



**Level 2**

**Certificate in General Food and  
Beverage service skills**

(HC110-21)

# Qualification

## Level 2 Certificate in General Food and Beverage Skills Service (HC110-21)

| Title and level                                                 | GLH | TQT | Global Skills Qualification number |
|-----------------------------------------------------------------|-----|-----|------------------------------------|
| Level 2 Certificate in General Food and Beverage Skills Service | 186 | 250 | HC110-21                           |

## Introduction

This document tells you what you need to do to deliver the qualifications:

The GSQ Level 2 Certificate in General Food and Beverage Skills Service is a qualification that is either assessed in a workplace or realistic work environment.

The qualification is aimed at learners who work or want to work in the hospitality sector. The purpose is to develop students' knowledge and skills to prepare them for employment and/or career progression in the hospitality sector. It is also for those learners that want a rounded knowledge of both front of house and the kitchen, which will enable them to look at more senior positions in the future.

## Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 1 qualification in hospitality. However, experience of working in the industry at the level 2 standard will be adequate to ensure they have the potential to gain the qualification successfully.

It is a requirement that learners have access to a suitably equipped hospitality setting in order to achieve the skills elements of the qualification.

The qualification is suitable for learners of 16 years of age and above.

## Qualification Units

To achieve the **HC100-21 Level 2 Certificate in General Food and Beverage Service Skills**, learners must achieve **25** credits from the mandatory units

### Mandatory Units

| GSQ Unit code | Ofqual Unit Reference | Unit Title                                          | Credit Value | GLH        |
|---------------|-----------------------|-----------------------------------------------------|--------------|------------|
| 579           | H/502/0132            | Food safety in catering                             | <b>1</b>     | <b>9</b>   |
| 580           | F/600/4269            | Legislation in food and beverage service            | <b>2</b>     | <b>12</b>  |
| 581           | T/600/4270            | Menu knowledge and design                           | <b>3</b>     | <b>21</b>  |
| 582           | A/600/4271            | Principles of beverage product knowledge            | <b>4</b>     | <b>34</b>  |
| 583           | F/600/4272            | Service of hot beverages                            | <b>5</b>     | <b>34</b>  |
| 584           | J/600/4273            | Food and beverage service skills                    | <b>15</b>    | <b>119</b> |
| 585           | L/600/4274            | Handling payments and maintaining the payment point | <b>3</b>     | <b>24</b>  |

### Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment.

| Title and level                                                 | GLH | TQT |
|-----------------------------------------------------------------|-----|-----|
| Level 2 Certificate in General Food and Beverage Skills Service | 186 | 250 |

## Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills will be assessed using the assessment methods listed below:

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

- Case studies
- Professional discussion

## Centre Requirements

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial facility which follow all hygiene requirements.

- washing facilities – hand washing, food preparation and washing up
- refrigerator or freezer space
- small and large equipment – it is recommended that centre review the range of equipment requirements against each unit within the qualification.

## Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
- have recent relevant experience in the specific area they will be assessing and continue to achieve and minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

### **Tutors/Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

### **Continual Professional Development (CPD)**

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## Unit 579 Food Safety in Catering

UAN: H/502/0132

Level: 2

Credit value: 1

GLH: 9

### Aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at Level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

### Knowledge of outcomes

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

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

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

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

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

|                                                                                                          |                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning outcome 1<br><br>1. Understand how individuals can take personal responsibility for food safety | 1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour<br><br>1.2 Describe how to report food safety hazards<br><br>1.3 Outline the legal responsibilities of food handlers and food business operators. |
| Learning outcome 2<br><br>2. Understand the importance of keeping him/herself clean and hygienic         | 2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination<br><br>2.2 Describe effective personal hygiene practices, for example, protective                                                  |

|                                                                                                  |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                  |                                                 | clothing, hand washing, personal illnesses, cuts and wounds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Learning outcome 3<br><br>3. Understand the importance of keeping him/herself clean and hygienic | 3.1<br><br>3.1<br><br>3.3                       | Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal<br><br>State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning<br><br>Outline the importance of pest control                                                                                                                                                                                                                                                                                                                         |
| Learning outcome 4<br><br>4. Understand the importance of keeping food safe.                     | 4.1<br><br>4.2<br><br>4.3<br><br>4.4<br><br>4.5 | state the sources and risks to food safety from contamination and cross-contamination, to include microbial, chemical, physical and allergenic hazards<br><br>Explain how to deal with food spoilage including recognition, reporting and disposal<br><br>Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food<br><br>Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food<br><br>Describe stock control procedures including deliveries, storage, date marking and stock rotation |

## Unit 580      **Legislation in food and beverage service**

UAN:              F/5600/4269

Level:            2

Credit value:    2

GLH:             12

### **Aim**

To develop the learner's understanding of legislation and legal responsibilities when serving food and beverages.

### **Knowledge of outcomes**

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

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

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

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|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learning outcome 1</p> <p>1. Understand how legislation impacts on the service of food and beverages.</p> | <p>1.1      Explain the purpose and requirements of prevailing legislation in the service of food and beverages</p> <p>1.2      Identify law enforcement bodies and the consequences to the employee/employer of non-compliance</p> |
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## Unit 581      **Menu knowledge and design**

UAN:            T/600/4270

Level:           2

Credit value:   3

GLH:            21

### **Aim**

To introduce the learner to the key features of menus, dish composition and dietary requirements and their implications for service.

### **Knowledge of outcomes**

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

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

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|                                                                      |                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning outcome 1<br><br>1. Know menu styles                        | 1.1    Describe styles of menus within the hospitality industry<br>1.2    describe how factors impact on menu planning<br>1.3    identify the information that must be included in a menu.                                                                                                                    |
| Learning outcome 2<br><br>2. Understand menus and dishes composition | 2.1    Explain the benefits of menu knowledge<br>2.2    Identify the ingredients in a range of dishes<br>2.3    Identify dishes that can be cooked or prepared to the customer's taste in the kitchen<br>2.4    Explain the main cooking terms used in a menu and how differently cooked items are presented. |
| Learning outcome 3                                                   | 3.1    Identify cutlery, crockery and                                                                                                                                                                                                                                                                         |

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| <p>3. Know service items</p>                                         | <p>equipment for different types of menu items</p> <p>3.2 Identify accompaniments and sauces for different types of menu items</p> <p>3.3 Identify the benefits of table theatre</p> <p>3.4 Identify the equipment required for table theatre</p> |
| <p>Learning outcome 4</p> <p>4. Understand dietary requirements.</p> | <p>4.1 Describe the requirements of different dietary needs</p> <p>4.2 Describe why service staff must know the ingredients of all items on a menu</p>                                                                                            |

## Unit 582      **Principles of beverage product knowledge**

UAN:            A/600/4271

Level:           2

Credit value:   4

GLH:            34

### **Aim**

To develop the learner's understanding of alcoholic and non alcoholic beverages served in UK hospitality establishments.

### **Knowledge of outcomes**

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

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

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

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

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

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| Learning outcome 1<br><br>1. Know the types of beers, ciders and perrys and how they are served | 1.1    Explain how beer, cider and perry are produced and packaged<br>1.2    Describe the characteristics of different beers, ciders and perrys<br>1.3    Identify the different unit sizes of beers, ciders and perrys<br>1.4    Identify different considerations when serving different types of beer, cider and perry<br>1.5    Describe different faults that can occur in beer, cider and perry |
| Learning outcome 2<br><br>2. Understand the characteristics of wine and how they relate to food | 2.1    Describe the types and styles of wine<br>2.2    Describe the main grape varieties<br>2.3    Describe the information presented on a wine label<br>2.4    Describe how different types and                                                                                                                                                                                                      |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                             | <p>2.5 styles of wines are produced<br/>Define the terms vintage, non-vintage, New Worlds Wines, Old World Wines, unit of alcohol</p> <p>2.6 Explain the principles of wine tasting</p> <p>2.7 Explain why wine and food are matched</p> <p>2.8 Outline the process to follow when at the table</p> <p>2.9 Describe the different faults that can occur in wine</p> |
| <p>Learning outcome 3</p> <p>3. Understand the characteristics of spirits and liqueurs</p>  | <p>3.1 Explain how spirits and liqueurs are produced</p> <p>3.2 Explain the purpose of an aperitif and digestif as part of the meal experience</p> <p>3.3 Identify spirit based and wine based beverages</p>                                                                                                                                                        |
| <p>Learning outcome 4</p> <p>4. Know the characteristics of non-alcoholic beverages</p>     | <p>4.1 Identify the characteristics of a range of mineral waters</p> <p>4.2. Identify a range of aerated waters</p> <p>4.3. Describe juices, smoothies, squashes and cordial,</p> <p>4.4. Define non-alcoholic and low alcoholic beverages</p>                                                                                                                      |
| <p>Learning outcome 5</p> <p>5. Understand the characteristics and mixing of cocktails.</p> | <p>5.1 Define the terms cocktail and mixology</p> <p>5.2. Identify equipment used in the mixing of cocktails</p> <p>5.3. Describe the different methods for the mixing of cocktails</p> <p>5.4. Describe how to make a range of cocktails (alcoholic and non-alcoholic)</p> <p>5.5. Explain the importance of presentation in cocktail making</p>                   |

## Unit 583      **Service of hot beverages**

UAN:              F/600/4272

Level:            2

Credit value:    5

GLH:             34

### **Aim**

To extend the learner's skills in preparing and serving a range of speciality teas, coffees and hot chocolate using specialist equipment.

### **Knowledge of outcomes**

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

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

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

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|                                         |     |                                                                     |
|-----------------------------------------|-----|---------------------------------------------------------------------|
| Learning outcome 1                      | 1.1 | Prepare and serve a range of coffees with accompaniments            |
| 1. Be able to prepare and serve coffees | 1.2 | Describe the processing of the coffee bean                          |
|                                         | 1.3 | Outline the storage requirements for coffee                         |
|                                         | 1.4 | Describe the importance of roast, blend and grind on taste          |
|                                         | 1.5 | Describe the characteristics of a range of coffees                  |
|                                         | 1.6 | Describe the range of coffee products available                     |
|                                         | 1.7 | Describe how to correct problems with quality when preparing coffee |
| Learning outcome 2                      | 2.1 | Prepare and serve a range of teas with accompaniments               |
| 2. Be able to prepare and serve teas    | 2.2 | Describe the processing of the tea                                  |

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                    | <p>leaf</p> <p>2.3 Outline the storage requirements for tea</p> <p>2.4 Describe the importance of blend and leaf size on the making of tea</p> <p>2.5 Describe the characteristics and effects of a range of teas</p> <p>2.6 Describe the range of tea products available</p> <p>2.7 Describe how to correct problems with quality when preparing tea</p>                                                                                                                                                                                                                    |
| <p>Learning outcome 3</p> <p>3. Be able to prepare and serve hot chocolate</p>     | <p>3.1 Prepare and serve a range of hot chocolates with accompaniments.</p> <p>3.2 Describe how the origins and production methods of the cocoa bean impact on the final product</p> <p>3.3 Outline the storage requirements for hot chocolate</p> <p>2.4 Describe the characteristics and effects of a range of hot chocolates</p> <p>2.5 Describe the range of tea products available</p> <p>2.6 Describe how to correct problems with quality when preparing hot chocolate</p>                                                                                            |
| <p>Learning outcome 4</p> <p>4. Be able to identify, check and clean equipment</p> | <p>4.1 Check and clean equipment before and after use.</p> <p>4.2 Identify a range of equipment available</p> <p>4.3 Explain the brewing/production process relevant to equipment</p> <p>4.5 Describe the checks required for equipment</p> <p>4.6 Describe cleaning processes for equipment</p> <p>4.7 Describe how common faults in equipment are identified</p> <p>4.8 Describe the actions to take to rectify common faults</p> <p>4.9 Explain the importance of leaving the areas clean, tidy and safe</p> <p>4.9 Outline methods of dealing with waste and rubbish</p> |

## Unit 584      **Food and beverage service skills**

UAN:              J/600/4273

Level:            2

Credit value:    15

GLH:             119

### **Aim**

To provide learners with food and beverage service skills.

### **Knowledge of outcomes**

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

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

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|                                                                                                        |                                                                                                                                                                                                                                                                                                   |
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| Learning outcome 1<br><br>1. Understand the purpose of different food and beverage establishments      | 1.1    Explain why customers use food and beverage establishments<br>1.2    Explain customer expectations of the different styles of service in a range of establishments<br>1.3    Explain the staff requirements of different styles of service.                                                |
| Learning outcome 2<br><br>2. Be able to set up, serve, maintain and clear for service of food at table | 2.1    Set up and clear tables and service stations for different styles of service<br>2.2    Interact with customers<br>2.3    Provide table service<br>2.4    Select the equipment and accompaniments for the food items to be served<br>2.5    Describe the preparation activities for service |

|                                                                                                                    |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | 2.6                                                               | Explain how different customer needs impact on the preparation for service                                                                                                                                                                                                                                                                                                                           |
| <p>Learning outcome 3</p> <p>3. Be able to set up, serve, maintain and clear for service of beverages at table</p> | <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>2.4</p> <p>2.5</p>            | <p>Set up and clear tables</p> <p>Provide information to customers on the beverages available</p> <p>Provide beverage service at the table</p> <p>provide a wine service at the table</p> <p>Describe the preparation activities for service</p>                                                                                                                                                     |
| <p>Learning outcome 4</p> <p>4. Be able to set up, prepare, maintain and clear for bar service.</p>                | <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> | <p>Set up a bar area</p> <p>Prepare a range of beverages within legal requirements</p> <p>Select the glassware, garnishes, equipment and accompaniments for beverages</p> <p>Maintain, clear and clean the bar area after service</p> <p>Describe the preparation activities for service</p> <p>Explain the importance of communicating stock levels in the bar area prior to and during service</p> |

## Unit 585      **Handling payments and maintaining the payment point**

UAN:            L/600/4274

Level:           2

Credit value:   3

GLH:            24

### **Aim**

To enable learners to take, process and balance payments and respond appropriately to unexpected payment situations in a food and beverage environment.

### **Knowledge of outcomes**

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

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

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|                                                                                                                  |                                                                                                                                                                                                                                                 |
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| Learning outcome 1<br><br>1. Explain the role of a cash handler in maintaining the security of the payment point | 1.1    Explain the role of a cash handler in maintaining the security of the payment point<br>1.2    Explain the procedures for secure handling of payments<br>1.3    Explain the purpose of the control systems used to process customer bills |
| Learning outcome 2<br><br>2. Explain the procedures for secure handling of payments                              | 1.1    Prepare the payment point for service<br>1.2    Maintain float and equipment<br>1.3    Perform close down procedure.<br>1.4    Describe the checks required to set up and close a payment point<br>1.5    Explain the purpose of a float |
| Learning outcome 3                                                                                               | 2.1    Prepare and present customer bills                                                                                                                                                                                                       |

|                                                                                     |                                                                                                                                                                                                                                                                                                                               |
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| <p>3. Explain the purpose of the control systems used to process customer bills</p> | <p>2.2 Carry out payment transactions</p> <p>2.3 Balance payment received.</p> <p>2.4 Explain the responsibilities in preparing a customer bill</p> <p>2.5 Identify types of problems that might occur when taking payments</p> <p>2.6 Explain procedures for dealing with unexpected situations when processing payments</p> |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|