



Qualification Guidance Document

BIIAB Level 2 Certificate in Licensed Hospitality Skills

England – 601/4850/0
Wales – C00/0679/8

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C3338-02.

Issue	Date	Details of change
4.0	July 2016	Complete reformat into current BIIAB house style

		Change of assessment method for units T/601/7214, D/600/0617, T/600/1059 Correction to credit for unit/600/1059 Correction to minimum guided learning hours Correction to credit and GLH for units M/601/4909 and H/601/4907 Correction to level of unit T/601/4927 Correction to level, GLH and credit for unit A/601/4945
5.0	December 2016	Replacement of unit WEPHT1 with WEPHT
6.0		Removal of asterisk beside assessment method for ERRHLTS Updated handbook throughout to remove 'QCF' Updated RoC with TQT figures
6.1	June 2023	Updated document to new branding
6.2	June 2025	Updated review date to 30/06/2028
6.3	May 2026	Updated to new company branding
6.4	August 2026	AIM updated

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Certificate in Licensed Hospitality Skills								
Qualification Purpose	To develop skills for working in licensed hospitality.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > Qualifications Wales > CCEA Regulation							
Assessment	> Aural Examination > Coursework > E-assessment > Oral Examination > Portfolio of Evidence > Practical Demonstration/ Assignment > Practical Examination > Task-based Controlled Assessment							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/11/2014							
Review Date	30/06/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	221 hours							
Total Qualification Time (TQT)	290 hours							
Credit Value								

BIIAB Qualifications Limited Sector	Hospitality and Catering
Regulator Sector	07.4 Hospitality and Catering
Support from Trade Associations	

Introduction

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulation in England 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	Qualification Number (QN)
BIIAB Level 2 Certificate in Licensed Hospitality Skills	601/4850/0 (England) C00/0679/8 (Wales)

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 2 Certificate in Licensed Hospitality Skills

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

- > Mandatory Group A credit: **15**

- > Optional Group B **minimum 2 units and 8 credits**
- > Optional Group C **minimum 2 units and 6 credits**

This qualification has been developed based upon industry feedback as the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target – 15				
Maintenance of a safe, hygienic and secure working environment	F/601/4218 MSH2	1	3	25
Working effectively as part of a hospitality team	T/601/4216 WEPHT	1	3	22
Serve alcoholic and soft drinks	J/601/4978 SASD	2	5	46
Prepare and clear the bar area	Y/60/4922 PC3	2	4	29

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 8				
Order Stock	M/601/5042 OS	2	4	33
Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	T/601/7214 ERRHLTS	2	6	40
Promote additional services or products to customers	D/601/0936 LHS8	2	6	40
Maintain and deal with payments	M/601/5039 MDP	2	4	30
Delivering food service	A/505/6585 LHS16	2	4	35
Convert a Room for Dining	M/601/4697 CRD	2	3	23
Running an event	R/505/2493 LHS18	2	4	32
First aid essentials	D/504/6101 LHS15	2	1	10

Giving customers a positive impression	D/600/0617 GCPI	2	2	18
Principles of customer service in hospitality, leisure, travel and tourism	T/600/1059 PCS	2	1	10

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Minimum Credit Target – 6				
Maintain cellars and kegs	M/601/4909 MCK	2	3	23
Clean drink dispense lines	H/601/4907 CDDL	2	3	26
Prepare and serve wines	K/601/4939 PS2	2	5	41
Prepare and serve cocktails	L/601/4982 PS1	2	5	40
Cooking Practice	T/600/3622 CP	2	4	40
Barista Skills	J/600/8243 LHS14	2	2	20
Supervise cellar and drink storage operations	R/502/9540 LHS20	3	5	28
Prepare and serve dispensed and instant hot drinks	T/601/4927 PS3	2	3	30
Provide a buffet and carvery service	A/601/4945 P3	2	4	32

Aim

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 Essential Skills in Wales in English and Maths, the qualification is designed to make up the component parts of the Level 2 Apprenticeship in Licensed Hospitality in 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.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

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

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualifications Limited, in conjunction with an expert panel, and a steering group. All BIIAB Qualifications Limited approved training centres and their assessment must adhere to the

designed assessment strategy for this qualification. The qualification contains one knowledge unit, and this unit is externally set and marked by BIIAB Qualifications Limited. The examination comprises of 30 Multiple Choice questions. Assessments provided by BIIAB Qualifications Limited 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

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB will make every effort to ensure that it allows for assessment to:

- > Be up to date and current
- > Reflect the context from which the learner has been taught
- > Be flexible to learner needs

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 workplace 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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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 1st 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

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
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 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	IQA	EQA
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 1st 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.

Updating occupational expertise	> Internal and external work placements > Work experience and shadowing (e.g. within associated departments) > External visits to other organisations > Updated and new training and qualifications
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	> 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 (e.g. People 1st events) > Staff development days
Standardising and best practice in assessment	> Regular standardisation meetings with colleagues > Sharing best practice through internal meetings, newsletters, email circulars > Comparison of assessment and verification in other sectors > Attending awarding organisation meetings / seminars

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 candidate's supervisors and/or line managers. People 1st 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 1st 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 1st 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 having sufficient knowledge
- > learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current

- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

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
- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Access to the units

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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 Certificate in Licensed Hospitality Operations (this focusses on the knowledge required)

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Maintenance of a Safe, Hygienic and Secure Working Environment		
Unit Reference	F/601/4218	
Level	1	
Credit Value	2	
Guided Learning (GL)	25	
Unit Summary	This unit is designed to develop learners' knowledge and skills in maintaining personal health and hygiene and contributing to a hygienic, safe, and secure workplace.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.19)	
The learner will	The learner can	
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
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 hazards 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 of 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to 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.
3. Be able to help 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.

Working Effectively as Part of a Hospitality Team

Unit Reference	T/601/4216	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit develops learners' knowledge and skills in planning and organising their own work, working effectively with team members, and developing their own skills. Learners will be able to prioritise tasks, manage time, and contribute positively within a team environment. They will also gain an understanding of how to work collaboratively, communicate effectively, and support team objectives. In addition, learners will understand how to assess their own performance, identify development needs, and take steps to improve their skills.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	The learner can	
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 a 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 a minimum
	4.7	State when to ask for help and who can be asked
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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to plan and organise own work	Example Assessment Methods Observation Witness testimony Questioning	Examples of Evidence Observation sheets Notes of meetings with line manager Witness assessment criteria
	Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used. Example Assessment Methods Simulation Oral questions	Examples of Evidence Observation sheet Question / answer sheets

	Written questions Professional discussion	Records of professional discussion
2. Be able to work effectively with team members	Example Assessment Methods Observation Witness testimony Questioning	Examples of Evidence Records of oral questioning Question / answer sheets Records of professional discussion Cross reference to Learning Outcome 1
3. Be able to develop own skills	Example Assessment Methods Observation Witness testimony Questioning	Examples of Evidence Observation sheets Notes of meetings with line manager Witness assessment criteria

Serve Alcoholic and Soft Drinks

Unit Reference	J/601/49878												
Level	2												
Credit Value	5												
Guided Learning (GL)	46												
Unit Summary	This unit develops learners' knowledge and skills in taking customer orders and serving both alcoholic and non-alcoholic drinks. Learners will be able to communicate effectively with customers, accurately take and process orders, and deliver drinks in line with organisational procedures. Learners will also understand the principles of good customer service, including legal and responsible service of alcohol, and the importance of meeting customer needs.												
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)												
The learner will	The learner can												
1. Be able to take customers' orders	<table> <tr> <td>1.1</td><td>Deal with customers in order of arrival where possible</td></tr> <tr> <td>1.2</td><td>Maintain focus on the customer and their needs</td></tr> <tr> <td>1.3</td><td>Offer customers accurate information on available drinks</td></tr> <tr> <td>1.4</td><td>Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation</td></tr> <tr> <td>1.5</td><td>Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink</td></tr> <tr> <td>1.6</td><td>Provide alcoholic drinks to permitted people only</td></tr> </table>	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
1.1	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' order	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 non-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
4. Understand how to serve alcoholic and non-alcoholic drinks	4.1	Describe the correct way to open capped, screw top and corked bottled and how to use the appropriate equipment

	4.2	State why the bottles 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to take customers' 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.
3. Be able to 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.

Prepare and Clear the Bar Area

Unit Reference	Y/601/4922
Level	2
Credit Value	4
Guided Learning (GL)	29
Unit Summary	This unit develops learners' knowledge and skills in preparing and clearing customer and service areas, and in cleaning and storing glassware. Learners will be able to set up service areas to meet organisational standards, ensure customer environments are clean and welcoming, and maintain efficiency during service. Learners will also understand the procedures for clearing areas safely and hygienically, as well as the correct methods for cleaning, handling, and storing glassware to maintain quality and prevent contamination or damage.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.6)
The learner will	The learner can
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 Stock, 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 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare customer and service area	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.
3. Be able to clear customer and service area	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.

5. Be able to clean and store glassware

The assessor **must** assess assessment criteria 5.1-5.4, 5.6 and 5.7 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.

Optional Group B Unit Details

Order Stock		
Unit Reference	M/601/5042	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit enables the learner to be able to order stock. The learner will complete the required information and maintain all documentation related to ordering stock.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)	
The learner will	The learner can	
1. Be able to order stock	1.1	Check stock levels on a regular basis and consult with colleagues to determine if new stock is required
	1.2	Identify stock requirements, ensuring sufficient storage space will be available upon arrival
	1.3	Obtain relevant documentation for ordering stock and where required to obtain permission from the proper person to place an order
	1.4	Complete required information on documentation and dispatch it correctly within the time required to ensure delivery before current stock is finished
	1.5	Maintain documentation in line with organisational requirements
	1.6	Obtain and file notification of placed orders and delivery notes from suppliers

	1.7	Respond to queries and solve problems that arise about the order within own authority
2. Know how to order stock	2.1	Describe the ordering process
	2.2	State when to order new stock
	2.3	State who is responsible for arranging the central purchasing agreement
	2.4	State what the central purchasing agreement contains
	2.5	State, why, what and who to contact when problems occur with the ordering process
	2.6	State when ordering needs to be approved by a line manager
	2.7	State where to obtain the ordering information from
	2.8	Describe what information needs to be entered on this documentation
	2.9	State where ordering documentation is kept

Learning Outcome- The learner will:	Indicative content
1. Be able to order stock	The assessor must assess assessment criteria 1.1, 1.2 and 1.4 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.5, 1.6 and 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:

- > **both** from **stock requirements**
 - a) product type required
 - b) amount required
- > **four** from **required information**
 - a) quantity
 - b) product type
 - c) date for required delivery
 - d) contact details
- > at least **one** from **dispatch methods**
 - a) post
 - b) fax
 - c) computer
 - d) in person
 - e) telephone
- > **none** from **problems**
 - a) quantity
 - b) time
 - c) non-delivery
 - d) availability
 - e) type
 - f) quality

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

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

Unit Reference	T/601/7214	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit develops learners' knowledge of employer and employee rights and responsibilities, including relevant organisational procedures that guide workplace practice. Learners will understand their role within the organisation and the importance of following policies, including those relating to conduct, equality, and health and safety.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
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 & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support

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

Promote Additional Services or Products to Customers

Unit Reference	D/601/0936	
Level	2	
Credit Value	6	
Guided Learning (GL)	40	
Unit Summary	This unit develops learners' knowledge and skills in promoting additional products or services to customers. Learners will be able to identify suitable opportunities to offer additional items, communicate their benefits effectively, and encourage customer interest in a professional manner. Learners will also understand techniques for promoting additional services or products, including how to match customer needs and handle responses to gain commitment.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)	
The learner will	The learner can	
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
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 customers' 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
	4.6	State how to give appropriate, balanced information to customers about services or products

Evidence Requirements

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:

- a) Face to face
- b) In writing
- c) By telephone
- d) Text message
- e) Email
- f) Internet (including social networking)
- g) Intranet

Or by any other method they would be expected to use within their job role

The learner must provide evidence that the **additional services or products** offered include:

- a) Use of services or products that are new to the customer
- b) Additional use of services or products that their customer has used before

The learner's evidence must show that they:

- a) Identify what their customer wants by seeking information directly
- b) Identify what their customer wants from spontaneous customer comments

Maintain and Deal with Payments

Unit Reference	M/601/5039
Level	2
Credit Value	4
Guided Learning (GL)	30
Unit Summary	This unit develops learners' knowledge and skills in handling and processing payments in a workplace setting. Learners will be able to carry out payment transactions accurately, maintain records, and follow organisational procedures to ensure security and efficiency.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.14)
The learner will	The learner can
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
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/credit 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 handheld payment devices at tables
	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 should hand payments over to
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Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to maintain and deal with payments	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 least 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.

Delivering Food Service		
Unit Reference	A/505/6585	
Level	2	
Credit Value	4	
Guided Learning (GL)	35	
Unit Summary	This unit develops learners' practical skills in delivering effective food service, from greeting customers through to maintaining the dining experience. Learners will be able to create a positive first impression, take accurate customer orders, and serve food in line with organisational standards.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to greet customers upon arrival	1.1	Greet customers upon arrival, identifying requirements and checking bookings against the business's standard operating procedures
	1.2	Provide any assistance customers may require upon arrival
	1.3	Show customers to their table
	1.4	Deal appropriately with any unexpected situation which may occur when greeting customers
2. Be able to take customer orders	2.1	Check menus prior to service and take any remedial action required
	2.2	Ensure that customers are given the appropriate menu
	2.3	Demonstrate knowledge of key information in relation to dishes on the menu

	2.4 Ensure that information about menu items is passed on accurately to customers 2.5 Take appropriate action if unable to answer a customer query about a menu item 2.6 Assist customers in making menu choices when appropriate to do so 2.7 Maximise food orders by using appropriate sales techniques 2.8 Record and deal with orders in an efficient manner
3. Be able to serve food to customers	3.1 Ensure that all service equipment (crockery, cutlery, linen etc) is clean and undamaged 3.2 Follow appropriate working practices when serving food to ensure levels of safety and hygiene are maintained 3.3 Provide customers with the correct table items for the food that they have ordered 3.4 Serve food orders efficiently with all items arriving at the appropriate time and presented in line with the business's standard operating procedures 3.5 Demonstrate food service methods (e.g. silver service, table service, buffet, carvery etc), as appropriate to the business's food operation 3.6 Ensure customers are offered appropriate condiments to accompany the menu items ordered 3.7 Follow the correct procedures when clearing a customer's table 3.8 Provide service in a way that minimises any disturbance to customers

	3.9	Deal with any unexpected situations which arise when serving customers
	3.10	Deal efficiently with customer complaints following the business's standard operating procedures
4. Be able to maintain the dining and food service of a premises	4.1	Follow appropriate working practices to ensure levels of safety and hygiene are maintained in the dining and service areas
	4.2	Ensure that there are appropriate stocks of tableware, linen, condiments and accompaniments available for customer use
	4.3	Ensure that the dining and service areas are kept tidy and free from rubbish and food debris
	4.4	Handle and dispose of waste correctly

Convert a Room for Dining		
Unit Reference	M/601/4697	
Level	2	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit develops learners' knowledge and skills in preparing and maintaining food dining areas. Learners will be able to set up dining areas in line with organisational standards, ensuring they are clean, well-presented, and ready for service. Learners will also understand the procedures required to prepare and return dining areas after use, including clearing, resetting, and maintaining hygiene and safety standards.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Be able to set up food dining areas	1.1	Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required
	1.2	Prioritise work and carry out in an efficient manner
	1.3	Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so
	1.4	Move items not required in a safe way and pack away as required
	1.5	Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item

	1.6	Clean any unhygienic dining or service equipment or dining areas
2. Know how to set up food dining areas	2.1	State why it is important to lift heavy or bulk items using approved safe methods
	2.2	Describe safe methods for lifting and carrying
	2.3	Describe how to determine how many staff are needed for lifting and carrying different items
	2.4	State what equipment commonly needs to be moved
	2.5	Describe what specific packing requirements certain equipment may have
	2.6	Describe the organisation's table layouts
	2.7	Describe the organisation's service structure
	2.8	State why, and to whom, problems such as damaged, dirty or missing equipment should be reported
3. Be able to return food dining areas	3.1	Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required
	3.2	Prioritise work and carry out in an efficient manner
	3.3	Clean surfaces and service equipment where required
	3.4	Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly
	3.5	Safely return any items to their proper place

	3.6	Ensure that area is left as required by organisational standards
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Running an Event		
Unit Reference	R/505/2493	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit develops learners' knowledge and skills in planning, delivering, and evaluating an event. Learners will be able to create a structured plan for a specified event, present their ideas clearly, and work collaboratively with others to implement the plan.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to develop a plan to run a specified event	1.1	Work with others to set individual and team objectives for an event
	1.2	Use project planning techniques to plan the event, including resource costing, risk assessment and contingency planning
2. Be able to present a plan	2.1	Present the plan for approval by others
	2.2	Amend the plan in line with recommendations and feedback from others
3. Be able to work with others to implement the proposed plan	3.1	Contribute positively to the event in a specified role
	3.2	Communicate and collaborate with colleagues to meet objectives for the event
4. Be able to evaluate the event	4.1	Assess the success of the event and own contribution
	4.2	Give and receive constructive feedback

	4.3	Make recommendations for future events
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First Aid Essentials	
Unit Reference	D/504/6101
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit develops learners' knowledge and practical skills required to respond to a range of first aid situations in the workplace. Learners will understand the role and responsibilities of a first aider and be able to assess incidents to determine appropriate action.
Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.3)
The learner will	The learner can
1. Understand the role and responsibilities of a first aider	1.1 Identify the role and responsibilities of a first aider 1.2 Identify how to minimise the risk of infection to self and others 1.3 Identify the need for establishing consent to provide first aid 1.4 Identify the first aid equipment that should be available 1.5 Describe the safe use of first aid equipment
2. Be able to assess an incident	2.1 Conduct a scene survey 2.2 Conduct a primary survey of a casualty 2.3 Give examples of when to call for help
3. Be able to manage an unresponsive casualty who is breathing normally	3.1 Assess a casualty's level of consciousness 3.2 Open a casualty's airway and check breathing

	3.3	Identify when to place an unconscious casualty into the recovery position
	3.4	Place an unresponsive casualty in the recovery position
	3.5	Manage a casualty who is in seizure
4. Be able to manage an unresponsive casualty who is not breathing normally	4.1	Recognise the need to commence Cardiopulmonary Resuscitation
	4.2	Demonstrate Cardiopulmonary Resuscitation using a manikin
	4.3	Identify the accepted modifications to Cardiopulmonary Resuscitation for children
5. Be able to recognise and assist a casualty who is choking	5.1	Describe how to identify a casualty with a > Partially blocked airway > Completely blocked airway
	5.2	Administer first aid to a casualty who is choking
6. Be able to manage a casualty with external bleeding	6.1	Identify the types of external bleeding
	6.2	Control external bleeding
7. Be able to manage who is in shock	7.1	Recognise shock
	7.2	Administer first aid to a casualty who is in shock
8. Be able to manage a casualty with a minor injury	8.1	Administer first aid to a casualty with small cuts, grazes and bruises
	8.2	Administer first aid to a casualty with minor burns and scalds
	8.3	Administer first aid to a casualty with small splinters

Giving Customers a Positive Impression

Unit Reference	D/600/0617	
Level	2	
Credit Value	2	
Guided Learning (GL)	18	
Unit Summary	This unit develops learners' knowledge of how to establish positive relationships with customers, understand organisational standards and procedures, and communicate information effectively. Learners will recognise the importance of creating a positive customer experience through appropriate behaviour, professionalism, and clear communication.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know how to establish positive relationships with customers	1.1	Identify the importance of correct appearance and behaviour
	1.2	Describe the importance of recognising customer needs and expectations
	1.3	State the importance of product knowledge when relating to customers
	1.4	Identify signs of when a customer is angry or confused
2. Understand why organisations have standards and procedures	2.1	Describe the legal frameworks by which organisations provide goods and services to customers
	2.2	State the importance of contractual agreements that customers have with organisations
	2.3	State the importance of codes of practice and standards that affect the way

		products and services are delivered to customers
3. Know how to communicate information to customers	3.1	State why there are limits to an individual's responsibilities when dealing with customers
	3.2	State the importance of clear, polite and confident communication
	3.3	Identify different methods of communication
	3.4	Describe when the different methods of communication are used

Evidence Requirements

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:

- a) Face to face
- b) In writing
- c) By telephone
- d) Text message
- e) Email
- f) Internet (including social networking)
- g) Intranet

Or by any other method they would be expected to use within their job role

You must provide evidence of creating a positive impression with customers:

- a) During routine delivery of customer service
- b) During a busy time in your job
- c) During a quiet time in your job
- d) When people, systems or resources have let you down

You must provide evidence that you communicate effectively by:

- a) Using appropriate spoken or written language
- b) Applying the conventions and rules appropriate to the methods of communication you have chosen

Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Unit Reference	T/600/1059	
Level	2	
Credit Value	1	
Guided Learning (GL)	10	
Unit Summary	This unit develops learners' understanding of the importance of delivering excellent customer service within the hospitality, leisure, travel, and tourism industries. Learners will explore how high-quality service contributes to customer satisfaction, business reputation, and organisational success.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1	Describe the role of the organisation in relation to customer service
	1.2	Identify the characteristics and benefits of excellent customer service
	1.3	Give examples of internal and external customers in the industries
	1.4	Describe the importance of product knowledge and sales to organisational success
	1.5	Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1	Identify the benefits of excellent customer service for the individual
	2.2	Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service

	2.3	Describe the importance of personal presentation within the industries
	2.4	Explain the importance of using appropriate types of communication
	2.5	Describe the importance of effective listening skills
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1	Identify what is meant by customer needs and expectations in the industries
	3.2	Identify the importance of anticipating and responding to varying customers' needs and expectations
	3.3	Describe the factors that influence the customers' choice of products and services
	3.4	Describe the importance of meeting and exceeding customer expectations
	3.5	Describe the importance of dealing with complaints in a positive manner
	3.6	Explain the importance of complaint handling procedures

Optional Group C Unit Details

Maintain Cellars and Kegs		
Unit Reference	M/601/4909	
Level	2	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit develops learners' knowledge and skills in maintaining cellars and preparing kegs and gas systems for use. Learners will be able to carry out cellar maintenance tasks to ensure products are stored and handled correctly, maintaining quality and safety. The unit also covers the preparation of kegs and gas equipment, including following correct procedures to ensure safe and efficient operation.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.12)	
The learner will	The learner can	
1. Be able to maintain cellars	1.1	Make sure the 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

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
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 and 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 dispatch 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
	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 sell 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to 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.
3. Be able to 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.
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Clean Drink Dispense Lines

Unit Reference	H/601/4907
Level	2
Credit Value	3
Guided Learning (GL)	26
Unit Summary	This unit develops learners' knowledge and skills in cleaning drink dispense lines to ensure the quality and safety of beverages. Learners will be able to carry out line cleaning procedures in line with organisational requirements, maintaining hygiene standards and preventing contamination.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)
The learner will	The learner can
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
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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to clean drink dispense lines	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.

Prepare and Serve Wines		
Unit Reference	K/601/4939	
Level	2	
Credit Value	5	
Guided Learning (GL)	41	
Unit Summary	This unit develops learners' knowledge and skills in preparing for and delivering effective wine service. Learners will be able to prepare service areas, equipment, and stock to ensure readiness for service and maintain high standards of presentation and hygiene. The unit also focuses on identifying customer preferences and requirements, enabling learners to make appropriate recommendations and enhance the customer experience. Learners will demonstrate the correct techniques for presenting and serving wine in a professional manner.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.8)	
The learner will	The learner can	
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 list
	1.2	Make sure service linen, table items, service equipment and wine lists are clean and ready for use
	1.3	Make sure there is sufficient wine stock
	1.4	Make sure the wine stock is free from damage, available for service and stored at the recommended service temperature
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
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 organisation's procedures
4. Understand how to determine customer requirements for wine	4.1	State current relevant legislation relating to trades description 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 how 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
	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 manner
	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
6. Understand how to present and serve wine	6.1	Describe safe and hygienic working practices, relevant licensing weights and trades description legislation
	6.2	Describe the various safety procedures involved in opening a bottle of champagne or sparkling wine
	6.3	Describe the correct procedures for handling glassware 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
	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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to 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 e) ice buckets/stands f) chillers/coolers > at least two from wine a) red b) white/rosé c) sparkling/semi-sparkling d) dessert Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony
3. be able to determine customer requirements for wine	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 criterion 3.3 and 3.5 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the 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.
5. Be able to 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.

Prepare and Serve Cocktails		
Unit Reference	L/601/4982	
Level	2	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit develops learners' knowledge and skills in preparing for and delivering cocktail service. Learners will be able to prepare service areas and equipment, ensuring they are clean, organised, and ready to meet service requirements.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.21)	
The learner will	The learner can	
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
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
4. Understand how to serve cocktails	4.1	State current relevant legislation 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 e.g. 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
	4.12	Describe the different techniques for mixing cocktails
	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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to 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.
3. Be able to 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

Cooking Practice		
Unit Reference	T/600/3622	
Level	2	
Credit Value	4	
Guided Learning (GL)	40	
Unit Summary	This unit develops learners' knowledge and practical skills across a broad range of professional cookery techniques. Learners will demonstrate the ability to apply key cooking methods and understand their effects on different foods, including meat, poultry, game, fish, shellfish, and plant-based ingredients such as vegetables, beans, and pulses. The unit also covers the preparation and cooking of a variety of ingredients, alongside fundamental knowledge of sauce and soup making. Learners will develop skills in presenting hot dishes to a professional standard and planning balanced and appropriate menus.	
Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.3)	
The learner will	The learner can	
1. Be able to demonstrate the principal cooking methods and outline the effects of each on a variety of foods	1.1	Demonstrate how to select the correct cooking method for particular foods
	1.2	Prepare two dishes utilising at least one principle cooking method in each
2. Be able to identify, prepare and cook a variety of cuts of meat and types of game and poultry	2.1	Select appropriate cuts of meat from a variety of animals for roasting, grilling, frying and stewing
	2.2	Produce two dishes each requiring a different meat preparation technique
3. Be able to identify, buy, prepare and cook the main types of sea water and	3.1	Identify the main types of seawater, freshwater and shellfish used in cooking

freshwater fish and shellfish used in catering	3.2	Select fresh fish by utilising the main quality points
	3.3	Demonstrate knowledge of how to prepare, gut and fillet fish
	3.4	Demonstrate knowledge of how to prepare a variety of shellfish for cooking
	3.5	Prepare two fish dishes using different cooking techniques for each
4. Demonstrate a knowledge of sauce and soup making	4.1	Demonstrate an ability to identify each of the 3 base sauces
	4.2	Produce a dish which contains one of the base sauces
	4.3	Demonstrate knowledge of the sauces that are derived from each of the base sauces
	4.4	Demonstrate knowledge of different types of soup and their characteristics
5. Be able to identify, prepare and cook a variety of vegetables, beans and pulses	5.1	Prepare two dishes requiring the preparation and cooking of vegetables using different techniques in each
	5.2	Prepare a dish requiring the preparation and cooking of pulses
6. Be able to present a variety of hot foods	6.1	Plate up two hot dishes, one sweet and one savoury, to demonstrate knowledge of correct presentation
7. Be able to plan a menu	7.1	Produce a 2-course menu demonstrating an understanding of both nutrition and pricing
	7.2	Identify a suitable dish that could be served as a vegetarian alternative
	7.3	Identify an alternative dish suitable for a gluten or wheat free diet

8. Be able to create and maintain an effective working environment	8.1	Demonstrate the use of different communication methods and an appreciation of how these can be utilised to promote effective team working
	8.2	Demonstrate an understanding of the importance of preparation and cooking times
	8.3	Demonstrate an understanding of mis-en-place and its importance in a commercial kitchen

Barista Skills		
Unit Reference	J/600/8243	
Level	2	
Credit Value	2	
Guided Learning (GL)	20	
Unit Summary	This unit aims to provide learners with the knowledge and understanding of the different components of producing drinks.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.13)	
The learner will	The learner can	
1. Be able to display drink building techniques	1.1	Calibrate pieces of equipment as necessary
	1.2	Operate pieces of equipment to produce the drink required
	1.3	Check drink meets quality standards and correct as necessary
	1.4	Outline the calibration and operation of equipment
	1.5	List the drinking vessels and ancillaries required for drinks
	1.6	Describe the quality characteristics for the range of drinks
	1.7	Outline the reasons for professional, methodical, organised and clean working practices
	1.8	Explain how to correct common presentation problems for the range of drinks
2. Be able to clean and check equipment	2.1	Check and clean equipment before use

	2.2	Check and clean equipment after use
	2.3	Dispose of waste safely and hygienically
	2.4	Identify the range of equipment available for each product
	2.5	Explain the brewing/ production process relevant to equipment
	2.6	Describe the checks required for each piece of equipment, including the frequency
	2.7	Explain the cleaning process for each piece of equipment
	2.8	Explain how common faults might occur with each piece of equipment
	2.9	Describe the actions to take for each common fault
	2.10	State the importance of leaving areas clean, tidy and safe
	2.11	Outline methods of dealing with waste and rubbish
	2.12	State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act
3. Be able to demonstrate product knowledge	3.1	Outline characteristics of the product to customers
	3.2	Deal with customer queries effectively
	3.3	Handle and store products and ingredients correctly and safely
	3.4	Describe the process involved in bringing the products to the market

	3.5	Explain how processes involved in bringing the products to the market
	3.6	Explain how processes may affect the quality of products and ingredients
	3.7	Compare characteristics of products
	3.8	Describe how to store and handle products and ingredients
4. Be able to serve customers	4.1	Present a positive personal image
	4.2	Use appropriate communication techniques with customers
	4.3	Serve customers in an efficient manner
	4.4	Ensure service is completed appropriately and satisfactorily
	4.5	Outline the benefits to organisations of providing excellent customer service
	4.6	Explain the consequences of poor customer service
	4.7	Describe the personal appearance and presentation required for service
	4.8	Describe positive body language techniques
	4.9	Explain how to make a customer feel welcome
	4.10	Outline organisational procedures for handling customer complaints
	4.11	Explain the importance of listening skills when handling customer complaints
	4.12	Outline organisational procedures for processing transactions
	4.13	State different payment methods

Supervise Cellar and Drink Storage Operations

Unit Reference	R/502/9540	
Level	3	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	This unit develops learners' knowledge and skills in supervising cellar and drinks storage operations. Learners will be able to oversee storage areas, ensuring products are handled, stored, and maintained in line with organisational standards and legal requirements.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.10)	
The learner will	The learner can	
1. Be able to supervise cellar and drinks storage operations	1.1	Maintain the quality of drink products
	1.2	Ensure staff follow agreed cellar and drink storage procedures
	1.3	Encourage staff to look for and report problems
	1.4	Ensure all activities in the cellar area comply with relevant legislation and organisational policy
	1.5	Ensure problems relating to cellar and drink storage are addressed
	1.6	Implement contingency plans to minimise any risks resulting from problems
	1.7	Suggest ways of improving the efficiency of procedures to the relevant person in the organisation
	1.8	Record details of cellar and drinks storage operations, problems and corrective action taken in a suitable format

	1.9	Ensure records are available to the relevant people using organisational systems and procedures
2. Understand the requirements that need to be met when supervising cellar and drink storage operations	2.1	Describe legislation and codes of practice relevant to cellar and drink storage operations
	2.2	Explain the organisational procedures that need to be followed relating to cellar and drink storage operations
	2.3	Explain action that needs to be taken when implemented procedures and codes of practice have not been followed
	2.4	Explain the importance of organisational procedures
	2.5	Explain how to keep up to date with relevant legislation and codes of practice
	2.6	Explain how procedures regarding cellar and drink storage operations should be communicated to staff
3. Understand how to supervise cellar and drink storage operations	3.1	Describe the products that are kept in cellars and drink stores
	3.2	Explain the environmental benefits of effective cellar and drink storage operations
	3.3	Explain the economic impact of not following cellar and drink storage procedures on: > The organisation > Its employees > Its customers
	3.4	Summarise the skills and knowledge needed to carry out cellar and drink storage operations

	3.5	Explain how cellar and drink storage operations can be monitored
	3.6	Identify the types of problems that may occur in drinks storage operations
	3.7	Explain how to rectify drinks storage problems
	3.8	Explain limits of own authority when dealing with drink problems
	3.9	Explain ways to encourage staff to report drinks storage problems
	3.10	Explain how to develop contingency plans to > Minimise negative effects on drinks storage > Minimise disruption to service

Prepare and Serve Dispensed and Instant Hot Drinks

Unit Reference	T/601/4927	
Level	2	
Credit Value	3	
Guided Learning (GL)	30	
Unit Summary	This unit develops learners' knowledge and skills in preparing work areas and equipment, and in serving hot drinks. Learners will be able to set up service areas to meet organisational standards, ensuring cleanliness, organisation, and readiness for service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)	
The learner will	The learner can	
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 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 drinks, 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 on unexpected situations that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with them
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
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 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare equipment and work area 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) tea pots > at least two from service equipment a) cutlery b) glassware c) crockery d) trays > at least one from other equipment a) dish washers b) fridges/freezers c) thermometers > at least two from drinks a) coffee b) hot chocolate c) tea at least three from drink ingredients a) coffee bags/pods/capsules b) pre-ground coffee beans c) instant coffee d) syrups e) chocolate powder f) loose tea g) tea bags h) fruit/herbal tea

	> at least two from drink accompaniments a) sugar b) milk c) dusting/topping powder d) cream Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
2. Be able to 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) tea pots > at least two from service equipment a) cutlery b) glassware c) crockery d) trays > at least three from drink ingredients

- a) coffee bags/pods/capsules
- b) pre-ground coffee beans
- c) instant coffee
- d) syrups
- e) chocolate powder
- f) loose tea
- g) tea bags
- h) fruit/herbal tea

> at least **two** from **drink accompaniments**

- a) sugar
- b) milk
- c) dusting/topping powder
- d) cream

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

Provide a Buffet and Carvery Service

Unit Reference	A/601/4945	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit develops learners' knowledge and skills in preparing and maintaining buffet and carvery displays, and in providing effective customer service in these settings. Learners will be able to set up displays to meet organisational standards, ensuring food is presented attractively and maintained at the correct temperature and hygiene levels.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.9)	
The learner will	The learner can	
1. Be able to prepare and maintain a buffet & carvery display	1.1	Make sure the carvery & 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 positioned 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
2. Understand how to prepare and maintain a buffet & 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 & 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
3. Be able to serve and assist customers at the carvery & 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 leftover food items when necessary

	3.7	Carry out work with the minimum of disturbance to customers
4. Understand how to serve and assist customers at the carvery & buffet	4.1	Describe safe and hygienic working practices when serving customers at buffet or carvery
	4.2	State why portions 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

Learning Outcome- The learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare and maintain a buffet & carvery 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-service 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.
3. Be able to 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.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.