

VTCT Level 2 Certificate in Hospitality Industry Skills - Food Service

Operational start date:	1 November 2012
Credit value:	15
Total Qualification Time (TQT):	150
Guided learning hours (GLH):	119
Qualification number:	600/6956/9

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	IV signature (if sampled)
Mandatory units				
UV11063				
UV11049				
UV21497				
UV21495				
UV21489				

The qualification

Introduction

The VTCT Level 2 Certificate in Hospitality Industry Skills – Food Service is a preparation for work qualification that can be assessed in a workplace or realistic working environment.

You will demonstrate your skills at serving food and drinks in a variety of settings including silver service and table service. You will learn about the importance of a safe, hygienic and secure working environment, how to work as part of a team, how to apply for a job and prepare for a successful interview.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS. This qualification is regulated on the Regulated Qualifications Framework (RQF).

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:

- VTCT Level 2 NVQ Diploma in Food Service
- VTCT Level 2 NVQ Diploma in Food and Beverage Service
- VTCT Level 2 NVQ Diploma in Hospitality Services
- VTCT Level 3 NVQ Diploma in Hospitality Supervision and Leadership
- VTCT Level 2 Award in Barista Skills

Alternatively, you may wish to seek employment as:

- Waiter/waitress
- Assistant conference/banqueting manager

Qualification structure

Total credits required - 15

All mandatory units must be completed.

Mandatory units - 15 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV11063	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	16
UV11049	J/502/4898	Customer service in the hospitality industry	3	20
UV21497	A/504/4579	Workplace skills	2	18
UV21495	T/504/4581	Food service	6	50
UV21489	D/504/4607	Drinks service	2	15

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 verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers 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 verifiers.

Assessment explained

VTCT qualifications are assessed and verified 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 verifier whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

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

This record of assessment book is your property and must be in your possession when you are being assessed or verified. 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.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

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)	Portfolio of Evidence
UV11063	Safe, hygienic and secure working environments in hospitality	0	✗	✓
UV11049	Customer service in the hospitality industry	0	✓	✓
UV21497	Workplace skills	0	✓	✓
UV21495	Food service	0	✓	✓
UV21489	Drinks service	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).

UV11049

Customer service in the hospitality industry

The aim of this unit is to provide you with a basic understanding of the importance of good customer service in the hospitality industry.

You will learn what is meant by good customer service and why it is important for the customer, the organisation and the employees. You will consider your own experiences and how you have been treated as a customer to help identify examples of good and poor customer service.

As communication skills are at the heart of good customer service, you will explore how to communicate with customers and why it is important to converse effectively and in a polite and friendly manner.

Personal presentation and hygiene are a key part of customer service, you will learn the importance of wearing the correct uniform and following the organisation's dress code for roles.

Level

1

Credit value

3

GLH

20

Observation(s)

2

External paper(s)

0



Customer service in the hospitality industry

Learning outcomes

On completion of this unit you will:

1. Be able to communicate with customers in the hospitality environment
2. Know the benefits of good customer service
3. Know the importance of good personal presentation

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *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.

5. *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.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to communicate with customers in the hospitality environment

You can:

- a. Communicate positively in a hospitality environment (to include verbal and non-verbal communication)

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

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

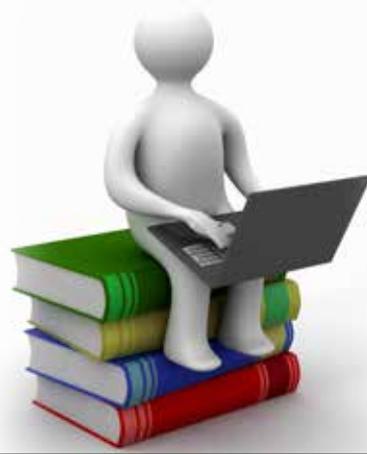
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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

Be able to communicate with customers in the hospitality environment

You can:	Portfolio reference
b. Identify the benefits of good communication	
c. State how to deal with routine customer needs	



Learning outcome 2

Know the benefits of good customer service

You can:	Portfolio reference
a. Outline what good customer service is	
b. State the benefits of good customer service	
c. Give examples of good service for different customer groups within the industry	



Learning outcome 3

Know the importance of good personal presentation

You can:	Portfolio reference
a. Outline the importance of good personal hygiene and presentation in a hospitality environment	
b. Identify different dress codes for roles in a hospitality environment	

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: Be able to communicate with customers in the hospitality environment

Communicate positively in a hospitality environment (to include verbal and non-verbal communication): Face to face, telephone, verbal, non-verbal (body language, written).

Benefits of good communication: Quickly establish customers' needs, deal with situations efficiently, build rapport with customers, ensure understanding, reduce complaints, effective teamwork, customer satisfaction.

Communication skills: Verbal (tone, pitch, language, pace), written (clear, concise correct spelling and grammar), non-verbal (body language).

How to deal with customer needs: First impressions (greet customer correctly and without delay, personal presentations), quickly establish needs (questions, listening, body language), match products to needs, use effective communication skills.

Outcome 2: Know the benefits of good customer service

Good customer service: Meet customer needs, exceed customer expectations, communicate effectively with customers, resolve complaints effectively, product knowledge, personal attitude and appearance.

Benefits to the customer: Meet their needs (provide accurate information, product knowledge), exceed their expectations, customer satisfaction, positive experience.

Benefits to the organisation: Increase in customers, increase in sales, repeat business, customer loyalty, reputation.

Benefits to the employee: Job satisfaction, improved personal and team morale, increased motivation.

Different customer groups: Internal customers (colleagues, suppliers), external customers (groups, individuals), with specific needs (dietary, disability, non-English speaking), age range (children, young adults, adults, older adults).



Outcome 3: Know the importance of good personal presentation

Importance of good personal hygiene and presentation in a hospitality environment: Create a positive first impression of self and organisation, present a professional image, to promote health and safety, to meet job requirements, to maintain the organisation's brand image.

Good personal hygiene: Shower/wash daily, clean teeth, fresh breath, deodorant (avoid overpowering perfume/aftershave), clean hands (after toilet breaks, after smoking, between tasks).

Good personal presentation: Wear correct clean and ironed uniform, nails at required length, minimal or no jewellery, minimal or no make-up, suitable and clean shoes.

Dress codes for roles in a hospitality environment: Comply with organisational policy, clean uniforms, appropriate uniform (chef whites, housekeeping overalls, waiting and bar staff uniforms, reception staff suits), hair (clean, manageable, tied back if necessary), protective clothing (aprons, overalls, gloves, shoes).

Notes

Use this area for notes and diagrams



UV21497

Workplace skills

The aim of this unit is to develop the knowledge, understanding and practical skills required to prepare you for work and job applications.

You will learn about the importance of personal presentation and show that you are able to work effectively with customers and colleagues.

You will explain the purpose of a job application and demonstrate your own skills in preparing for a job application and taking part in an interview.

Level

2

Credit value

2

GLH

18

Observation(s)

2

External paper(s)

0



Workplace skills

Learning outcomes

On completion of this unit you will:

1. Be able to maintain professional personal presentation
2. Be able to work effectively with customers and colleagues
3. Be able to prepare a job application for a position in hospitality or catering

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *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.

5. *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.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to maintain professional personal presentation

You can:

- a. Maintain professional personal appearance
- b. Demonstrate a positive and professional approach in your work

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 2

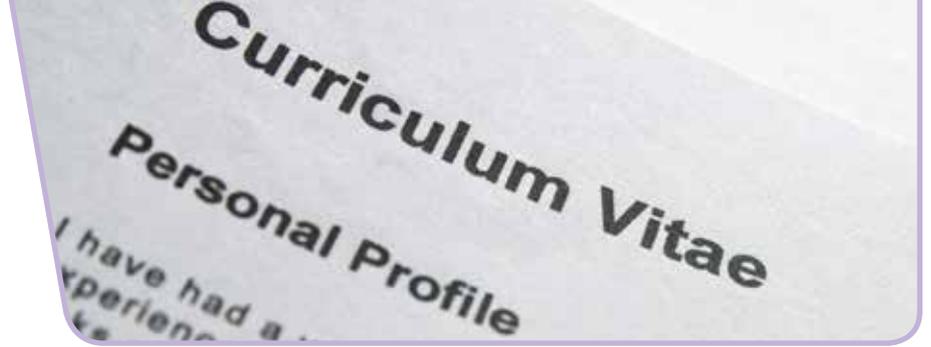
Be able to work effectively with customers and colleagues

You can:

- a. Demonstrate a positive attitude and behaviour with customers and colleagues
- b. Demonstrate use of correct procedures and good practice in dealing with customers and colleagues
- c. Communicate effectively to identify and provide support to customers and colleagues to solve problems, should they arise*
- d. Demonstrate working with others to achieve targets

*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 3

Be able to prepare a job application for a position in hospitality or catering

You can:

- a. Demonstrate a variety of interview skills

**May be assessed by supplementary evidence.*

Observation	1	2	<i>Optional</i>	<i>Optional</i>
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

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

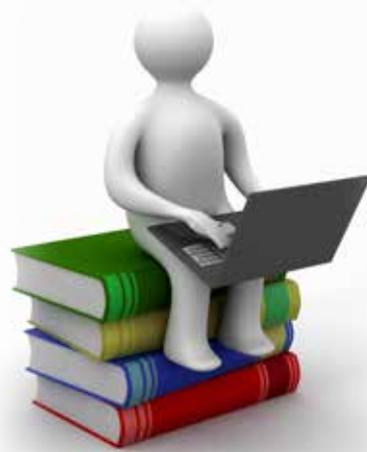
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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

Be able to maintain professional personal presentation

You can:	Portfolio reference
c. Explain what is considered to be professional presentation of oneself	
d. Describe the reasons for maintaining a professional presentation and the effect this has on the organisation	
e. Explain the skills required to maintain the work area	



Learning outcome 2

Be able to work effectively with customers and colleagues

You can:	Portfolio reference
e. Describe the skills required to work effectively with customers and colleagues to provide a quality service or product	
f. Describe how to identify and solve customer and colleague problems and complaints should they arise	
g. List the key stages in working to meet team targets	



Learning outcome 3

Be able to prepare a job application for a position in hospitality or catering

You can:	Portfolio reference
b. State the purpose of a Curriculum Vitae (CV) and the information to be included	
c. Explain the purpose of a covering letter and its importance	
d. Explain the importance of professional presentation and quality of content of the CV and covering letter	
e. List the preparations that should be made for an interview	
f. Explain the importance of evaluating an interview	
g. Produce a CV and covering letter	

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: Be able to maintain professional personal presentation

Professional personal appearance:

Appearance (uniform, dress, hair, make-up, jewellery), personal hygiene.

Positive and professional approach:

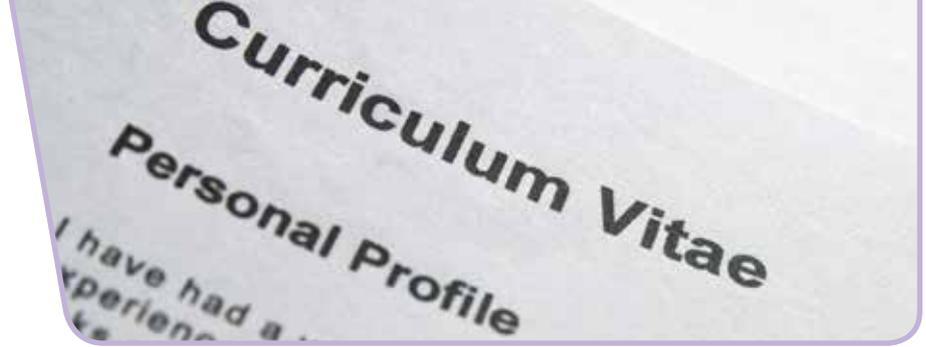
Presentation of work area and equipment, personal and professional appearance of oneself, behaviour (conduct, attitude, timekeeping, dependability).

Reasons for maintaining a professional presentation:

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.

Effect on the organisation: First impressions, customer perception of the organisation, repeat business, staff morale and motivation, improved profit, reputation.

Skills required to maintain the work area: Planning, organising, communication, time management, cleaning and tidying, controlling stock.



Outcome 2: Be able to work effectively with customers and colleagues

Customers and colleagues: Internal (colleagues, supervisors, staff, staff teams), external (existing, new, individuals, groups, suppliers, agents, non-English speaking, different ages, different cultures, gender, families), special needs.

Positive attitude and behaviour: Showing respect for customers and colleagues (courtesy, interest, responding to different customer behaviour, dealing promptly with problems), personal attributes (patience, tact, diplomacy, team player, honesty, initiative, self-motivation).

Correct procedures and good practice: Dealing with customer problems (apologising, offering replacements, offering alternatives, a gesture of goodwill), dealing with colleagues' problems (open discussion, listen, ask someone to mediate, following company policy).

Customer and colleague problems: Urgent, non-urgent, difficult, routine.

Effective communication: Observing and listening to customers, use of voice (tone, pitch, pace, language), observing and being aware of own body language (posture, facial expression, gestures, eye contact), appropriate to situation, asking appropriate questions, following company procedure, demonstrating product knowledge.

Skills: Co-operation, communication, observation, anticipating needs of customers and colleagues, team working, problem solving, interpersonal skills (attitude, behaviour).

Key stages in achieving team targets: Setting individual and team targets, meeting targets, creating work plans, delegating tasks, disseminating

information, seeking guidance, providing support, measuring and evaluating performance, taking corrective action, reflecting upon final outcome, keeping records.



Outcome 3: Be able to prepare a job application for a position in hospitality or catering

Interview skills: Preparation, first impressions, attitude and manner, listening, answering questions, communication skills and attributes, awareness of body language, smile.

Curriculum vitae (CV):

Purpose – to allow employers to gain insight into who you are, to establish if you have the right experience/qualifications/skills for the job, to give the employer a first impression of you, a selling tool, demonstration of successes.

Content and structure – personal details, contact details, career objectives, education and qualifications, work experience, membership of associations, personal skills, accomplishments, referees.

Covering letter: Makes the employer want to learn more about you, focuses the employer's attention on the experience and background that apply directly to the job you are applying for, showcases your communication skills, explains how your skills match the company's needs.

Importance of professional presentation and quality of content: Creates a first impression, shows attention to detail, shows the effort you have put in to applying for the job, the job market can be very competitive, employer's decision to offer an interview is often based on the presentation and content of the CV.

Preparation for an interview: Company knowledge, knowledge of job, dress code and personal appearance, anticipate the questions, preparation (journey time, questions, practice, gather information and documentation you might need).

Importance of evaluating an interview:

Identify what went well and where improvements could be made, opportunity to learn from the experience, can request feedback to support development.

Preparing a CV and covering letter:

Research good practice, target it on a specific job, ensure it is clearly laid out/ logically ordered/easy to read, proof read for accuracy in content/spelling/grammar.

UV21495

Food service

The aim of this unit is to develop the knowledge, understanding and practical skills required to prepare areas and equipment for table service and silver service. You will check stock levels and ensure waste food containers are ready for use. You will learn how to silver serve various foods including soups and sauces, bread rolls, potatoes, meat and poultry, vegetables, and desserts.

You will also learn how to prepare customer and dining areas and clear these areas after service and the important of clearing finished courses including cutlery, crockery and other table items such as glassware.

Level

2

Credit value

6

GLH

50

Observation(s)

2

External paper(s)

0



Food service

Learning outcomes

On completion of this unit you will:

1. Be able to greet customers and take orders
2. Be able to silver serve food
3. Be able to serve customers' orders at the table
4. Be able to clear finished courses and maintain the dining area
5. Understand how to serve food at the table

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *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.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to greet customers and take orders

You can:

- a. Greet customers, identify their requirements and check any booking records as appropriate to the service operation
- b. Provide customers with assistance when they arrive
- c. Check customers have access to the correct menu
- d. Give accurate information on individual dishes according to customer requirements
- e. Use sales techniques to increase sales as appropriate
- f. Assist customers to make a choice where appropriate
- g. Identify, record and deal with orders promptly

*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 2

Be able to silver serve food

You can:

- a. Check that service equipment is clean, undamaged and ready for service according to the service operation
- b. Check that the food to be served is of the type and quantity required and that it is arranged allowing for easy service
- c. Portion, serve and arrange the food items using the recommended service equipment
- d. Deal with surplus food items and used service equipment correctly
- e. Carry out work with the minimum of disturbance to customers

*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 3

Be able to serve customers' orders at the table

You can:

- a. Provide customers with correct table items for the food to be served at appropriate times
- b. Serve food with clean and undamaged service equipment of the appropriate type
- c. Serve food of the type, quality and quantity required using the appropriate service method
- d. Remove and replace used table items as required and maintain the correct stocks
- e. Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly
- f. Carry out work with the minimum of disturbance to customers

**May be assessed by supplementary evidence.*

Observation	1	2	<i>Optional</i>	<i>Optional</i>
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 4

Be able to clear finished courses and maintain the dining area

You can:

- a. Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation
- b. Check crockery, cutlery and other table items and replace or remove them as appropriate
- c. Clear waste and food debris from the table in line with the service operation
- d. Keep customer area tidy and clean

*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Range

You must practically demonstrate that you have:

Dealt with a minimum of 1 type of customer	Portfolio reference
With special requirements	
Without special requirements	
Dealt with a minimum of 2 types of customer requirement	Portfolio reference
Correct number of place settings	
Dietary requirements	
Special seating requirements	
Used a minimum of 1 service operation	Portfolio reference
Table service	
Function service	
Given a minimum of 2 pieces of information	Portfolio reference
Dishes available	
Dish composition and method of cooking	
Prices	
Special offers and promotions	
Placed and cleared a minimum of 3 table items	Portfolio reference
Crockery	
Cutlery and silverware	
Glassware	
Napkins	
Condiments and accompaniments	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



You must practically demonstrate that you have:

Used a minimum of 2 types of service equipment	Portfolio reference
Dishes/liners/flats	
Service cutlery/silverware	
Service cloths/linen	
Performed a minimum of 2 types of silver service operation	Portfolio reference
Function silver service	
Restaurant silver service	
Buffet/carvery silver service	
Served a minimum of 5 types of food items	Portfolio reference
Soups	
Gravies/sauces	
Bread rolls/potatoes/other solid items	
Sliced meat/poultry	
Rice/vegetables/other small chopped items	
Pies/tarts/flans/gateaux	
Puddings/spooned desserts	
Cheese	
Cleared all finished courses	Portfolio reference
Starter	
Main course	
Dessert	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



You must practically demonstrate that you have:

Used a minimum of 3 types of service equipment	Portfolio reference
Dishes or linens	
Flats	
Trays/trolley service	
Cutlery and silverware	
Service cloths or linen	
Used a minimum of 1 service method	Portfolio reference
Plated items	
Served items	
Cleared a minimum of 1 service operation	Portfolio reference
Function silver service	
Restaurant silver service	
Buffet or carvery silver service	
Cleared a minimum of 2 table items	Portfolio reference
Glassware	
Condiments	
Table decorations	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

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

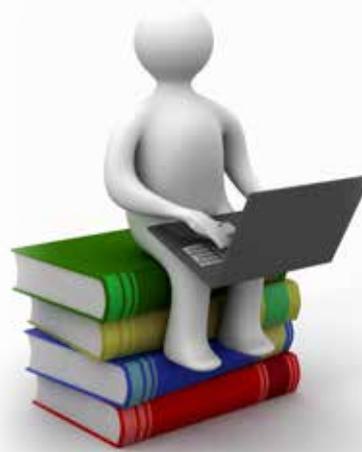
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 5

Understand how to serve food at the table

You can:	Portfolio reference
a. Describe safe and hygienic working practices when serving food	
b. Explain the importance of greeting customers appropriately	
c. Explain the importance of being familiar with the available menu items	
d. Describe the operational procedures for serving courses for both table service and silver service	
e. Explain the importance of arranging and presenting food in line with menu specifications	
f. List correct condiments, accompaniments and service equipment for different menu items	
g. Explain the importance of maintaining the dining and service area	
h. Describe how to provide appropriate assistance to customers with different needs	
i. Describe how to respond to types of unexpected situations that may occur while serving food at the table and during silver service	

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: Be able to greet customers and take orders

Greet customers: Correct welcome (good morning, good afternoon, good evening), provide excellent customer service (polite, appropriate body language, displaying good product knowledge, identify requirements, taking the time to explain products and services, check availability of products and services requested, offer alternatives if first request is unavailable, deal with requests promptly, give accurate information, promote special offers and promotions if appropriate, follow organisation's guidelines and standards of performance), up-sell if appropriate to do so.

Assistance on arrival: Confirm reservation (if appropriate), take coats, show to table, move and reset tables to accommodate numbers, give correct menus.

Menus: Breakfast, lunch, afternoon tea, dinner, specials, à la carte, plat du jour, snack, bar.

Accurate information: Ingredients, how dish is prepared, cooked and served, side dishes, specials, dishes that meet dietary requirements (gluten free, vegetarian, kosher, dairy free), price.

Sales techniques: Promote special offers and promotions if appropriate, offer additional side dishes, suggesting wine to accompany dishes, match products and services to customer needs.

Assist customers: Likes, dislikes, dietary needs.

Orders: Follow organisation's procedure for process of orders.



Outcome 2: Be able to silver serve food

Service equipment: Serving dishes, serving liners, serving flats, service cutlery, silverware, service cloths, service linen.

Service operation: Function, restaurant, buffet, carvery.

Food items:

Types – soups, gravies/sauces, bread rolls, potatoes, rice, pasta, meat, fish, poultry, game, vegetables, salads, pies, tarts, flans, gateaux, puddings, spooned desserts, cheese.

Quality – taste, aroma, presentation, dish requirements.

Quantity – portion size, number of covers, menu type, dish requirements, customer requirements.

Ease of service: Main item first, vegetables, accompaniments, dishes not too full.

Portion: In accordance to guidelines, same size, pre-portioned.

Surplus food items: Waste food disposed of in line with organisational procedure.

Minimum disturbance: Quietly, discreetly, without fuss.

Outcome 3: Be able to serve customers' orders at the table

Correct table items: Serving cutlery, plates, accompaniments.

Service equipment: Service cutlery, service cloths, linen, service dishes (liners, flats), plate warmer, salvers, trays, trolleys, side tables, service tables.

Types of food: Soups, gravies/sauces, bread rolls, potatoes, rice, pasta, meat, fish, poultry, game, vegetables, salads, pies, tarts, flans, gateaux, puddings, spooned desserts, cheese.

Quality: Taste, aroma, presentation, dish requirements.

Quantity: Portion size, number of covers, menu type, dish requirements, customer requirements.

Replace or remove: All unused glasses before starter service, clear side plates with starter, make sure correct cutlery ready for each course (soup spoon, fish knife, steak

knife, dessert spoon/fork, cake fork), clear all accompaniments with main course, all dishes and empty glasses with pudding.

Leftover food items, condiments and accompaniments: Only clear course when all customers have finished eating, clear side plates with starter, clear all accompaniments with main course, all dishes and empty glasses with pudding.

Minimum of disturbance: Quietly, discreetly, without fuss.



Outcome 4: Be able to clear finished courses and maintain the dining area

Clear crockery and cutlery

systematically: Clear from the right, clear using organisational procedures (onto tray, on station, straight into kitchen), only when all customers have finished eating.

Replace or remove: All unused glasses before starter service, clear side plates with starter, make sure correct cutlery is ready for each course (soup spoon, fish knife, steak knife, dessert spoon/fork, cake fork), clear all accompaniments with main course, all dishes and empty glasses with pudding.

Waste and food debris: Onto one main plate on arm, straight from the table to tray or kitchen, into correct waste bins in line with the service operation.

Customer area tidy and clean: Free from clutter, remove cleared plates immediately, keep station tidy, clean as you go, comply with current health and safety regulations.



Outcome 5: Understand how to serve food at the table

Safe and hygienic working practices:

Wash hands before service and at regular and frequent intervals, personal hygiene (cleanliness, appearance), staff uniform (correct and clean), safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture), identifying hazards (sources of bacteria, chemical, physical, cross-contamination), correct temperature of food.

Types of customers: Internal, external, unexpected, expected, those with specific or special needs.

Greeting procedures: First impressions, verbal and non-verbal communication, formal and informal, confirmation of reservation (diary, electronic), seating procedure (table allocation, organisational procedures).

Importance of greeting: First impression, improved business image, reduce customer complaints, increase customer satisfaction.

Menu items: Bread rolls, soups, sauces, potatoes, meat, poultry, vegetables, desserts, dish composition, cooking methods (roasting, braising, boiling, grilling, poaching, deep-frying, shallow-frying, baking, stewing), prices, accompaniments.

Importance of being familiar with the available menu items: Availability of dishes, specials, up-selling of menu items, increased customer satisfaction, reduce complaints, improve efficiency, allergies (nuts, dairy), coeliac disease.

Operational procedures for serving courses: Clean and undamaged service equipment, ready for service, clean and safe working environment, menu knowledge, take food orders from customers, pass orders through to

kitchen immediately, timely delivery, serve food at the correct temperature, meet customer needs, customer service levels, organisational standard, build customer relations and loyalty (recognise regular customers, use customer's name).

Arranging and presenting food in line with menu specifications: Importance of presentation (colour, appearance), meet customer expectations and needs, maintain organisation's quality standards.

Condiments: Salt, pepper, mustard, oils, vinegars.

Accompaniments for food items:

Sauces (mint, horseradish, tartare, cranberry, tomato), lamb (mint sauce), beef (horseradish sauce), fish (tartare sauce), turkey (cranberry), pasta dishes (parmesan cheese, ground black pepper), burger types (relish, chutney, tomato).

Service equipment: Service cutlery, service cloths, linen, service dishes (liners, flats), plate warmer, salvers, trays, trolleys, side tables, service tables.

Importance of maintaining dining and service areas: Organisational image, cleanliness, health and safety (reporting of broken equipment, fixtures and fittings, hazard spotting), standards (departmental procedures, pest control), improve customer satisfaction, reducing costs.

Appropriate assistance to customers with different needs: Correct menu information (food allergies, food intolerances, religious, medical, personal preferences), disabilities (access, large print menus, braille), special seating arrangements (large groups, babies and children).



Outcome 5: Understand how to serve food at the table (continued)

Unexpected situations: Unexpected customers, late or early customers, unavailable items on menu, special requests, individual needs (dietary), errors and omissions with order, waiting time for order (too long, too quick), accidents (staff, customer), emergencies.

Dealing with unexpected situations: Organisational procedures, apologise, remain calm (tone of voice, body language), limit of authority (provide alternative solution, request assistance, contact line manager), explain situation (inform and update), accidents (alert first aider, business reporting procedure), fire evacuation (evacuation procedure, raising the alarm).

UV21489

Drinks service

The aim of this unit is to develop your knowledge, understanding and practical skills to serve a variety of alcoholic and non-alcoholic drinks. You will learn how to take customer orders and the importance of doing this accurately. You will also identify the appropriate legislation that needs to be complied with while serving alcoholic and non-alcoholic drinks.

Level

2

Credit value

2

GLH

15

Observation(s)

2

External paper(s)

0



Drinks service

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and serve drinks and accompaniments
2. Know how to take customer orders
3. Know how to serve alcoholic and non-alcoholic drinks
4. Know the appropriate legislation that relates to the serving of alcoholic drinks

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two

weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *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.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to prepare and serve drinks and accompaniments

You can:

- a. Greet and attend to customers promptly
- b. Provide customers with accurate information about drinks
- c. Dispense and serve drinks in measures and with suitable accompaniments
- d. Promote complementary products
- e. Serve drinks in line with service style, safety and legal requirements

* *May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

Range



You must practically demonstrate that you have:

Used all techniques when greeting customers	Portfolio reference
Smile	
Use of appropriate greeting (good afternoon, good evening)	
Positive body language	
Served drinks during both types of service	Portfolio reference
Bar	
Table	
Given customers a minimum of 2 pieces of information	Portfolio reference
Price	
Alcoholic content	
Name and type of drink	
Used a minimum of 2 types of drink accompaniments	Portfolio reference
Ice/water	
Food garnishes for drinks	
Decorative items/stirrers	
Served drinks using a minimum of 3 drink delivery methods	Portfolio reference
Bottled	
Draught	
Drinks in cans or cartons	
Drinks served by free pouring or optics	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

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

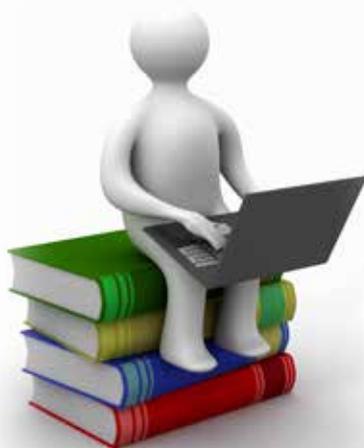
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 2

Know how to take customer orders

You can:	Portfolio reference
a. Explain the importance of serving customers in order of arrival where possible	
b. Explain the importance of accuracy when taking drink orders	
c. Describe how to respond to a customer who might have special requirements	
d. Describe different service styles that can be used when serving drinks	
e. Explain how to deal with violent/disorderly customers	



Learning outcome 3

Know how to serve alcoholic and non-alcoholic drinks

You can:	Portfolio reference
a. Explain the importance of checking glassware for damage	
b. State the correct temperature for storing and serving a range of different types of drinks	
c. Describe how to serve bottled drinks, draft beers, free pouring and optic-based drinks	
d. Identify appropriate types of glass for serving different drinks	
e. Describe different accompaniments for a range of drinks	



Learning outcome 4

Know the appropriate legislation that relates to the serving of alcoholic drinks

You can:	Portfolio reference
a. Describe relevant legislation and the implications relating to licensing, weights and measures	
b. Outline when a customer should not be served alcohol	
c. Describe how to respond to someone who might be under the influence of drugs or buying and selling drugs	

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: Be able to prepare and serve drinks and accompaniments

Greet and attend to customers

promptly: Smile, open body language, engage with customer, appropriate greeting (good evening, good afternoon), take order.

Provide customers with accurate information about drinks: Price, alcoholic content, type of drink.

Measures: Bottled, draught, drinks in cans or cartons, drinks served by free pouring or optics.

Accompaniments: Glass type, ice, slice of citrus, olives, cherries, straws.

Promote complementary products: Bar snacks (crisps, nuts), aperitifs (olives, breads and dips, tapas).

Service style: Bar service, table service.

Safety and legal requirements: Comply with current health and safety at work legislation, comply with current licensing legislation, comply with current weights and measures legislation.



Outcome 2: Know how to take customer orders

Importance of serving customers in order of arrival: Customers (internal, external), importance (customer satisfaction, enhanced business reputation, reduce complaints).

Importance of accuracy when taking drink orders: Reduce errors, reduce complaints, reduce wastage, maintain profitability, maintain business reputation and image.

Accuracy – accuracy of information relating to the order (quantity required, type of drink required, correct price), alcoholic content, measures (25ml, 35ml, multiples of), name and type of drink (spirit, wine, beer, soft drink, mixers).

Special requirements: Mobility difficulties (ramp, provide table service), visual impairment (large print, braille, provide table service), hearing impairments (providing drinks menus, loop system).

Different service styles: Bar service, table service.

Dealing with violent and disorderly customers: Dealing with threatening behaviour (remaining calm, tone of voice, body language, call manager, call emergency service, press panic button), limit of authority (provide alternative solution, request assistance, contact line manager, explain situation).

Violent/disorderly customers – under the influence of alcohol, under the influence of drugs, threatening behaviour (verbal aggression, physical aggression, argumentative).



Outcome 3: Know how to serve alcoholic and non-alcoholic drinks

Importance of checking glassware:

Damage (chips, cracks, breaks), safety and hygiene, customer satisfaction, business reputation, reducing complaints.

Storing drinks: Chilled white wine and sparkling wine, bottled alcoholic and non-alcoholic drinks (refrigerators, ice buckets, coolers), ales (cellar), red wine, spirits, vermouth, liqueurs, non-alcoholic beverages (cool, dry, well-ventilated room), temperatures (chilled range 6-8°C, cellar 10-12°C, room range 18-20°C).

Drinks – wines, beers (real ales, keg, lager and stout), cocktails, spirits (gin, vodka, whisky, rum, brandy), shots, vermouth, fortified wines, liqueurs, mixers, fruit juices, cordials, water (mineral, soda).

Types of glass: Pint, half pint, Slim Jim, sherry, liqueur, wine (red wine - larger bowl, white wine - smaller bowl), champagne flute, tumbler.

Serving different drinks: Bar service, table service, following business service procedures and techniques (correct glass for type of drink, temperature of glass, pouring techniques), measures (optics, free pours), accompaniments (ice, slice of citrus, olives, cherries, cocktail decorations, straws).

Service equipment – service units (heated, refrigerated), trays, drinks menus, report any problems.

Outcome 4: Know the appropriate legislation that relates to the serving of alcoholic drinks

Relevant legislation: Current health and safety at work legislation, current licensing legislation, current weights and measures legislation.

Implications of legislation: Compliance, non-compliance (fines, imprisonment, loss of reputation, loss of profit).

Refusal to serve: Underage (identification), under the influence of drink or drugs (violent, aggressive, abusive).

How to respond to someone under the influence of drugs: Limit of authority (request assistance, contact line manager), outside agencies (call emergency services), remaining calm (tone of voice, body language).

Notes

Use this area for notes and diagrams