

# Qualification Handbook

## BIIAB Level 2 Certificate in Licensed Hospitality Skills

601/4850/0  
C00/0679/8

Version 6

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 4, July 2016	Complete reformat into current BIIAB house style	Whole document
	Change of assessment method for units T/601/7214, D/600/0617, T/600/1059	Assessment information
	Correction to credit for unit T/600/1059	Qualification Structure and Unit
	Correction to minimum guided learning hours	Qualification Structure
	Correction to credit and GLH for units M/601/4909 and H/601/4907	Unit
	Correction to level of unit T/601/4927	Unit
	Correction to level, GLH and credit for unit A/601/4945	Unit
Version 5, December 2016	Replacement of unit WEPHT1 with WEPHT	Unit
Version 6	Removal of asterisk beside assessment method for ERRHLTS	Qualification Structure
	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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## 1. About the BIIAB Level 2 Certificate in Licensed Hospitality Skills

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 Certificate in Licensed Hospitality Skills	601/4850/0	C00/0679/8

## 2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Licensed Hospitality Skills has been designed in conjunction with licensed hospitality experts to allow learners to develop the skills for working in licensed hospitality, for example behind a bar or in customer facing roles in the bar area, employed in various licensed hospitality premises such as:

- Leased premises
- Managed houses
- Tenanted premises
- Hotels
- Restaurants
- Nightclubs
- Club premises

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Certificate in Licensed Hospitality Operations and Functional Skills (Essential Skills in Wales) in English and Maths, the qualification is designed to make up the component parts of the Intermediate Apprenticeship in Licensed Hospitality in England and Wales.

The primary purpose of the qualification is to confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this

qualification has been placed in the relevant Apprenticeship Framework and is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### **3. About this Handbook**

This handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 2 Certificate in Licensed Hospitality Skills Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 2 Certificate in Licensed Hospitality Skills learners **must** gain a **total of 29** credits. This **must** consist of:

- **Minimum total credit: 29**
  - Mandatory group A credit: **15**
  - Optional Group B **minimum 2 units and 8 credits**
  - Optional Group C **minimum 2 units and 6 credits**
- A **minimum of 20** credits **must** be achieved through the completion of units at **Level 2** and above.
- GLH: **221**
- TQT: **278**

The qualification has been developed based upon industry feedback as to the fundamental skills required for the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
MSH2	F/601/4218	Maintenance of a safe, hygienic and secure working environment	3	1	25	Portfolio
WEPHT	T/601/4216	Working effectively as part of a hospitality team	3	1	22	Portfolio
SASD	J/601/4978	Serve alcoholic and soft drinks	5	2	46	Portfolio
PC3	Y/601/4922	Prepare and clear the bar area	4	2	29	Portfolio

**Optional Group B**

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
OS	M/601/5042	Order stock	4	2	33	Portfolio
ERRHLTS	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16	Assessment Knowledge Module
CFAQ48	D/601/0936	Promote additional services or products to customers	6	2	40	Portfolio
MDP	M/601/5039	Maintain and deal with payments	4	2	30	Portfolio
LHS16	A/505/6585	Delivering food service	4	2	35	Portfolio
CRD	M/601/4697	Convert a Room for Dining	3	2	23	Portfolio
LHS18	R/505/2493	Running an event	4	2	32	Portfolio
LHS15	D/504/6101	First aid essentials	1	2	10	Portfolio
GCPI	D/600/0617	Giving customers a positive impression	2	2	18	Assessment Knowledge Module
PCS	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	1	2	10	Assessment Knowledge Module

**Optional Group C**

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
MCK	M/601/4909	Maintain cellars and kegs	3	2	23	Portfolio
CDDL	H/601/4907	Clean drink dispense lines	3	2	26	Portfolio
PS2	K/601/4939	Prepare and serve wines	5	2	41	Portfolio
PS1	L/601/4982	Prepare and serve cocktails	5	2	40	Portfolio
CP	T/600/3622	Cooking practice	4	2	40	Portfolio
LHS14	J/600/8243	Barista skills	2	2	20	Assessment Activity Module
LHS20	R/502/9540	Supervise cellar and drink storage operations	5	3	28	Portfolio
PS3	T/601/4927	Prepare and serve dispensed and instant hot drinks	3	2	30	Portfolio
P3	A/601/4945	Provide a buffet and carvery service	4	2	32	Portfolio



## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification shows the learner has gained Level 2 skills in licensed hospitality. It may help the learner to move into supervisory or junior management roles within licensed hospitality.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:

- BIIAB Level 3 Diploma in Licensed Hospitality Skills (this focusses on the skills required)
- BIIAB Level 3 Certificate in Licensed Hospitality Operations (this focusses on the knowledge required)

## 9. Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessors **must** refer to the People 1<sup>st</sup> set Evidence Requirements which have been included within the units in the handbook and unit pack.

The qualification also contains units that focus on knowledge or units that combine knowledge and skills. For these units, BIIAB has developed Assessment Knowledge Modules or Assessment Activity Modules. These are internally marked assessments, containing a series of questions or activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

All assessment must adhere to the current People 1st assessment strategy for this qualification.

### **People 1<sup>st</sup> Assessment Strategy**

#### **Occupational expertise of assessors and verifiers**

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

**Table 1 - 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

<b>Assessors, Internal Quality Assurers and External Quality Assurers must:</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is 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 assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
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 assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
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 has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

**Table 2 - 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 1<sup>st</sup> 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

<b>Qualification / Training</b>	<b>Competence based unit / qualification</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
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)			

### **Continuous Professional Development**

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1<sup>st</sup> require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

**Table 3 - 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.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"> <li>• Internal and external work placements</li> <li>• Work experience and shadowing (e.g. within associated departments)</li> <li>• External visits to other organisations</li> <li>• Updated and new training and qualifications</li> <li>• Training sessions to update skills</li> <li>• Visits to educational establishments</li> <li>• Trade fairs</li> </ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"> <li>• Relevant sector websites</li> <li>• Membership of professional bodies</li> <li>• Papers and documents on legislative change</li> <li>• Networking events</li> <li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>• Staff development days</li> </ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"> <li>• Regular standardisation meetings with colleagues</li> <li>• Sharing best practice through internal meetings, newsletters, email circulars</li> <li>• Comparison of assessment and verification in other sectors</li> <li>• Attending awarding organisation meetings / seminars</li> </ul>

## **Assessment**

People 1<sup>st</sup> 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 candidate's supervisors and/or line managers. People 1<sup>st</sup> recognise, however, that it is not always feasible for candidates 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 1<sup>st</sup> expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1<sup>st</sup> Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

## **Simulation**

Simulation can only be used to assess candidates 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 Annex A of the Assessment Strategy for competence based units which permit the use of simulation.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)



## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- Assessment Knowledge Modules, Assessment Activity Modules and Assessor Guidance
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## 13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## 14. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org) to download the Unit Pack.

<b>Unit Title</b>	<b>Maintenance of a safe, hygienic and secure working environment</b>	
<b>BIIAB Reference</b>	<b>MSH2</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>F/601/4218</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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

<b>Unit Title</b>	<b>Maintenance of a safe, hygienic and secure working environment</b>	
<b>BIIAB Reference</b>	<b>MSH2</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>F/601/4218</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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 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
	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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintenance of a safe, hygienic and secure working environment</b> <b>MSH2</b> <b>1</b> <b>3</b> <b>25</b> <b>F/601/4218</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
1 Be able to maintain personal health and hygiene	<p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.</p> <p>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.</p>
3 Be able to help maintain a hygienic, safe and secure workplace	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>hazards</b> <ul style="list-style-type: none"> <li>a) relating to equipment</li> <li>b) relating to areas where you work</li> <li>c) relating to personal clothing</li> </ul> </li> <li>• <b>none</b> from <b>ways of dealing with hazards</b> <ul style="list-style-type: none"> <li>a) putting them right yourself</li> <li>b) reporting them to appropriate colleagues</li> <li>c) warning other people</li> </ul> </li> <li>• at least <b>one</b> from <b>emergency procedures</b> <ul style="list-style-type: none"> <li>a) fire</li> <li>b) threat</li> <li>c) security</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.</p>



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Working effectively as part of a hospitality team</b> <b>WEPHT</b> <b>1</b> <b>3</b> <b>22</b> <b>T/601/4216</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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
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

<b>Unit Title</b>	<b>Working effectively as part of a hospitality team</b>	
<b>BIIAB Reference</b>	<b>WEPHT</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>22</b>	
<b>Unit Reference No.</b>	<b>T/601/4216</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Working effectively as part of a hospitality team</b> <b>WEPHT</b> <b>1</b> <b>3</b> <b>22</b> <b>T/601/4216</b>																		
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<b>Unit Title</b>	<b>Serve alcoholic and soft drinks</b>	
<b>BIIAB Reference</b>	<b>SASD</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>46</b>	
<b>Unit Reference No.</b>	<b>J/601/4978</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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 e.g. about strength of drinks and their basic characteristics
	2.7	State why it is important to offer customer 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 the legal responsibilities are in relation to this
	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

<b>Unit Title</b>	<b>Serve alcoholic and soft drinks</b>	
<b>BIIAB Reference</b>	<b>SASD</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>46</b>	
<b>Unit Reference No.</b>	<b>J/601/4978</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve alcoholic and soft drinks</b> <b>SASD</b> <b>2</b> <b>5</b> <b>46</b> <b>J/601/4978</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to take customers' orders</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1 – 1.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>information</b> <ul style="list-style-type: none"> <li>a) price</li> <li>b) alcoholic content</li> <li>c) name and type of drink</li> <li>d) style characteristics</li> </ul> </li> <li>• at least <b>two</b> from <b>drinks</b> <ul style="list-style-type: none"> <li>a) bottled drinks</li> <li>b) draught drinks</li> <li>c) drinks in cans or cartons</li> <li>d) drinks served by free pouring or optics</li> </ul> </li> <li>• at least <b>two</b> from <b>drink accompaniments</b> <ul style="list-style-type: none"> <li>a) ice/water</li> <li>b) food garnishes for drinks</li> <li>c) decorative items/stirrers</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Serve alcoholic and soft drinks</b> <b>SASD</b> <b>2</b> <b>5</b> <b>46</b> <b>J/601/4978</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to serve alcoholic and non-alcoholic drinks</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.4 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>drinks</b> <ul style="list-style-type: none"> <li>a) bottled</li> <li>b) draught</li> <li>c) drinks in cans</li> <li>d) drinks in cartons</li> <li>e) free pouring/optics</li> </ul> </li> <li>• at least <b>one</b> from <b>customer</b> <ul style="list-style-type: none"> <li>a) with routine needs</li> <li>b) with non-routine needs</li> </ul> </li> <li>• at least <b>one</b> from <b>service style</b> <ul style="list-style-type: none"> <li>a) at the bar</li> <li>b) at the table</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b>	<b>Prepare and clear the bar area</b>	
<b>BIIAB Reference</b>	<b>PC3</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>29</b>	
<b>Unit Reference No.</b>	<b>Y/601/4922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
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
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



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear the bar area</b> <b>PC3</b> <b>2</b> <b>4</b> <b>29</b> <b>Y/601/4922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
	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
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear the bar area</b> <b>PC3</b> <b>2</b> <b>4</b> <b>29</b> <b>Y/601/4922</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>1 Be able to prepare customer and service area</p>	<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>stocks for drinks service</b> <ul style="list-style-type: none"> <li>a) bottled soft/alcoholic drinks</li> <li>b) draught soft/alcoholic drinks</li> <li>c) soft/alcoholic drinks served by optics</li> <li>d) soft/alcoholic drinks free poured with measure and pourer</li> <li>e) hot drinks</li> </ul> </li> <li>• at least <b>two</b> from <b>drink accompaniments</b> <ul style="list-style-type: none"> <li>a) ice</li> <li>b) food garnishes for drinks</li> <li>c) accompaniments for hot drinks</li> <li>d) decorative items from drinks</li> </ul> </li> <li>• at least <b>four</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) bottle openers/cork screws</li> <li>b) optics, measurers/pourers</li> <li>c) glassware</li> <li>d) drip trays and drip mats</li> <li>e) ice buckets and tongs</li> <li>f) knives and chopping boards</li> <li>g) coasters and drink mats</li> </ul> </li> <li>• <b>at least one</b> from <b>electrical equipment</b> <ul style="list-style-type: none"> <li>a) refrigerated units</li> <li>b) ice machine</li> </ul> </li> <li>• <b>at least three</b> from <b>service areas</b> <ul style="list-style-type: none"> <li>a) counters and shelves</li> <li>b) waste bins/bottle containers</li> <li>c) floors</li> <li>d) tables and chairs</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear the bar area</b> <b>PC3</b> <b>2</b> <b>4</b> <b>29</b> <b>Y/601/4922</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
<p>3 Be able to clear customer and service area</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1-3.4 by directly observing the learner's work.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>drink stocks</b> <ul style="list-style-type: none"> <li>a) bottled soft/alcoholic drinks</li> <li>b) draught soft/alcoholic drinks</li> <li>c) soft/alcoholic drinks served by optics</li> <li>d) soft/alcoholic drinks free poured with measure and pourer</li> <li>e) hot drinks</li> </ul> </li> <li>• at least <b>two</b> from <b>drink accompaniments</b> <ul style="list-style-type: none"> <li>a) ice</li> <li>b) food garnishes for drinks</li> <li>c) accompaniments for hot drinks</li> <li>d) decorative items from drinks</li> </ul> </li> <li>• at least <b>four</b> from <b>service equipment</b> <ul style="list-style-type: none"> <li>a) bottle openers/cork screws</li> <li>b) optics, measurers/pourers</li> <li>c) glassware</li> <li>d) drip trays and drip mats</li> <li>e) ice buckets and tongs</li> <li>f) knives and chopping boards</li> <li>g) coasters and drink mats</li> </ul> </li> <li>• at least <b>one</b> from <b>electrical equipment</b> <ul style="list-style-type: none"> <li>a) refrigerated units</li> <li>b) ice machine</li> </ul> </li> <li>• at least <b>three</b> from <b>service areas</b> <ul style="list-style-type: none"> <li>a) counters and shelves</li> <li>b) waste bins/bottle containers</li> <li>c) floors</li> <li>d) tables and chairs</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Prepare and clear the bar area</b> <b>PC3</b> <b>2</b> <b>4</b> <b>29</b> <b>Y/601/4922</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Requirements and Evidence Requirements</b>
5 Be able to clean and store glassware	<p>The assessor <b>must</b> assess assessment criteria 5.1-5.4, 5.6 and 5.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>glassware</b> <ul style="list-style-type: none"> <li>a) glasses</li> <li>b) water jugs</li> </ul> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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