appropriate surfaces, cleaning and hygiene practices, correct use of equipment.

Chilling – correct temperature, chill within suitable timeframe.

Cooking – correct cooking temperatures, correct cooking time for food item.

Reheating – comply with current regulations, reach appropriate temperature for recommended time.

Holding – comply with current regulations, monitor temperature, monitor length of time

food held for.

Serving – wear appropriate clothing (hat, hair net, gloves, overalls), clean serving area, clean dishes and serving equipment.

Transporting – at correct temperature, monitor temperature, correct storage while transporting.

Importance of temperature controls – minimise bacteria growth, prevent cross-contamination, reduce risk of illness.

Stock control procedures – check order on arrival (quality, quantity), store item immediately, store items correctly, follow organisations guidelines for stock control.

Notes

Use this area for notes and diagrams



UV21152

Principles of customer service in hospitality, leisure, travel and tourism

The aim of this unit is to develop your knowledge and understanding of customer service in hospitality, leisure, and travel and tourism. You will develop an understanding of why it is important to provide excellent customer service, and of the importance of the role you can play as an individual to deliver effective customer service.

You will develop the skills required to respond to internal and external customers' needs and expectations, whether you are part of the hospitality, leisure or travel and tourism industries.

Level

2

Credit value

1

GLH

10

Observation(s)

0

External paper(s)

0



Principles of customer service in hospitality, leisure, travel and tourism

Learning outcomes

On completion of this unit you will:

1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

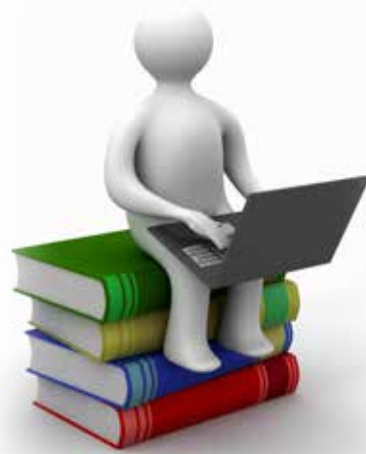
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

You can:	Portfolio reference
a. Describe the role of the organisation in relation to customer service	
b. Identify the characteristics and benefits of excellent customer service	
c. Give examples of internal and external customers in the industries	
d. Describe the importance of product knowledge and sales to organisational success	
e. Describe the importance of organisational procedures for customer service	



Learning outcome 2

Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

You can:	Portfolio reference
a. Identify the benefits of excellent customer service for the individual	
b. Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service	
c. Describe the importance of personal presentation within the industries	
d. Explain the importance of using appropriate types of communication	
e. Describe the importance of effective listening skills	



Learning outcome 3

Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

You can:	Portfolio reference
a. Identify what is meant by customer needs and expectations in the industries	
b. Identify the importance of anticipating and responding to varying customers' needs and expectations	
c. Describe the factors that influence the customers' choice of products and services	
d. Describe the importance of meeting and exceeding customer expectations	
e. Describe the importance of dealing with complaints in a positive manner	
f. Explain the importance of complaint handling procedures	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

Role of the organisation in relation to customer service:

Provide a range of services and products to customers, consistently monitor and evaluate and continually improve customer service standards within the organisation through customers' feedback, analyse data and records, comply with key legislation (current health and safety, data protection, equality, food safety, consumer, sale of goods, supply of goods and services, trade descriptions, consumer protection, consumer credit).

Characteristics of excellent customer service:

Meet customer needs, exceed customer expectations, establish a rapport with customers, consistently meet customer service standards, effectively respond to changes in customers' needs, actively collect customer feedback and act upon if appropriate.

Benefits of excellent customer service:

Repeat business, customer loyalty, customer satisfaction, increase in usage, sales and demand, increase in customers, increased staff morale, lower staff turnover, increased job satisfaction, reputation, fewer complaints.

Internal customers in the industries:

Colleagues (from within the same department, organisation, group), supplier, contractors.

External customers in the industries:

Groups (affinity, non-affinity), individuals, with specific needs (dietary, disability, non-

English speaking, health issues, cultural difference), age range (children, young adults, adults, older adults).

Importance of product knowledge and sales to organisational success:

Offer best possible advice and guidance, be able to answer questions, create a professional environment, cross-selling, up-selling, match products and services to customer needs, encourage secondary spend, provide excellent customer service.

Product knowledge: Price (discounts, offers, concessions), availability (opening times, stock levels, how long for delivery if ordered, room/table occupancy), suitable alternatives (similar products, later or earlier availability), product information (double/twin room, table by window, vegetarian menu, menu specials), special requirements (disabled room, babysitting service booking, ground floor room, early/late check-out).

Importance of organisational procedures for customer service:

Standard approach, standards of care, consistent service levels, confident and well-trained staff, ensure safe and secure environment.

Organisational procedures:

Implementation of customer charter (dealing with complaints, standard service levels), collection and monitoring of complaints and feedback, emergency/evacuation, monitoring of health and safety and security legislation and codes of practice.



Outcome 2: Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Benefits of excellent customer service for the individual: Job satisfaction, motivation, increase in sales, monetary rewards, acknowledgment from organisation (employee of the month), build relationships with customer, possible promotion.

Importance of positive attitude, behaviour and motivation in providing excellent customer service: Create a positive first impression, create helpful and approachable environment, make customer feel important and valued, create positive relationship with customer.

Positive attitude, behaviour and motivation: Open body language, friendly and polite, professional approach, helpful, knowledgeable, excellent communication skills, behaviour (conduct, attitude, timekeeping, dependability), presentation of work area and equipment.

Importance of personal presentation: Create positive first impression of self and organisation, present a professional image, to comply with health and safety, to meet job requirements, to maintain the organisation's brand image.

Importance of using appropriate types of communication: Meet the needs of the customer, be understood, most appropriate for situation (formal letter, informal letter, email, text, telephone call, face to face situation).

Communication types: Verbal (face to face, telephone), non-verbal (body language, written).

Appropriate: Positive, no jargon, clear and concise, adapted to customer's needs (talking to a child or an adult), polite,

reinforced by positive body language (eye contact, smiling, listening), in line with organisation's guidance (letter style, font, standard content), follow a verbal script.

Importance of effective listening skills: Establish customer's needs, engage with customer, be able to repeat information given by customer, quickly and effectively respond to customer.

Listening skills: Look like you are listening, eye contact, positive body language, do not interrupt, respond in appropriate places during conversation, look for customers' body language to judge situation, focus on the customer, verifying, summarising.



Outcome 3: Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Customer needs in the industries:

Information (price, availability, product knowledge), guidance (where to go for additional information), advice (product best suited to their needs), health and safety and security.

Customer expectations in the

industries: Level of service (information given is correct and reliable), value for money, assistance when needed (help with luggage), reliable (products and services available when promised).

Importance of anticipating and responding to varying customers' needs and expectations: Meet customer's individual needs, repeat business, customer loyalty.

Factors that influence the customer's choice of products and services: Price, value for money, levels of service received, organisation's reputation, referral from friends, existing customer.

Importance of meeting and exceeding customer expectations: Customer experience, customer satisfaction reputation, advertising via word of mouth, increase in sales.

Importance of dealing with complaints in a positive manner: Turn a negative situation into a positive one if dealt with correctly, customer satisfaction, create a positive impression, alter customer's perception of organisation or staff.

Importance of complaint handling procedures: Standard approach, deal with each situation fairly, follow guidance for compensation.