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Specification

Edexcel NVQ/competence-based qualifications

Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF)

Edexcel Level 2 NVQ Diploma in Beverage Service (QCF)

For first registration August 2010

Issue 2

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQ Diplomas in Food and Beverage Service and Beverage Service (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF)	500/9937/1	01/06/10
Edexcel Level 2 NVQ Diploma in Beverage Service (QCF)	500/9903/6	01/06/10

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from Edexcel Level 2 NVQ in Food and Drink Service:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 2 NVQ in Food and Drink Service	500/4170/8	01/06/08	31/07/10

Key features of the Edexcel Level 2 NVQ Diplomas in Food and Beverage Service and Beverage Service (QCF)

These qualifications:

- are nationally recognised
- are based on the Hospitality National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structures are owned by People 1st.

The Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF) and the Edexcel Level 2 NVQ Diploma in Beverage Service (QCF) have been approved as components required for the Hospitality Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for learners employed in hospitality roles such as bar people/managers, conference and banqueting assistants/managers or waiters/waitresses, who need to develop or consolidate their skills. Learners are required to take mandatory units which cover aspects of maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team, maintaining food safety and giving customers a positive impression of themselves and their organisation in a hospitality environment. Learners then have a choice of optional units covering different hospitality areas such as food and beverage service or beverage service. There is a wide range of optional units allowing learners to choose units to meet the needs of their own work role.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

These NVQs are applicable for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- fine dining restaurants
- quick service restaurants
- hotels
- bed and breakfasts

- youth hostels
- holiday parks
- contract caterers
- armed forces
- schools
- care homes.

What are the benefits of these qualifications to the learner and employer?

These qualifications are work-based qualifications, which will allow learners to develop knowledge, understanding and skills essential for working in a hospitality environment, such as food and beverage service or beverage service skills, working with others and improving own performance.

What are the potential job roles for those working towards these qualifications?

The National Occupational Standards cover a diverse range of job roles, for example:

- bar person/manager
- conference and banqueting assistant/manager
- waiter/waitress.

What progression opportunities are available to learners who achieve these qualifications?

These qualifications offer various opportunities for progression to further learning. Learners can progress to Edexcel Level 3 NVQ Diplomas in Hospitality Supervision and Leadership and Professional Cookery. Alternatively, learners can progress to the Edexcel BTEC Level 3 Nationals in Hospitality.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given below.

To achieve the full Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF), learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (15 credits) plus optional units from Group A1 (3 credits), optional units from Group B1 (3 credits) and the remaining optional units from Group A1, B1 or C1 (16 credits).

	Units	**Level**	**Credit**	**GLH**
	A – mandatory units			
	Credit value required: minimum 15.			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	L/601/0933 – Give Customers a Positive Impression of Yourself and your Organisation	2	5	33
Unit 4	A/601/5030 – Maintain Food Safety When Storing, Holding and Serving Food	2	4	31
	B – optional units			
	Credit value required: minimum 22.			
	A1 – optional units – food service			
	Credit value required: minimum 3.			
Unit 5	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 6	H/601/4986 – Serve Food at the Table	2	4	31
Unit 7	J/601/4950 – Provide a Silver Service	2	6	51
Unit 8	A/601/4945 – Provide a Buffet and Carvery Service	2	4	32

	Units	Level	Credit	GLH
	B1 – optional units – beverage service			
	Credit value required: minimum 3.			
Unit 9	J/601/4978 – Serve Alcoholic and Soft Drinks	2	5	46
Unit 10	L/601/4982 – Prepare and Serve Cocktails	2	5	40
Unit 11	K/601/4939 – Prepare and Serve Wines	2	5	41
Unit 12	T/601/4927 – Prepare and Serve Dispensed and Instant Hot Drinks	2	3	30
Unit 13	F/601/4932 – Prepare and Serve Hot Drinks Using Specialist Equipment	2	4	36
	C1 – optional units			
Unit 14	F/601/4994 – Prepare and Clear Areas for Counter and Takeaway Service	1	3	25
Unit 15	F/601/4915 – Prepare and Clear Areas for Table Service	2	4	32
Unit 16	Y/601/4922 – Prepare and Clear the Bar Area	2	4	29
Unit 17	M/601/4909 – Maintain Cellars and Kegs	2	3	23
Unit 18	H/601/4907 – Clean Drink Dispense Lines	2	3	26
Unit 19	T/601/4975 – Receive, Store and Issue Drinks Stock	2	3	24
Unit 20	M/601/1511 – Resolve Customer Service Problems	2	6	40
Unit 21	D/601/0936 – Promote Additional Services or Products to Customers	2	6	40
Unit 22	A/601/1219 – Deal with Customers Across a Language Divide	2	8	53
Unit 23	Y/601/1227 – Maintain Customer Service Through Effective Handover	2	4	27
Unit 24	M/601/5039 – Maintain and Deal with Payments	2	4	30
Unit 25	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Beverage Service (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given below.

To achieve the full Edexcel Level 2 NVQ Diploma in Beverage Service (QCF), learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (11 credits) plus optional units from Group A1 (7 credits) and remaining optional units from either Group A1 or Group B1 (19 credits).

	Units	**Level**	**Credit**	**GLH**
	A – mandatory units			
	Credit value required: minimum 11.			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	L/601/0933 – Give Customers a Positive Impression of Yourself and your Organisation	2	5	33
	B – optional units			
	Credit value required: minimum 26.			
	A1 – optional units			
	Credit value required: minimum 7.			
Unit 9	J/601/4978 – Serve Alcoholic and Soft Drinks	2	5	46
Unit 10	L/601/4982 – Prepare and Serve Cocktails	2	5	40
Unit 11	K/601/4939 – Prepare and Serve Wines	2	5	41
Unit 12	T/601/4927 – Prepare and Serve Dispensed and Instant Hot Drinks	2	3	30
Unit 13	F/601/4932 – Prepare and Serve Hot Drinks Using Specialist Equipment	2	4	36
Unit 16	Y/601/4922 – Prepare and Clear the Bar Area	2	4	29
	B1 – optional units			
Unit 17	M/601/4909 – Maintain Cellars and Kegs	2	3	23
Unit 18	H/601/4907 – Clean Drink Dispense Lines	2	3	26
Unit 19	T/601/4975 – Receive, Store and Issue Drinks Stock	2	3	24

	Units	Level	Credit	GLH
Unit 20	M/601/1511 – Resolve Customer Service Problems	2	6	40
Unit 21	D/601/0936 – Promote Additional Services or Products to Customers	2	6	40
Unit 22	A/601/1219 – Deal with Customers Across a Language Divide	2	8	53
Unit 23	Y/601/1227 – Maintain Customer Service Through Effective Handover	2	4	27
Unit 24	M/601/5039 – Maintain and Deal with Payments	2	4	30
Unit 25	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. Learners must achieve all the required units within the specified qualification structure.

To pass a unit learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have been included in *Annexe D*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where learners can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

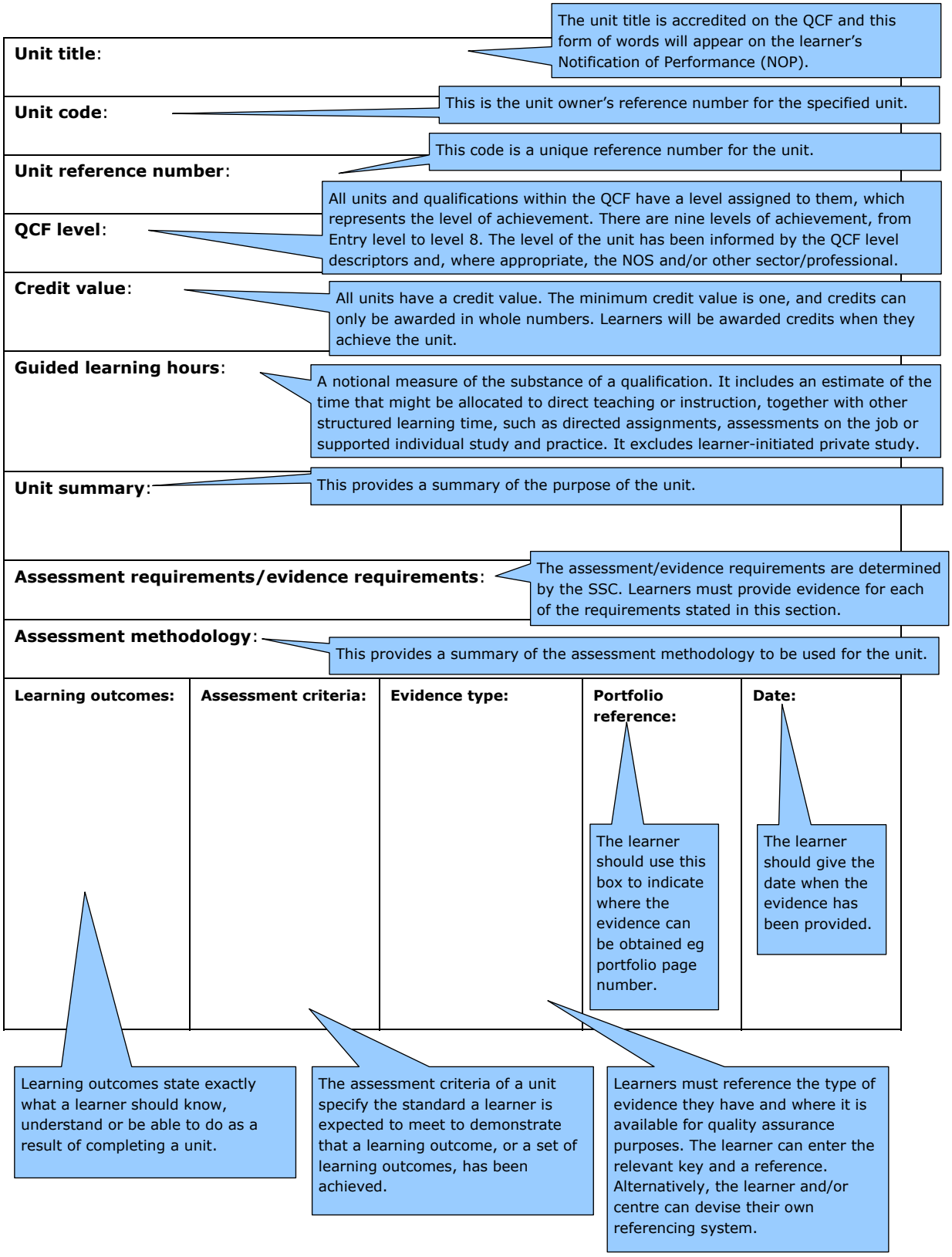
Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

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

Unit code: 1GEN1/09

Unit reference number: F/601/4218

QCF level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illness and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person			
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to help maintain a hygienic, safe and secure workplace	3.1	Identify any hazards or potential hazards and deal with these correctly			
		3.2	Report any accidents or near accidents quickly and accurately to the proper person			
		3.3	Follow health, hygiene and safety procedures during work			
		3.4	Practise emergency procedures correctly			
		3.5	Follow organisational security procedures			
4	Know how to maintain a hygienic, safe and secure workplace	4.1	State the importance of working in a healthy, safe and hygienic way			
		4.2	State where information about health and safety in your workplace can be obtained			
		4.3	Describe the types of hazard in the workplace that may occur and how to deal with these			
		4.4	State hazards that can be dealt with personally and hazards that must be reported to someone else			
		4.5	State how to warn other people about hazards and why this is important			
		4.6	State why accidents and near accidents should be reported and who these should be reported to			
		4.7	Describe the type of emergencies that may happen in the workplace and how to deal with these			
		4.8	State where to find first-aid equipment and who the registered first-aider is in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 State safe lifting and handling techniques that should be followed 4.10 State other ways of working safely that are relevant to own position and why these are important 4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed 4.12 State the possible causes for fire in the workplace 4.13 Describe how to minimise the risk of fire 4.14 State where to find fire alarms and how to set them off 4.15 State why a fire should never be approached unless it is safe to do so 4.16 State the importance of following fire safety laws 4.17 Describe organisational security procedures and why these are important 4.18 State the correct procedures for dealing with customer property 4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Maintain personal health and hygiene
The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.
Maintain a hygienic, safe and secure workplace
The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **hazards** a) relating to equipment b) relating to areas where you work c) relating to personal clothing • **none** from **ways of dealing with hazards** a) putting them right yourself b) reporting them to appropriate colleagues c) warning other people • at least **one** from **emergency procedures** a) fire b) threat c) security. Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Unit 2: Working Effectively as Part of a Hospitality Team

Unit code: 1GEN4/09

Unit reference number: T/601/4216

QCF level: 1

Credit value: 3

Guided learning hours: 22

Unit summary

This unit assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members			
3 Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved 3.3 Agree what has to be done to improve their work 3.4 Agree a learning plan with the relevant person 3.5 Seek opportunities to review and develop learning plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to plan and organise own work	4.1 State why it is essential to understand the requirements of the work 4.2 List the benefits of planning and organising work 4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions 4.4 List the benefits of keeping everything needed for own work organised and available 4.5 State why it is important to keep work areas clean and tidy 4.6 State why it is important to keep waste to a minimum 4.7 State when to ask for help and who can be asked			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to work effectively with team members	5.1 State the importance of effective teamwork 5.2 State the people in own team and explain how they fit into the organisation 5.3 List the responsibilities of the team and why it is important to the organisation as a whole 5.4 Describe how to maintain good working relationships with team members 5.5 State how to determine if helping a team member will prevent own work from being completed on time 5.6 State the limits of own job role and what can and cannot be done when helping team members 5.7 State why essential information needs to be passed on to a team member as soon as possible 5.8 List the types of behaviour that help teams to work effectively and behaviours that do not 5.9 State why problems with working relationships should be reported to the relevant person 5.10 Describe how to communicate clearly and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills 6.2 Describe how to get feedback from team members and how this is helpful 6.3 Describe how a learning plan can improve own work 6.4 State why it is important to regularly review own learning plan			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

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Assessment requirements/evidence requirements

Learning outcomes	Example assessment methods	Examples of evidence
Plan and organise your work	Observation Witness testimony' Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
Work effectively with team members	Observation Witness testimony Questioning	Records of oral questioning Question/answer sheets Records of professional discussion Cross-reference to outcome 1
Develop your own skills	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Ask for help from the relevant person if you need it	Simulation Oral questions Written questions Professional discussion	Observation sheet Question/answer sheets Records of professional discussion

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

Unit code: 2GEN1/10

Unit reference number: L/601/0933

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			
3 Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 4: Maintain Food Safety When Storing, Holding and Serving Food

Unit code: 2GEN4/10

Unit reference number: A/601/5030

QCF level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain food safety	1.1 Describe what might happen if significant food safety hazards are not controlled 1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food 1.3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination 1.4 State why some hazards are more important than others in terms of food safety 1.5 State who to report significant foods safety hazards to			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to keep self clean and hygienic	2.1 Wear clean and suitable clothes appropriate to the jobs to be done 2.2 Only wear jewellery and other accessories that do not cause food safety hazards 2.3 Change clothes when necessary to prevent bacteria spreading 2.4 Wash hands thoroughly at appropriate times 2.5 Avoid unsafe behaviour that could contaminate the food 2.6 Report any cuts, grazes, illness and infections promptly to the proper person 2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to keep self clean and hygienic	3.1 State why clean and suitable clothes appropriate to job must be worn 3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food 3.3 Describe how jewellery and accessories can cause food safety hazards 3.4 State when to change clothes to prevent bacteria spreading and why this is important 3.5 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste and before serving food 3.6 State the importance of not handling food with an open wound 3.7 State how to deal with open wounds when handling food 3.8 State the importance of reporting illnesses and infections promptly 3.9 State why it is important to reporting stomach illnesses in particular 3.10 State the importance of avoiding touching face, nose, or mouth, chewing gum, eating, smoking when working with food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to keep working area clean and hygienic	4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition 4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks 4.3 Remove from use any surfaces and equipment that are damaged or have loose parts 4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety 4.5 Dispose of waste promptly, hygienically and appropriately 4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings 4.7 Identify, take appropriate action on, and report to appropriate person any signs of pests			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to keep working area clean and hygienic	5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so 5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so 5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety 5.4 List the types of damaged surfaces and equipment that can cause food safety hazards 5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety 5.6 State the importance of clearing and disposing of waste promptly and safely 5.7 Describe how to clear and dispose of waste safely 5.8 State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards 5.9 State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards 5.10 List the types of pests that could be found in catering operations 5.11 Describe how to identify the signs that pests are present			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to store food safely	6.1	Check that food is undamaged and within its 'use-by date' once it has been received			
		6.2	Prepare food for storage			
		6.3	Put food in the correct storage area as quickly as necessary to maintain its safety			
		6.4	Make sure storage areas are clean and maintained at the correct temperature for the type of food			
		6.5	Store food so that cross-contamination is prevented			
		6.6	Follow stock rotation procedures			
		6.7	Safely dispose of food that is beyond 'use-by date'			
		6.8	Keep necessary records up to date			
7	Know how to store food safely	7.1	State the importance of making sure food deliveries are undamaged and within their 'use-by date'			
		7.2	State why it is important that food is stored at the correct temperature			
		7.3	Describe how to ensure food is stored at the correct temperature			
		7.4	State the importance of preparing food for storage whilst retaining important labelling information			
		7.5	State why food must be put in the correct storage area			
		7.6	State what temperature different foods should be stored at			
		7.7	State the importance of clean storage areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Describe what do to if storage areas are not kept clean 7.9 Describe how to check food is stored at the correct temperature 7.10 State the importance of separating raw and ready-to-eat food 7.11 List what types of food are raw and which are ready-to-eat 7.12 Explain why stock rotation procedures are important 7.13 State why food beyond its 'use-by date' must be disposed of			
8 Be able to hold and serve food safely	8.1 Handle food in a way that protects it from hazards 8.2 Follow organisational procedures for items that may cause allergic reactions 8.3 Use methods, times and temperatures that maintain food safety 8.4 Keep necessary records up to date			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to hold and serve food safely	9.1 Describe how to check food during holding and serving 9.2 State the importance of knowing that certain foods can cause allergic reactions 9.3 State what procedure to follow to deal with food that can cause allergic reactions 9.4 State what to do if a customer asks if a particular dish is free from a certain food allergen 9.5 Describe how cross-contamination can happen between raw food and food that is ready to eat 9.6 Describe how to avoid cross-contamination between raw and ready-to-eat food 9.7 State the holding temperature and times that must be used for the food			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Keep yourself clean and hygienic
The assessor **must** assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work. The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.
Understanding of why you must be clean and hygienic must be assessed through questioning.
Keep your working area clean and hygienic
The assessor **must** assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work. The assessor may assess assessment criteria 4.3, 4.4, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • **both** from **surfaces and equipment** a) surfaces and utensils used for displaying and serving food b) appropriate cleaning equipment. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Store food safely
The assessor **must** assess assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by directly observing the learner's work. The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **storage areas** a) ambient temperature b) refrigerator c) freezer. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Hold and serve food safely
The assessor **must** assess assessment criteria 8.1, 8.3 by directly observing the learner's work. The assessor may assess assessment criteria 8.2 and 8.4 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **hazards** a) sources of bacteria and other organisms b) chemical c) physical d) allergenic. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 5: Provide a Counter and Takeaway Service

Unit code: 1FS4/10

Unit reference number: L/601/5016

QCF level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers			
2 Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary 3.4 Display and store food and drink items in line as required 3.5 Clear work area of used and non-required service items at the appropriate times 3.6 Dispose of rubbish, used disposable items and food waste as required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important 4.2 State why food which is prepared first should be served first 4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 State why waste must be handled and disposed of correctly 4.5 State why a constant stock of service items should be maintained 4.6 State why maintaining food at the correct temperature is important and how this can be ensured 4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

Serve customers at the counter
The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **customers** a) customers with routine needs b) customers with non-routine needs • at least **two** from **information** a) items available b) ingredients c) prices, special offers and promotions • at least **two** from **food and drink items** a) hot food b) cold food c) hot drinks d) cold drinks • at least **two** from **condiments and accompaniments** a) seasonings b) sugars/sweeteners c) prepared sauces/dressings. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Maintain counter and service areas
The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **service items** a) service utensils b) food containers/dispensers c) trays d) crockery e) cutlery f) disposable items • at least **two** from **food and drink items** a) hot food b) cold food c) hot drinks d) cold drinks. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 6: Serve Food at the Table

Unit code: 2FS2/10

Unit reference number: H/601/4986

QCF level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about greeting and assisting customers when they arrive, giving them accurate information about dishes and taking their orders. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean and tidy during service.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to greet customers and take orders	1.1 Greet customers and identify their requirements and check any booking records as appropriate to the service operation 1.2 Provide customers with assistance when they arrive 1.3 Make sure customers have access to the correct menu 1.4 Give accurate information on individual dishes according to customer requirements 1.5 Maximise the order using appropriate sales techniques 1.6 Assist customers to make a choice where appropriate 1.7 Identify, record and deal with orders promptly			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to greet customers and take orders	2.1 Describe organisational standards for customer service 2.2 State why menus should be checked before use 2.3 Explain why information about the menu should be given accurately to customers 2.4 Explain why it is important to have knowledge about food being served 2.5 Describe the types of assistance that customers may need when they arrive and how to deal with these 2.6 Outline the types of unexpected situations that may occur when greeting customers and dealing with orders and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve customers' orders and maintain the dining area	3.1 Provide customers with the correct table items for the food to be served at the appropriate times 3.2 Serve food with clean and undamaged service equipment of the appropriate type 3.3 Serve food of the type, quality and quantity required using the appropriate service method 3.4 Keep customer area tidy and clean 3.5 Remove and replace used table items as required and maintain the correct stocks 3.6 Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly 3.7 Carry out work with the minimum of disturbance to customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve customers' orders and maintain the dining area	4.1 Describe safe and hygienic working practices when serving customer orders 4.2 State which condiments and accompaniments best complement each menu item 4.3 State which service equipment is appropriate for different menu items 4.4 Explain why food should be arranged and presented in line with the menu specifications 4.5 Describe safe and hygienic working practices when maintaining dining and service areas 4.6 State why dining and service areas must be kept tidy and free from rubbish and food debris 4.7 State why waste must be handled and disposed of correctly 4.8 Explain why a constant stock of linen, table items and accompaniments must be maintained 4.9 Outline the types of unexpected situations that may occur when serving food at table and how to deal with these			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

Greet customers and take orders
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7 by directly observing the learner's work. The assessor may assess assessment criterion 1.5 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **customers** a) with special requirements b) without special requirements • at least **two** from **customer requirements** a) correct number of place settings b) dietary requirements c) special seating requirements • at least **one** from **service operations** a) table service b) function service • at least **two** from **information** a) dishes available b) dish composition and method of cooking c) prices d) special offers and promotions. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Serve customers' orders and maintain the dining area
The assessor **must** assess assessment criteria 3.1-3.7 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **table items** a) crockery b) cutlery and silverware c) glassware d) napkins e) condiments and accompaniments • at least **two** from **service equipment** a) dishes/linens, flats b) trays/trolley service cutlery and silverware c) service cloths/linen • at least **one** from **service method** a) plated items b) served items. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 7: Provide a Silver Service

Unit code: 2FS3/10

Unit reference number: J/601/4950

QCF level: 2

Credit value: 6

Guided learning hours: 51

Unit summary

This unit is about silver serving various foods including soups and sauces, bread rolls and potatoes, meat and poultry, vegetables and sweets. This unit also covers clearing finished courses including cutlery, crockery and other table items such as glassware.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to silver serve food	1.1 Make sure that service equipment is clean and undamaged and ready for service according to the service operation 1.2 Make sure that the food to be served is of the type and quantity required and that it is arranged allowing for easy service 1.3 Portion, serve and arrange the food items using the recommended service equipment 1.4 Deal with surplus food items and used service equipment correctly 1.5 Carry out work with the minimum of disturbance to customers			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to silver serve food	2.1 Describe safe and hygienic working practices when providing a silver service 2.2 State why it is important to be familiar with the available menu items 2.3 Describe the operational procedures for serving courses 2.4 State what food has to be carefully portioned during service 2.5 Explain why care has to be taken to serve and arrange food correctly 2.6 State why care should be taken to avoid accidents 2.7 State why and to whom all customer incidents should be reported 2.8 Outline the types of unexpected situations that may occur when providing silver service and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear finished courses	3.1 Clear finished courses, crockery and cutlery systematically from the table at the appropriate time according to the service operation 3.2 Check crockery, cutlery and other table items and replace or remove them as appropriate 3.3 Clear waste and food debris from the table in line with the service operation			
4 Know how to clear finished courses	4.1 Describe safe and hygienic working practices when clearing finished courses 4.2 Describe the operational procedures for clearing finished courses 4.3 State why and to whom any incidents or accidents should be reported 4.4 Outline what the hygienic aspects are to clearing tables 4.5 Outline the types of unexpected situations that may occur when clearing courses and how to deal with these			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

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Internal verifier signature: _____ Date:_____
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Assessment requirements/evidence requirements

Silver serve food
The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **service equipment** a) dishes/liners/flats b) service cutlery/silverware c) service cloths/linen • at least **one** from **silver operation** a) function silver service b) restaurant silver service c) buffet/carvery silver service • at least **five** from **food items** a) soups b) gravies/sauces c) bread rolls/potatoes/other solid items d) sliced meat/poultry e) rice/vegetables/other small chopped items f) pies/tarts/flans/gateaux g) puddings/spooned desserts h) cheese. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clear finished courses
The assessor **must** assess assessment criteria 3.1-3.3 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • **all** from **courses** a) starter b) main course c) dessert • at least **one** from **service operation** a) function silver service b) restaurant silver service c) buffet/carvery silver service • at least **two** from **table items** a) glassware b) condiments and accompaniments c) table decorations. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 8: Provide a Buffet and Carvery Service

Unit code: 2FS4/10

Unit reference number: A/601/4945

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about preparing the carvery or buffet display by arranging items such as crockery, cutlery and napkins. It also covers serving customers at the carvery or buffet which includes portioning the food and using the correct service style. Finally, the unit covers keeping customer dining areas clean by clearing tables and dealing with spillages.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and maintain a buffet and carvery display	1.1 Make sure the carvery and buffet table is clean, undamaged and positioned according to the serve style 1.2 Make sure table items are clean and undamaged and arrange them correctly for food service 1.3 Make sure service equipment is clean, undamaged and position it ready for use 1.4 Display food items ready for service 1.5 Display and store food items according to food safety requirements 1.6 Replenish food items as necessary and keep the carvery or buffet free from food debris during food service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and maintain a buffet and carvery display	2.1 Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display 2.2 Explain why food items should be replenished and displayed correctly throughout service 2.3 State why dining service areas must be kept tidy and free from rubbish and food debris 2.4 State why service equipment should be turned on before service 2.5 State why heating, air conditioning and ventilation and lighting should be checked before use when preparing areas for service 2.6 State why table items should be checked for damage and cleanliness before service 2.7 Outline the types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve and assist customers at the carvery and buffet	3.1 Give information that meets the customers' needs and promotes the products and service of organisation 3.2 Serve food with service equipment of the appropriate type that is clean and undamaged using correct service style 3.3 Serve only food items that are of the required type and quality 3.4 Portion and arrange food in line with organisation style and customer requirements 3.5 Keep customer dining areas tidy and free from rubbish and food debris 3.6 Clear any used table items and left over food items when necessary 3.7 Carry out work with the minimum of disturbance to customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve and assist customers at the carvery and buffet	4.1 Describe safe and hygienic working practices when serving customers at buffet or carvery 4.2 State why potions should be controlled when serving food to customers 4.3 State why information given to customers should be accurate 4.4 Explain why maintaining food at the correct temperature is important and how you can ensure this 4.5 State why and to whom all customer incidents should be reported 4.6 Describe safe and hygienic working practices when maintaining a customer dining area 4.7 State why waste must be handled and disposed of correctly 4.8 State why and to whom breakages should be reported 4.9 Outline the types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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Assessment requirements/evidence requirements

Prepare and maintain a carvery/buffet display
The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **service style** a) served buffet/carvery b) self-serviced buffet/carvery • at least **three** from **table items** a) crockery b) cutlery/silverware c) glassware d) table coverings e) napkins f) decorative items g) flowers • at least **two** from **service equipment** a) dishes/flats/plates b) service cutlery/silverware c) service cloths/linen • at least **two** from **food items** a) hot food b) cold food c) accompaniments. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Serve and assist customers at the carvery/buffet
The assessor **must** assess assessment criteria 3.1-3.7 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **service style** a) served buffet/carvery b) self-service buffet/carvery • at least **two** from **service equipment** a) dishes/flats/plates b) service cutlery/silverware c) service cloths/linen • at least **two** from **food items** a) hot food b) cold food c) accompaniments. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 9: Serve Alcoholic and Soft Drinks

Unit code: 2BS2/10

Unit reference number: J/601/4978

QCF level: 2

Credit value: 5

Guided learning hours: 46

Unit summary

This unit is about providing customers with a range of alcoholic and non-alcoholic drinks – bottled, draught, cans and cartons, and those served by free pouring or optics, for example spirits and liqueurs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to take customers orders	1.1 Deal with customers in order of arrival where possible 1.2 Maintain focus on the customer and their needs 1.3 Offer customers accurate information on available drinks 1.4 Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation 1.5 Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink 1.6 Provide alcoholic drinks to permitted people only 1.7 Deal with customer incidents effectively and inform the proper person where necessary			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to take customers orders	2.1 State the Licensing Objectives relevant to the country working within 2.2 State current relevant legislation to licensing and weights and measures 2.3 State why it is important to check glassware for damage 2.4 Explain why drinks should be stored at the correct temperature 2.5 Describe how to deal with violent/disorderly customers 2.6 Explain why it is important to offer customers accurate information eg about strength of drinks and their basic characteristics 2.7 State why it is important to offer customers accurate information about special offers and promotions 2.8 State what legal measures must be used to serve alcohol and why they must be used 2.9 State what law is in relation to serving underage drinkers and how this affects the bar staff 2.10 State what law is in relation to the times of day/night that alcohol may be served 2.11 Describe symptoms that indicate when a customer has drunk excessive amounts and what are the legal responsibilities are in relation to this			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 State under what circumstances customers must not be served with alcohol 2.13 Describe how to respond to signs that someone might be under the influence of drugs or buy/selling drugs 2.14 Describe what procedures to follow in response to people smoking in a no smoking area 2.15 Describe the type of non-routine needs that customers may have and how to deal with them 2.16 Describe organisations' standards for customer service 2.17 Describe different service styles within organisation 2.18 Describe why customers should be dealt with in order of arrival where possible			
3 Be able to serve alcoholic and non-alcoholic drinks	3.1 Select a glass in which to serve the drink according to organisations' procedures and customer requirements 3.2 Check that the glass is clean and undamaged 3.3 Pour drink according to the product that is being served 3.4 Ensure that the drink is at the correct temperature before serving 3.5 Promote additional products to the customer as appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve alcoholic and non-alcoholic drinks	4.1 Describe the correct way to open capped, screw top and corked bottles and how to use the appropriate equipment 4.2 State why the bottle should be left facing the customer 4.3 Describe the correct way to pour and serve different draught drinks 4.4 Describe the correct way to pour and serve different drinks for free or optic pouring 4.5 Describe types of glasses available to serve drinks and which ones to use according to organisations procedures and customer requirements 4.6 State correct temperature for different types of drinks			

Learner name: _____ Date:_____

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(*if sampled*)

Assessment requirements/evidence requirements

Take customer orders
The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work. The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **information** a) price b) alcoholic content c) name and type of drink d) style characteristics • at least **two** from **drinks** a) bottled drinks b) draught drinks c) drinks in cans or cartons d) drinks served by free pouring or optics • at least **two** from **drink accompaniments** a) ice/water b) food garnishes for drinks c) decorative items/stirrers. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Serve alcoholic and non-alcoholic drinks
The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the learner's work. The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **drinks** a) bottled b) draught c) drinks in cans d) drinks in cartons e) free pouring/optics • at least **one** from **customer** a) with routine needs b) with non-routine needs • at least **one** from **service style** a) at the bar b) at the table. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 10: Prepare and Serve Cocktails

Unit code: 2BS3/10

Unit reference number: L/601/4982

QCF level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about preparing cocktail making equipment and cocktail ingredients. It also covers mixing and serving cocktails and giving customers accurate information about them.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare areas and equipment for serving cocktails	1.1	Make sure that work areas are clean, tidy and ready to use			
		1.2	Make sure that cocktail-making equipment is clean and undamaged			
		1.3	Prepare and store cocktail ingredients ready to use			
		1.4	Store cocktail accompaniments ready to use			
2	Know how to prepare areas and equipment for serving cocktails	2.1	Describe safe and hygienic working practices when preparing areas and equipment for making cocktails			
		2.2	State why it is important to keep preparation areas and equipment hygienic when preparing cocktails			
		2.3	State what safe working practices should be followed when preparing cocktails			
		2.4	State why it is important to have all the ingredients ready before preparing cocktails			
		2.5	Outline the types of unexpected situations that may happen when preparing areas and equipment to make cocktails			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve cocktails	3.1 Identify customer requirements 3.2 Provide customers with accurate information about cocktails as required 3.3 Promote cocktails to customers at appropriate times 3.4 Assemble cocktails using the recommended, measures, techniques, equipment and accompaniments 3.5 Finish cocktails and serve them using the recommended equipment and accompaniments 3.6 Serve alcoholic cocktails to permitted people only			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to serve cocktails	4.1 State current relevant legislation relating to licensing and weights and measures legislation 4.2 Describe safe and hygienic working practices when serving cocktails 4.3 State why and to whom any customer incidents should be reported 4.4 Describe how to respond to signs that someone might be under the influence of drugs or buying/selling drugs 4.5 Describe how to deal with violent/disorderly customers 4.6 State what procedures to follow in response to people smoking in a non-smoking area 4.7 State where and from whom health and safety and food legislation can be obtained 4.8 State why it is important to offer customers accurate information, eg about strength of drinks and their basic characteristics 4.9 State why it is important to offer customers accurate information about special offers and promotions 4.10 State why correct information must be provided to customers at all times 4.11 State why it is important to recognise the name of different cocktails			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.12 Describe what the different techniques for mixing cocktails are 4.13 State different measures for different types of cocktails 4.14 State why it is important to use the correct measures when preparing cocktails 4.15 State when it is permissible to free-pour when making cocktails 4.16 State what legal measures must be used to serve alcohol and why they must be used 4.17 State what the law is in relation to serving underage drinkers and how this affects the bar staff 4.18 State what the law is in relation to the times of day/night that alcohol may be served 4.19 Describe what symptoms indicate that a customer has drunk excessive amounts and what the legal responsibilities are in relation to this 4.20 State under what circumstances customers must not be served with alcohol 4.21 Outline the types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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(*if sampled*)

Assessment requirements/evidence requirements

Prepare areas and equipment for serving cocktails
The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **five** from **equipment** a) pourers b) blenders c) shakers/mixers d) stirring equipment e) squeezers and strainers f) knives and chopping board g) glasses/jugs h) ice scoops i) cocktail list/menu • at least **three** from **ingredients** a) fruit b) fruit juices/soft drinks c) cream/milk d) alcohol • at least **three** from **accompaniments** a) ice b) food garnish c) salt/sugar d) decorative items. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Serve cocktails
The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **information** a) price b) ingredients c) relative strength d) measures • at least **three** from **methods** a) shaken b) mixed c) stirred d) blended e) built/poured • at least **four** from type of **cocktails** a) spirit based b) non-alcoholic c) cream-based cocktail d) champagne-based cocktail e) gin/vodka-based cocktail f) tequila-based cocktail g) fruit juice-based cocktail h) sour cocktail • at least **two** from **accompaniments** a) ice b) food garnish c) salt/sugar d) decorative items • at least **five** from **equipment** a) pourers b) blenders c) shakers/mixers d) stirring equipment e) squeezers and strainers f) knives and chopping board g) glasses/jugs h) ice scoops. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 11: Prepare and Serve Wines

Unit code: 2BS4/10

Unit reference number: K/601/4939

QCF level: 2

Credit value: 5

Guided learning hours: 41

Unit summary

This unit is about preparing for wine service by checking equipment such as trays, corkscrews and ice buckets. It also covers the promotion of wines and taking orders. Finally, it covers presenting wine to the customer and serving it at the correct temperature.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare service areas, equipment and stock for wine service	1.1 Make sure there are sufficient stocks of service linen, table items, service equipment and wine lists 1.2 Make sure service linen, table items, service equipment and wine lists are clean and ready for use 1.3 Make sure there is sufficient wine stock 1.4 Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare service areas, equipment and stock for wine service	2.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service 2.2 State what equipment is necessary for different types of wine 2.3 State what glassware is necessary for different types of wine 2.4 State what temperatures different types of wine should be stored and maintained at before service 2.5 State what organisational procedures relate to preparing service areas, equipment and stock 2.6 Outline the types of unexpected situations that may happen when preparing service areas and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to determine customer requirements for wine	3.1	Present the wine list to the customer when they are considering their order			
		3.2	Establish an effective rapport with the customer and maintain it throughout the service			
		3.3	Take the opportunity to maximise sales through up-selling in line with current best practice and or legislation			
		3.4	Give accurate wine list information to meet the requirements of the customer			
		3.5	Refer customer queries outside own area of responsibility to the proper person			
		3.6	Take customers orders according to organisations procedures			
4	Understand how to determine customer requirements for wine	4.1	State current relevant legislation relating to trade descriptions and legislation when serving wine			
		4.2	Describe how to deal with and report customer incidents			
		4.3	State the importance of maximising sales through up-selling and to do this			
		4.4	Explain how to interpret the wine label information			
		4.5	Describe the basic characteristics of the wines available within the establishment			
		4.6	State how to describe wine characteristics to the customer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 List what factors to consider when providing advice to customers on choice of wine 4.8 State what techniques to use to promote wines to customers 4.9 State what legal measures can be used to serve wine and which ones are most appropriate to organisation 4.10 State under what circumstances customer must not be served with alcohol 4.11 Describe what symptoms indicate that a customer has drunk excessive amounts and what are the legal responsibilities in relation to this 4.12 Describe how to refuse to serve customers displaying inappropriate behaviour			
5 Be able to present and serve wine	5.1 Handle the wine and present it to the customer in a style and manner appropriate to the style of service 5.2 Open the wine using the appropriate method 5.3 Serve the wine at the recommended temperature using the correct service equipment 5.4 Deal with routine customer queries and comments 5.5 Refill customers' wine glasses in line with their requirements and establishment procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to present and serve wine	6.1 Describe safe and hygienic working practices, relevant licensing weights and trade descriptions legislation 6.2 Describe what the various safety procedures involved in opening a bottle of champagne or sparkling wine are 6.3 Describe what the correct procedures for handling glassware are and which glassware is appropriate for use in the service of different types of wine 6.4 State the recommended temperatures for maintaining different types of wine during service are 6.5 State what the correct method of service (etiquette) is for white wine, red wine and sparkling wine 6.6 State how many measures of wine are obtainable from standard bottles of wine 6.7 Describe the types of unexpected situations that may happen when serving wine and how to deal with them 6.8 State what the indicators are when wine is not suitable for drinking			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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(*if sampled*)

Assessment requirements/evidence requirements

Prepare service areas, equipment and stock for wine service
The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **service equipment** a) glassware b) trays c) service cloths/linen d) corkscrews/bottle opener d) ice buckets/stands f) chillers/coolers • at least **two** from **wine** a) red b) white/rosé c) sparkling/semi-sparkling d) dessert. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Determine customer requirements for wines
The assessor **must** assess assessment criteria 3.1, 3.2, 3.4 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from wine **list information** a) name and type of wine b) price c) style characteristics d) country of origin • at least **one** from **customer needs** a) customer taste and style b) price c) occasion d) matching wine to menu items. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Present and serve wine
The assessor **must** assess assessment criteria 5.1, 5.2, 5.3 and 5.5 by directly observing the learner's work. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **service equipment** a) glassware b) trays c) service cloths/linen d) corkscrews/bottle openers e) ice buckets/stands f) chillers/coolers • at least **two** from **wine** a) red b) white/rosé c) sparkling/semi-sparkling d) dessert • at least **two** from **style of service** a) by the glass b) by the bottle c) by the carafe/decanter. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 12: Prepare and Serve Dispensed and Instant Hot Drinks

Unit code: 2BS7/10

Unit reference number: T/601/4927

QCF level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and teapots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare equipment and work area for service	1.1 Prepare the preparation, service and other equipment ready for use 1.2 Clean the work areas, leaving them tidy and ready for use 1.3 Make sure that preparation, service and other equipment is clean and free from damage 1.4 Store sufficient drink ingredients and accompaniments ready for use			
2 Understand how to prepare equipment and work area for service	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare and serve hot drinks	3.1 Identify customer requirements 3.2 Provide customers with accurate information on drinks as required 3.3 Promote company drinks to customers at all appropriate times 3.4 Make the drinks using the correct equipment and ingredients 3.5 Serve the drink in company style, offering the correct accompaniments 3.6 Clean preparation and serving equipment after use and tidy the preparation and serving area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to prepare and serve hot drinks	4.1 Describe safe and hygienic working practices when preparing and serving hot drinks 4.2 State why information about products given to customers should be accurate 4.3 Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements 4.4 State why and to whom all customer incidents should be reported 4.5 Explain why and to whom all breakages and spillages should be reported 4.6 State why customers and service areas should be kept clean, tidy and free from rubbish and used equipment			

Learner name: _____ Date:_____

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Assessment requirements/evidence requirements

Prepare work areas and equipment for service
The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **preparation equipment** a) small vending machines b) urns/kettles c) coffee pots d) teapots • at least **two** from **service equipment** a) cutlery b) glassware c) crockery d) trays • at least **one** from **other equipment** a) dish washers b) fridges/freezers c) thermometers • at least **two** from **drinks** a) coffee b) hot chocolate c) tea • at least **three** from **drink ingredients** a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrups e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea • at least **two** from **drink accompaniments** a) sugar b) milk c) dusting/topping powder d) cream. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and serve hot drinks
The assessor **must** assess assessment criteria 3.1, 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **drinks** a) coffee b) hot chocolate c) tea • at least **one** from **preparation equipment** a) small vending machines b) kettles c) urns d) coffee pots e) teapots • at least **two** from **service equipment** a) cutlery b) glassware c) crockery d) trays • at least **three** from **drink ingredients** a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrups e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea • at least **two** from **drink accompaniments** a) sugar b) milk c) dusting/topping powder d) cream. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 13: Prepare and Serve Hot Drinks Using Specialist Equipment

Unit code: 2BS8/10

Unit reference number: F/601/4932

QCF level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally the unit covers the maintenance of drink making equipment and checking the levels of stocks.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare work area and equipment for service	1.1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service 1.2 Clean work areas, leaving them tidy and ready for use 1.3 Arrange promotional and display materials correctly 1.4 Store sufficient drink ingredients and accompaniments ready for use			
2 Know how to prepare work area and equipment for service	2.1 Describe safe and hygienic working practices when preparing preparation and service areas 2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use 2.3 State why it is important to check for damage in all work areas and service equipment before taking orders 2.4 Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare and serve hot drinks	3.1 Identify customer requirements 3.2 Provide customers with accurate information on drinks as required 3.3 Maximise sales through up-selling 3.4 Make drinks using recommended equipment and ingredients 3.5 Serve the drink in company style, offering the correct accompaniments 3.6 Clean and maintain preparation and service equipment 3.7 Maintain stocks of drink ingredients and accompaniments			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare and serve hot drinks	4.1 Describe safe and hygienic working practices when preparing and serving hot drinks 4.2 State why information about products given to customers should be accurate 4.3 Describe what the different techniques for mixing and preparing different types of beverages to customer requirements are 4.4 State why and to whom all customer incidents should be reported 4.5 Describe how to deal safely with breakages and spillages 4.6 State why and to whom all breakages/spillages must be reported 4.7 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment 4.8 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them 4.9 Describe safe and hygienic working practices when maintaining hot drink making equipment 4.10 State why a constant level of stock must be maintained			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 State to whom any stock deficiencies should be reported 4.12 Describe how to use cleaning materials correctly 4.13 State the dangers of misusing cleaning equipment 4.14 State what tests should be carried out after cleaning preparation equipment 4.15 Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

Prepare work area and equipment for service
The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **preparation equipment** a) espresso machine b) cream whipper c) knock out box d) bean grinders e) filter system f) cafetière g) blender h) steamer i) urn • at least **two** from **service equipment** a) cutlery b) glassware c) crockery d) trays • at least **two** from **other equipment** a) dishwashers b) fridges/freezers c) thermometers d) temperature records • at least **one** from **promotional and display material** a) menus b) leaflets c) posters • at least **three** from **drinks** a) coffee b) hot chocolate c) tea d) steamed milk drinks e) iced drinks

- at least **five** from **drink ingredients**

  a) freshly ground coffee beans
  b) pre-ground coffee beans
  c) syrups
  d) chocolate powder
  e) milk
  f) ice cream
  g) spray cream
  h) tea
  i) ice

- at least **two** from **drink accompaniments**

  a) sugar
  b) dusting/topping powder
  c) cream.

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

Prepare and serve hot drinks

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

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

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

- at least **one** from **information**

  a) price
  b) relative strength
  c) ingredients
  d) origin of drink

- at least **three** from **drinks**

  a) coffee
  b) hot chocolate
  c) tea
  d) steamed milk drinks
  e) iced drinks (eg frappé/iced tea)

- at least **three** from **preparation equipment**

  a) espresso machine
  b) cream whipper
  c) knock out box
  d) bean grinders
  e) filter system
  f) cafetière
  g) blender
  h) steamer
  i) urn

- at least **two** from **service equipment**

  a) cutlery
  b) glassware
  c) crockery
  d) trays

- at least **five** from **drink ingredients**

  a) freshly ground coffee beans
  b) pre-ground coffee beans
  c) syrups
  d) chocolate powder
  e) milk
  f) ice cream
  g) spray cream
  h) tea
  i) ice

- at least **two** from **drink accompaniments**

  a) sugar
  b) dusting/topping powder
  c) cream.

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

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

Unit code: 1FS3/10

Unit reference number: F/601/4994

QCF level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about preparing work areas and service equipment, and displaying promotional materials and food properly. It also covers clearing these areas, including switching off service equipment, storing condiments, and disposing of rubbish.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare areas for counter and takeaway service	1.1 Check that the work area and service equipment are hygienic, clean, free from damage and ready for use 1.2 Check that sufficient stock of service items are clean, free from damage and arranged ready for service 1.3 Switch on appropriate service equipment in time to reach the recommended operating temperature 1.4 Prepare and display condiments and accompaniments ready for service where appropriate 1.5 Display promotional materials ready for customer use 1.6 Check that refuse and waste food containers are hygienic, empty and ready for use 1.7 Display food immediately before service, in line with operational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare areas for counter and takeaway service	2.1 Describe safe and hygienic working practices when preparing takeaway areas for counter/takeaway service and why these are important 2.2 State why waste must be handled and disposed of correctly 2.3 State why presentation standards must be maintained in the display of food 2.4 State how to display hot and cold food safely and why this is important 2.5 State why it is important to check expiry dates on appropriate food and drink items 2.6 State why all promotional material should be checked before use 2.7 State why it is important to have the correct serving equipment available for service 2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clear areas for counter and takeaway service	3.1 Deal with service equipment according to workplace's procedures 3.2 Assemble for cleaning or store any reusable service items from the food service 3.3 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate 3.4 Dispose of rubbish, used disposables and waste food following recommended procedures 3.5 Check that the work area and service equipment are clean, free from damage and ready for future use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clear areas for counter and takeaway service	4.1 Describe safe and hygienic working practices when clearing areas for counter/takeaway and why these are important 4.2 State why certain electrical and gas equipment should be turned off after service 4.3 State why waste must be handled and disposed of correctly 4.4 State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service 4.5 State why service areas should be left clean after service 4.6 Outline the types of unexpected situations that may occur when clearing areas and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

Prepare areas for counter/takeaway service
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the learner's work. The assessor may assess assessment criteria 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **work area** a) serving area b) seated area c) waiting area • at least **two** from **service equipment** a) display units b) heated units c) refrigerated units d) beverage equipment • at least **four** from **service items** a) trays b) straws c) service utensils d) food containers e) takeaway food packaging f) disposable serviettes g) crockery h) cutlery • at least **one** from **condiments and accompaniments** a) seasonings b) sugars and sweeteners c) prepared sauces and dressings • at least **one** from **promotional materials** a) menus b) posters c) black/white board d) illustrated menus board e) promotional materials showing special offers. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clear areas for counter/takeaway service
The assessor **must** assess assessment criteria 3.1, 3.2, 3.4 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **service equipment** a) display units b) heated units c) refrigerated units d) beverage equipment • at least **two** from **reusable service items** a) trays b) service utensils c) food containers d) crockery e) cutlery • at least **one** from **condiments and accompaniments** a) seasonings b) sugars and sweeteners c) prepared sauces and dressings • at least **two** from **work areas** a) serving area b) seated area c) waiting area. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 15: Prepare and Clear Areas for Table Service

Unit code: 2FS1/10

Unit reference number: F/601/4915

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about preparing areas and equipment for table service by checking stock levels and ensuring waste food containers are ready for use. It also covers preparing customer and dining areas, including laying up the tables and checking that condiments are ready for use. Finally, the unit covers clearing areas after service, for example stacking cutlery for cleaning and checking that service equipment such as hot plates are clean and turned off.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare service areas and equipment for table service	1.1 Check that service areas are hygienic, undamaged and ready to use in line with the service operation 1.2 Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate 1.3 Check that there are sufficient stocks of table items and that they are stored in line with service operation 1.4 Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations 1.5 Check refuse and waste food containers are clean and ready for use			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare service areas and equipment for table service	2.1 Describe safe and hygienic working practices when preparing service areas and equipment for table service 2.2 State why a constant stock of food service items has to be maintained 2.3 State why it is important to check expiry dates on items and how to do so 2.4 Outline organisations procedures for storage and stock rotation 2.5 State why service equipment should be turned on before service 2.6 State why waste must be handled and disposed of correctly 2.7 State where and from whom health and safety and food hygiene information can be obtained 2.8 Outline the types of unexpected situations that may occur when preparing service areas and equipment and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to clear dining and service areas after table service	3.1	Check dining furniture, table linen and table items are clean and undamaged			
		3.2	Arrange restaurant furniture according to the food service operation			
		3.3	Lay up tables according to cover lay-up			
		3.4	Check that menus are available and ensure that they contain accurate information and are ready for customer use			
		3.5	Check that condiment containers are clean, full and ready for customer use			
4	Understand how to clear dining and service areas after table service	4.1	Describe safe and hygienic working practices when preparing customer dining areas			
		4.2	State why it is essential to check table linen and table items before service			
		4.3	State why menus should be checked before use			
		4.4	State why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service			
		4.5	Outline the types of unexpected situations that may occur when preparing customer dining areas and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to prepare customer and dining areas for table service	5.1 Arrange table items used in food service area for cleaning or store them as required 5.2 Prepare service and table linen for despatch to laundry or clean down and remove disposable items 5.3 Store food items and accompaniments for future use in line with food hygiene regulations 5.4 Dispose of rubbish and waste food correctly 5.5 Make sure that service equipment is clean and turned off or stored 5.6 Leave dining and food service areas tidy and ready for cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to prepare customer and dining areas for table service	6.1 Describe safe and hygienic working practices when clearing dining and service areas 6.2 State why all dining and service areas should be left clean after service 6.3 State why certain electrical equipment should be turned off after service 6.4 State why waste must be handled and disposed of correctly 6.5 Describe how to dispose of broken glass and crockery safely 6.6 State the security procedures that should be followed 6.7 Outline the types of unexpected situations that may occur when clearing dining and service areas and how to deal with them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

Prepare service areas and equipment for table service
The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **service operations** a) restaurant table service b) function service • at least **four** from **service equipment** a) service cutlery/silverware b) glassware c) service dishes/flats d) refrigerated units e) hot/cold beverage service containers f) trays/trolleys g) sideboards/side tables/service station • at least **one** from **condiments and accompaniments** a) dry seasonings/flavourings b) mustards, sauces and salad dressings c) prepared bread items. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Prepare customer and dining areas for table service
The assessor **must** assess assessment criteria 3.1-3.5 by directly observing the learner's work.

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

- at least **four** from **table items**

  a) crockery
  b) cutlery/silverware
  c) glassware
  d) menus/menu folders
  e) table decorations
  f) condiments and accompaniments
  g) napkins and table coverings

- at least **one** from **service operations**

  a) restaurant table service
  b) function service

- at least **one** from **cover lay-up**

  a) full place settings for a la carte menu
  b) full place settings for table d'hôte menu
  c) full place settings for function

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

Prepare customer and dining areas for table service

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

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

- at least **four** from **table items**

  a) cutlery/silverware
  b) glassware
  c) menus/menu holders
  d) table decorations
  e) condiments and accompaniments
  f) napkins and table coverings

- at least **two** from **food service areas**

  a) customer dining areas
  b) sideboards/side tables/trolleys
  c) service preparation areas

- at least **three** from **service equipment**

  a) hot plates/plates
  b) warmers
  c) refrigerated units
  d) hot/cold beverage service containers
  e) trays/trolleys
  f) sideboards/side tables/service station.

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

Unit 16: Prepare and Clear the Bar Area

Unit code: 2BS1/10

Unit reference number: Y/601/4922

QCF level: 2

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is about preparing stock and equipment in the bar area before service and clearing down. It also covers clearing and storing glassware, and dealing with broken glass.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare customer and service area	1.1 Check stocks for drinks service, restock and rotate them in line with workplace procedures 1.2 Prepare and store the drink accompaniments, ready for service 1.3 Make sure that service and electrical equipment is clean, free from damage and displayed as required 1.4 Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required 1.5 Make sure service areas are clean, tidy and ready for service			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare customer and service area	2.1 Describe safe and hygienic practices when preparing customer and service areas 2.2 State why and to whom breakages should be reported 2.3 Explain why it is essential to check the expiry dates on stock items 2.4 State why refrigeration units should be maintained at the correct temperature 2.5 State why correct storage and rotation procedures should be followed 2.6 State why service areas must be secure from unauthorised access at all times 2.7 State why maintenance should not be attempted on electronic items 2.8 State why a constant stock of drinks and accompaniments must be maintained 2.9 State why stocks of drinks must be rotated 2.10 Outline the types of unexpected situations that may occur when preparing the bar area and how to deal with these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to clear customer and service area	3.1	Store, restock, or dispose of drinks stocks and drink accompaniments, in line with workplace procedures			
		3.2	Ensure that service equipment is clean and stored as required			
		3.3	Make sure electrical equipment and machines are left in the correct condition			
		3.4	Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning			
4	Understand how to clear customer and service area	4.1	Describe safe and hygienic working practices when clearing customer and service areas			
		4.2	Explain why service areas should be left tidy and free from rubbish after service			
		4.3	State why waste must be handled and stored correctly			
		4.4	State why certain electrical equipment must be turned off after service			
		4.5	State why maintenance must not be attempted on electrical equipment			
		4.6	State why customer service areas must be secure from unauthorised access after service			
		4.7	State why spillages and breakages must be reported to the appropriate person			
		4.8	State why correct storage procedures must be followed for food and drink stocks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 Outline the types of unexpected situations that may occur when clearing the bar area and how to deal with them			
5 Be able to clean and store glassware	5.1 Empty glassware and position it ready for cleaning 5.2 Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use 5.3 Clean glassware at the recommended temperature using appropriate cleaning method 5.4 Check that finished glassware is clean, dry and free from damage 5.5 Dispose of damaged or broken glassware following recommended procedures 5.6 Dispose of waste or dirty water following recommended procedures 5.7 Check that cleaning equipment or machines are left clean, dry undamaged and ready for future use 5.8 Keep storage areas clean, tidy and free from rubbish			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to clean and store glassware	6.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials 6.2 Explain why glassware should be handled carefully 6.3 State why glassware should be cleaned at the correct temperature 6.4 Describe the proper procedure for disposing of broken glass 6.5 Describe how to maintain glass-washing equipment 6.6 Outline the types of unexpected situations that may occur when handling and cleaning glassware and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

Prepare customer and service areas
The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **stocks for drinks service** a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer e) hot drinks • at least **two** from **drink accompaniments** a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least **four** from **service equipment** a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • at least **one** from **electrical equipment** a) refrigerated units b) ice machine • at least **three** from **service areas** a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clear customer and service areas
The assessor **must** assess assessment criteria 3.1-3.4 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **drink stocks** a) bottled soft/alcoholic drinks b) draught soft/alcoholic drinks c) soft/alcoholic drinks served by optics d) soft/alcoholic drinks free poured with measure and pourer e) hot drinks • at least **two** from **drink accompaniments** a) ice b) food garnishes for drinks c) accompaniments for hot drinks d) decorative items from drinks • at least **four** from **service equipment** a) bottle openers/cork screws b) optics, measurers/pourers c) glassware d) drip trays and drip mats e) ice buckets and tongs f) knives and chopping boards g) coasters and drink mats • at least **one** from **electrical equipment** a) refrigerated units b) ice machine • at least **three** from **service areas** a) counters and shelves b) waste bins/bottle containers c) floors d) tables and chairs. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Clean and store glassware
The assessor **must** assess assessment criteria 5.1-5.4, 5.6, 5.7 and 5.8 by directly observing the learner's work. The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **one** from **glassware** a) glasses b) water jugs. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 17: Maintain Cellars and Kegs

Unit code: 2BS5/10

Unit reference number: M/601/4909

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units are in working order, and that conditions are correct. The unit also covers connecting and disconnecting kegs and gas cylinders and checking to see that they are functioning properly.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain cellars	1.1 Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould 1.2 Make sure that the floors are clean and that drains, gullies and sumps are free from blockages 1.3 Make sure that cellar equipment is clean and in good working order 1.4 Use the recommended cleaning equipment and materials and store them correctly after use 1.5 Maintain cellar environmental conditions in line with service operations 1.6 Secure the cellar against unauthorised access			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain cellars	2.1 Describe safe and hygienic practices when maintaining cellars 2.2 Explain why there are specific security procedures for going in and out of the cellar 2.3 State why cellars should be secured against unauthorised access at all times 2.4 State why the cellar should be kept clean and tidy at all times 2.5 State why the cellar must be kept at a recommended temperature and what that temperature should be 2.6 Outline the types of unexpected situations that may happen when maintaining cellars and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare kegs and gas for use	3.1	Position the full keg or gas cylinder for convenience at the appropriate time			
		3.2	Disconnect empty keg or gas cylinder using the recommended method			
		3.3	Check that the new keg or gas cylinder contains the correct product and shows the correct date			
		3.4	Connect keg or gas cylinder using the recommended method			
		3.5	Check that new keg or gas cylinder is working properly			
		3.6	Store used keg or gas cylinder ready for despatch			
		3.7	Deal with leakages in keg or gas cylinder effectively and inform the proper person where necessary			
4	Understand how to prepare kegs and gas for use	4.1	Describe safe and hygienic working practices when preparing kegs and gas cylinders for use			
		4.2	Describe the risks of mishandling kegs and gas cylinders			
		4.3	State why the correct and safe lifting techniques must be used			
		4.4	State why gas cylinders for use must be chained or strapped to the wall			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 State why and to whom any signs of damage to kegs/cylinders must be reported 4.6 State why it is essential to turn off the gas supply before disconnecting the keg 4.7 State what the safety considerations are in dealing with mixed gases 4.8 Describe procedures in an event of an emergency 4.9 Describe how to determine if kegs/cylinders are leaking 4.10 State why it is important to check date stamp on stock 4.11 Describe how to tell if stock is out of condition 4.12 Outline the types of situations that may happen when preparing kegs and gas cylinders and how to deal with them			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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Assessment requirements/evidence requirements

Maintain cellars
The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **two** from **equipment** a) racks/shelves/cradles b) refrigeration/cooling units c) environmental conditions d) cleaning systems e) equipment to control • **all** from **environmental conditions** a) humidity b) ventilation c) lighting d) temperature. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Prepare kegs and gas for use
The assessor **must** assess assessment criteria 3.1-3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **three** from **kegs or gas cylinders** a) beer b) cider c) lager d) real ales e) carbon dioxide/mixed gas cylinders f) bulk gas. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 18: Clean Drink Dispense Lines

Unit code: 2BS6/10

Unit reference number: H/601/4907

QCF level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about using cleaning agents that are correctly diluted to clean pipes and taps, and checking that drink dispense lines are free from damage and in working order.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean drink dispense lines	1.1 Prepare the drink dispense line system ready for cleaning 1.2 Clean drink dispense line using correctly diluted cleaning agents and recommended equipment 1.3 Make sure that cleaned pipes and taps are free from debris, cleaning agent, detergent and water 1.4 Make sure the cleaned drink dispense line system is free from damage and in good working order 1.5 Ensure that the drink is of the correct quality for service			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean drink dispense lines	2.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines 2.2 Explain why it is important to clean drink dispense lines 2.3 Describe the dangers of mishandling kegs and gas cylinders 2.4 State why it is important to make sure cleaning agents are correctly diluted 2.5 Describe what equipment is needed to clean drink dispense lines 2.6 State why on-line beverages should be tested after cleaning pipes and lines 2.7 State why lines should be thoroughly rinsed with clean water after cleaning and before use 2.8 Describe organisations' procedures for cleaning and maintaining post–mix dispense systems 2.9 Describe the types of unexpected situations that may happen when cleaning lines and how to deal with them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-5 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • **all** from **drinks dispense line** a) beer/stout/lager/cider dispense lines. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 19: Receive, Store and Issue Drinks Stock

Unit code: 2BS9/10

Unit reference number: T/601/4975

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about preparing for and checking drinks deliveries, filling in any necessary documents and safely transporting deliveries to storage areas. The unit also covers ongoing monitoring of the storage conditions and levels of stock.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive drink deliveries	1.1 Prepare receiving and storage areas for deliveries 1.2 Make sure that drink deliveries tally with documentation 1.3 Make sure that drink deliveries are undamaged, of good quality and do not exceed their expiry dates 1.4 Make sure that goods remain undamaged during transportation to the storage areas 1.5 Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access 1.6 Complete delivery documentation accurately and retain a copy for organisations' records			

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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to receive drink deliveries	2.1	Describe safe and hygienic working practices when receiving drink deliveries			
		2.2	State why receiving areas should be secured from unauthorised access			
		2.3	Explain why and to whom breakages should be reported			
		2.4	State where and from whom health and safety information can be obtained			
		2.5	Explain why deliveries should tally with both order and delivery documentation			
		2.6	State what documentation must be retained for records			
		2.7	Outline the types of unexpected situations that may occur when receiving drinks stock and how to deal with them			
3	Be able to store and issue drinks stock	3.1	Maintain stock storage conditions and follow stock rotation procedures correctly			
		3.2	Maintain accurate records of drink items that have been received, stored and issued			
		3.3	Issue drinks items in line with operational requirements			
		3.4	Report low stock levels to proper person			
		3.5	Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to store and issue drinks stock	4.1 Describe safe and hygienic working practices when storing and issuing drinks 4.2 State why storage areas should be secured from unauthorised access at all times 4.3 Explain why correct storage and rotation procedures should be followed 4.4 State why broken bottles should be retained 4.5 State why correct and safe lifting techniques must be used 4.6 State why stock should be stacked correctly 4.7 Explain why a minimum stock of drink items must be maintained 4.8 State to whom low level of stock should be reported and why 4.9 State why the correct documentation must be received before stock is issued 4.10 Outline the types of unexpected situations that may occur when storing drinks and how to deal with them			

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Assessment requirements/evidence requirements

Receive drinks deliveries
The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work.
There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **deliveries** a) crated bottled drinks b) boxed bottled drinks c) beer kegs d) gas cylinders e) bar equipment f) glasses. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
Store and issue drinks stock
The assessor **must** assess assessment criteria 3.1, 3.2 and 3.5 by directly observing the learner's work. The assessor may assess assessment criteria 3.3 and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **storage conditions** a) lighting b) ventilation c) temperature d) cleanliness • at least **three** from **drink items** a) crated bottled drinks b) boxed bottled drinks c) bottled wines d) bottled spirits e) keg beers f) cask beers. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 20: Resolve Customer Service Problems

Unit code: 2GEN5/10

Unit reference number: M/601/1511

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before they happen 1.5 Identify problems with systems and procedures before they begin to affect customers			
2 Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction 3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to resolve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Explain how to defuse potentially stressful situations 4.3 Describe how to negotiate 4.4 Identify the limitations of what they can offer their customer 4.5 Describe types of action that may make a customer problem worse and should be avoided			

Learner name: _____ Date: _____

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Unit 21: Promote Additional Services or Products to Customers

Unit code: 2GEN6/10

Unit reference number: D/601/0936

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners' need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify additional services or products that are available	1.1	Update and develop their knowledge of their organisation's services or products			
		1.2	Check with others when they are unsure about new service or product details			
		1.3	Identify appropriate services or products that may interest their customer			
		1.4	Spot opportunities for offering their customer additional services or products that will improve the customer experience			
2	Inform customers about additional services or products	2.1	Choose the best time to inform their customer about additional services or products			
		2.2	Choose the best method of communication to introduce their customer to additional services or products			
		2.3	Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products			
		2.4	Give their customer time to ask questions about the additional services or products			

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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Gain customer commitment to using additional services or products	3.1	Close the conversation if the customer shows no interest			
		3.2	Give information to move the situation forward when their customer shows interest			
		3.3	Secure customer agreement and check customer understanding of the delivery of the service or product			
		3.4	Take action to ensure prompt delivery of the additional services or products to their customer			
		3.5	Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility			
4	Understand how to promote additional services or products to customers	4.1	Describe the organisation's procedures and systems for encouraging the use of additional services or products			
		4.2	Explain how additional services or products will benefit their customers			
		4.3	Explain how their customer's use of additional services or products will benefit their organisation			
		4.4	Identify the main factors that influence customers to use their services or products			
		4.5	Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 State how to give appropriate, balanced information to customers about services or products			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 22: Deal With Customers Across a Language Divide

Unit code: 2GEN7/10

Unit reference number: A/601/1219

QCF level: 2

Credit value: 8

Guided learning hours: 53

Unit summary

Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to the customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to deal with customers with a different first language	1.1 Identify the language or languages other than their own that they are most likely to come across when dealing with customers 1.2 Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter 1.3 Identify a source of assistance with a language they expect to encounter when delivering customer service 1.4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language 1.5 Log useful words and phrases to support their dealings with a customer with a different first language 1.6 Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Deal with customers who speak a different first language from their own	2.1 Identify their customer's first language and indicate to the customer that they are aware of this 2.2 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs 2.3 Speak clearly and slowly if using a language which is not the first language for either them or their customer 2.4 Maintain a consistent tone and volume when dealing with somebody across a language divide 2.5 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words 2.6 Check their understanding of specific words with their customer using questions for clarification 2.7 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers 2.8 Reword a question or explanation if their customer clearly does not understand their original wording 2.9 Use a few words of their customer's first language to create a rapport			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to deal with customers across a language divide	3.1 List the languages that they are most likely to encounter among groups of their customers 3.2 State how to greet, thank and say farewell to customers in their first languages 3.3 Explain the importance of dealing with customers in their first language if possible 3.4 Describe how to explain to a customer that they cannot hold an extended conversation in their first language 3.5 Explain the importance of tone, pace and volume when dealing with customers across a language divide 3.6 Identify possible sources of assistance to use when a language barrier demands additional language skills			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 23: Maintain Customer Service Through Effective Handover

Unit code: 2GEN8/10

Unit reference number: Y/601/1227

QCF level: 2

Credit value: 4

Guided learning hours: 27

Unit summary

Customer service delivery in a team involves many situations when the learner is unable to see actions through and they pass on responsibility to a colleague. This sharing of responsibility should be organised and follow a recognised pattern. Most of all, the learner needs to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with their colleagues that customer service actions have been completed. This unit is for a learner whose job involves service delivery as part of a team and who regularly passes on responsibility for completion of a customer service action to a colleague.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Agree joint responsibilities in a customer service team	1.1 Identify services or products they are involved in delivering that rely on effective teamwork 1.2 Identify steps in the customer service delivery process that rely on exchange of information between them and their colleagues 1.3 Agree with colleagues when it is right to pass responsibility for completing a customer service action to another 1.4 Agree with colleagues on how information should be exchanged between them to enable another to complete a customer service action 1.5 Identify ways of reminding themselves when they have passed responsibility to a colleague for completing a customer service action			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Check that customer service actions are seen through by working together with colleagues	2.1 Access reminders to identify when to check that a customer service action has been completed 2.2 Ensure that they are aware of all details of customer service actions their colleague was due to complete 2.3 Ask their colleague about the outcome of them completing the customer service action as agreed 2.4 Identify the next customer service actions if their colleagues have been unable to complete the actions they had previously agreed 2.5 Work with colleagues to review the way in which customer service actions are shared			
3 Understand how to maintain customer service through effective handover	3.1 Explain their organisation's customer service procedures for the services or products they are involved in delivering 3.2 Identify the appropriate colleagues to pass responsibility to for completing particular customer service actions 3.3 Describe ways of ensuring that information is passed between them and their colleagues effectively 3.4 Identify ways to remind themselves of actions that need to be checked when they have passed on responsibility to a colleague			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Explain the importance of checking tactfully with a colleague whether they have completed the customer service actions they were expecting 3.6 Identify opportunities for contributing to review the way customer service actions are shared in customer service processes			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 24: Maintain and Deal With Payments

Unit code: 2GEN9/10

Unit reference number: M/601/5039

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needed are available 1.2 Maintain the payment point and restock it when necessary 1.3 Enter/scan information into the payment point correctly 1.4 Tell the customer how much they have to pay 1.5 Acknowledge the customer's payment and validate it where necessary 1.6 Follow correct procedure for chip-and-pin transactions 1.7 Put the payment in the right place according to organisational procedures 1.8 Give correct change for cash transactions 1.9 Carry out transactions without delay and give relevant confirmation to the customer 1.10 Make the payment point content available for authorised collection when asked to			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers 2.2 Describe organisational security procedures for cash and other types of payments 2.3 Describe how to set up a payment point 2.4 Describe how to get stocks of materials needed to set up and maintain the payment point 2.5 State the importance of telling the customer of any delays and how to do so 2.6 Describe the types of problems that might happen with a payment point and how to deal with these 2.7 Describe how to change till/debit card /credit card machine rolls 2.8 Describe the correct procedures for handling payments 2.9 Describe what to do if there are errors in handling payments 2.10 Describe the procedures for dealing with hand-held payment devices at tables			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 State what procedure must be followed with regards to a payment that has been declined 2.12 State what might happen if errors are not reported 2.13 Describe the types of problems that may happen when taking payments and how to deal with these 2.14 Describe the procedure for collecting the content of payment point and who to hand payments over to			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1 and 1.3-1.10 by directly observing the learner's work. The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.
There must be performance evidence, gathered through observing the learner's work for: • at lease **two** from **materials** a) cash b) cash equivalents c) relevant stationery d) till/credit/debit rolls • at least **two** from **payments** a) cash b) cheques c) credit cards d) debit cards e) cash equivalents. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

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

Unit code: PERR/10

Unit reference number: T/601/7214

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, health and safety and other relevant legislation 1.2 State importance of having employment rights and responsibilities 1.3 Describe organisational procedures for health and safety, including documentation 1.4 Describe organisational procedures for equality and diversity, including documentation 1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry 2.2 Describe career pathways available to them 2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry 2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles, policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

You can contact the Sector Skills Council (SSC) at:

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge UB8 1LH

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought-provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
7				Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Higher National Diploma in Hospitality Management		
4			Higher National Certificate in Hospitality Management		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3		Principal Learning in Hospitality	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Certificate in Food and Beverage Service Certificate in Front Office Operations Certificate in Hospitality Customer Relations Certificate in Hospitality Small Business Operations Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Award in Hospitality Supervision and Leadership (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF) NVQ Diploma in Hospitality Supervision and Leadership Skills (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2		Principal Learning in Hospitality	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Award in Hospitality and Catering Principles (Hospitality Services) (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Award in Hospitality and Catering Principles (Front of House Reception) (QCF) Award in Hospitality and Catering Principles (Housekeeping) (QCF) Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF) Award in Hospitality and Catering Principles (Food and Beverage Service) (QCF)	NVQ Diploma in Food and Beverage Service (QCF) NVQ Diploma in Beverage Service (QCF) NVQ Diploma in Food Production and Cooking (QCF) NVQ Diploma in Front of House Reception (QCF) NVQ Diploma in Housekeeping (QCF) NVQ Diploma in Hospitality Services (QCF) NVQ Diploma in Kitchen Services (QCF) NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
					NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF) NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF) NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF) NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
1		Principal Learning in Hospitality	BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF) BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF) BTEC Level 1 Award in General Front Office Operations (QCF) BTEC Level 1 Award in General Housekeeping Operations (QCF) BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF) BTEC Level 1 Certificate in General Food and Beverage Service (QCF) BTEC Level 1 Certificate in General Cookery (QCF)		NVQ Certificate in Hospitality Services (QCF) NVQ Certificate in Food Preparation and Cooking (QCF) NVQ Certificate in Food and Beverage Service (QCF) NVQ Certificate in Accommodation Services (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
Entry				BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres, and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1 Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control
- assessment principles
- occupational expertise of assessors and verifiers
- continuous professional development.

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and learners that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work

directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2 External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

3 Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be

assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4).
- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and learner and during initial assessment/induction period.

  Please note: External tests do not form part of People 1st' s assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognise the use of ***witness testimony*** and ***expert witness testimony*** as appropriate methods for assessors to collect evidence on learners' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believe that it is

unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess learners for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Appendix A** for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on learners are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- learners should carry out the simulation in a professional manner
- the learner should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved

Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B**.

4 Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D.**

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

(a) People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in **Appendix C**.

(b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

- relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement,

then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5 Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

Appendix A

Competence-based units in Hospitality, Leisure, Travel and Tourism that permit simulation

Unit number	Unit title	Competence based qualifications that the unit is used in
1GEN1	**Maintain a safe, hygienic and secure working environment**	**Level 1 and 2 NVQ/SVQ Hospitality and Catering**
HSL4	**Maintain the health, hygiene, safety and security of the working environment**	**Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership**
GS3009	**Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)**	**Level 3 NVQ Gambling Operations**
People 1st has a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.		
CfA Unit 26	**Improve the customer relationship**	**Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership**
CfA Unit 32	**Monitor and solve customer service problems**	**Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership**
CfA Unit 42	**Lead a team to improve customer service**	**Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership**

People 1st does not permit the use of simulation, other than as listed below:

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- **there is a high risk to the security or safety of the learner, individuals, key people in their lives and others**
- **the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners**
- **there would otherwise be a breach of confidentiality or privacy.**

The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

Appendix B (*Continued*)

4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products.
Gambling		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

Appendix B (*Continued*)

4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Verifiers and External Verifiers must:	**A**	**IV**	**EV**
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			✓
D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	✓	✓	

Appendix C (*Continued*)

Assessors, Internal Verifiers and External Verifiers must:	**A**	**IV**	**EV**
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (see Appendix D).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	✓	✓	✓

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification/Training	Competence based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership *with food and drink units*	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision *with food and drink units*			

Appendix E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (eg within associated departments) • External visits to other organisations • Updated and new training and qualifications (www.uksp.co.uk) • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	• Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events) • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, news letters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk

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