



Level 3
Certificate/Diploma
Food and Beverage Service
Supervision

(HC110-05/6)

Qualification

Level 3 Food and Beverage Service Supervision (HC110-05/06)

Title and level	GLH	TQT	Global Skills Qualification number
Level 3 Certificate in Food and Beverage Service Supervision	348-355	420	HC110-05
Level 3 Diploma in Food and Beverage Service Supervision	348-355	420	HC110-06

Introduction

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

The GSQ Level 3 Food and Beverage Service Supervision is a qualification that is either assessed in a workplace or realistic work environment.

The Level 3 Food and Beverage Service Supervision qualification is designed to develop students' advanced skills and techniques. You will learn the supervision techniques required to ensure that you are able to supervise your area of the hospitality industry and work closely with staff and managers to run a successful operation. You will learn how to prepare and serve beverages and food to customers and supervise the customer experience.

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 2 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.

Qualification Units

To achieve the **HC100-05 Level 3 Certificate in Food and Beverage Service Supervision**

Candidates must achieve ALL Mandatory units **23** credits

To achieve the **HC100-06 Level 3 Diploma in Food and Beverage Service Supervision**

Candidates must achieve **42** credits

All mandatory units must be achieved (23 Credits) plus 19 credits from the addition units

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
447	T/503/1725	Principles of supervising food and beverage services	5	35
448	K/502/0388	The principles of food safety supervision for catering	3	35
449	Y/503/1726	Principles of promoting food and beverage services and products	6	45
450	L/600/1066	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2	20
451	H/503/1728	Supervise food and beverage service	5	44
452	A/503/1735	Legislation in food and beverage service	2	18

Optional Units (19 Credits)

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
453	J/600/8243	Barista skills	2	2
454	L/503/1724	Carve, fillet, joint and serve food in a food service area	5	44
455	K/503/1732	Prepare, cook and serve food in a food service area	5	44
456	K/503/1729	Prepare and serve wines	4	35
457	D/503/1730	Prepare and serve alcoholic and cold non-alcoholic beverages	4	36
458	H/503/1731	Provide advice to customers on food and beverage matching	4	32
459	M/503/1733	Supervise hospitality events	5	44
460	T/503/1734	Prepare and serve cocktails	5	41

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 3 Diploma in Food and Beverage Service	348-355	420

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 a functioning facility where the candidates can work in a real-life situation to be able to develop their skills.

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 a 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.

Qualification Structure

Unit 406 The principles of food safety supervision for catering

UAN: *K/502/0388*

Level: 3

Credit value: 3

GLH: 25

Aim

The aim of this unit is to give you an understanding of the importance of kitchen organisation and food safety.

You will investigate methods to prevent hazards, systems to maintain standards, and monitoring procedures to maintain a consistent approach.

You will look at the role of different

levels of staff in the implementation and management of food and kitchen safety, and how the organisation must work together to ensure a safe environment is achieved.

Achieving knowledge outcomes

Your knowledge and understanding will be assessed using some of the following methods

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

Learning outcome 1 1. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 summaries the importance of food safety management procedures 1.2 explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance 1.3 outline how the legislation is enforced
Learning outcome 2 2. Understand the application and monitoring good hygiene practice	2.1 explain the importance of, and methods for, temperature control 2.2 explain procedures to control contamination and cross-contamination 2.3 justify the importance of high standards of personal hygiene 2.4 explain procedures for cleaning, disinfection and waste disposal 2.5 outline requirements relating to the design of food premises and equipment 2.6 describe the importance of, and methods for, pest control

Learning outcome 3 3. Understand how to implement food safety management procedures	3.1 describe the importance to food safety of microbial, chemical, physical and allergenic hazards 3.2 describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions 3.3 explain the requirements for monitoring and recording food safety procedures 3.4 describe methods for, and the importance of, evaluating food safety controls and procedures
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Unit 449 Principles of promoting food and beverage services products

UAN: Y/503/1726

Level: 3

Credit value: 6

GLH: 45

Aim

This unit aims to provide learners with an understanding of promoting services and products within food and beverage. In promoting food and beverage services and products learners need to understand the different factors that impact the service as well as the importance of and how to provide a positive meal experience for different types of 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

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 1. Understand the importance of product knowledge in food and beverage service	1.1 Explain the impact different dietary requirements have within a food and beverage service outlet. 1.2 Explain the impact different cooking terms used in a menu have on service 1.3 Explain the importance of food and beverage product knowledge 1.4 Explain factors that need to be considered when choosing a supplier
Learning outcome 2 2. Understand the factors that influence the food and beverage service	2.1 Explain how different cultures and religions influence food and beverage service 2.2 Describe the historic influences on food and beverage service

	2.3 Explain how media and modern technology influence food and beverage service 2.4 Explain how changes in lifestyle influence food and beverage Service 2.5 Explain how changes in trends influence food and beverage service
Learning outcome 3 3. Understand how to supervise different styles of service	3.1 Compare different styles of food and beverage service 3.2 Explain how to identify trends in levels of demand for different styles of service 3.3 Explain how different styles of service influence staff requirements 3.4 Compare the preparation needed for different styles of service 3.5 Compare the resources needed for different styles of service
Learning outcome 4 4. Understand the concepts of a meal experience	4.1 Explain the term 'meal experience' 4.2 Evaluate different meal experiences 4.3 Explain how customer perceptions impact on the meal experience 4.4 Explain the importance of food and beverage service staff contributing to the meal experience 4.5 Explain the importance of gaining customer feedback on food and beverage service 4.6 Explain the methods for gaining customer feedback on food and beverage service
Learning outcome 5 5. Describe different menu styles and types	5.1 Describe different menu styles and types 5.2 Explain the importance of language use in creating menus 5.3 Explain the legislative requirements relevant to creating menus 5.4 Identify key information that needs to be displayed on the beverage menu 5.4 Explain how to deal with unexpected problems that may occur with menus
Learning outcome 6 6. Understand the use of sales and marketing in food and beverage service	6.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities 6.2 Explain how promotional activities can be generated from a sales report 6.3 Identify key opportunities to implement promotional activities 6.4 Identify the target markets, sales targets and main competitors that are relevant to food and beverage service

	6.5 Explain how competitors influence the food and beverage service 6.6 Identify a range of promotional activities relevant to food and beverage service 6.7 Compare different selling techniques in food and beverage service 6.8 Explain how the following impact on food and beverage outlet: • guide books • ratings • restaurant critics
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Unit 450 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

UAN: L/600/1066
Level: 3
Credit value: 2
GLH: 20

Aim

This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

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
- Audio-visual media
- Written questions
- Oral questions
- Assignments
- Case studies

Learning outcome 1 1. Understand how to develop a customer service culture within their business	1 .1 Describe the role of the supervisor in leading by example when delivering excellent customer service 1 .2 Explain the impact of customer service on the performance of the Business 1 .3 Explain the relationship between delivering customer service and selling services 1 .4 Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards
Learning outcome 2 2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching	2.1 Analyse how effective teams can be developed to deliver excellent customer service 2.2 Explain the importance of staff development in ensuring that excellent customer service is delivered 2.3 Describe the role of the supervisor in developing teams 2.4 Describe how training and coaching sessions can be implemented to improve the delivery of customer service 2.5 Describe the importance of providing feedback to staff 2.6 Apply appropriate methods to deliver feedback to staff

Learning outcome 3 3. Understand how to effectively monitor and communicate levels of customer service performance	3.1 Analyse the importance of developing and implementing clear customer service standards 3.2 Describe appropriate ways in which supervisors can monitor and measure the performance of team members 3.3 Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service 3.4 Explain how performance against customer service standards can be recorded and communicated 3.5 Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance
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Unit 451 Supervise food and beverage service
UAN: H/503/1728
Level: 3
Credit value: 5
GLH: 44

Aim

This unit is about supervising the food and beverage service ensuring that service areas and equipment are suitably clean and ready for use for service. This also includes liaising with other departments to ensure the food and beverage service runs smoothly and dealing with problems to ensure that service meets the required standard. The unit also covers how to supervise the reception area as this is also an important element in the overall dining experience

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	1 .1	Explain the importance of setting up service areas in accordance with business needs
1. Understand how to supervise the food and beverage service	1.2	Explain how to regulate the time available and prioritise tasks
	1 .3	Describe how staff should communicate with customers and conduct themselves in the food and beverage service area
	1 .4	Explain how to communicate operational procedures to staff
	1 .5	Explain how to ensure staff receive the correct training to support their responsibilities

	1 .6 Explain how to allocate staff duties according to service requirements 1.7 Explain how to minimise the disruption to the service when problems occur 1 .8 Explain the importance of keeping customers informed of potential problems in service 1.9 Explain how to inform customers of problems with service
Learning outcome 2 2. understand how to produce vegetable and vegetarian dishes	2.1 identify commodities suitable for vegetarian and vegan dishes 2.2 describe advanced skills and techniques for preparing and cooking vegetables 2.3 state factors affecting the composition of vegetables 2.4 describe how the composition of different vegetables influences the choice of cooking method 2.5 explain the effect of cooking methods on vegetables 2.6 describe the cooking requirements for different vegetables 2.7 identify relevant sauces and dressings to serve with advanced vegetable products 2.8 identify the quality points for a range of vegetable dishes 2.9 describe how to control time, temperature and environment to achieve desired outcome in vegetable dishes

Unit 452 Legislation in food and beverage service

UAN: A/503/1735
Level: 3
Credit value: 2
GLH: 18

Aim

The aim of this unit is to provide learners with an understanding of legislation relevant to the food and beverage service including the impact it has on the service and the responsible promotion and sale of alcohol.

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	
1. Understand the legislation relating to the food and beverage service	1. 1 Describe the main areas of health, hygiene and safety laws and regulations which impact the food and beverage service 1.2 Explain employee and employer responsibilities in relation to licensing legislation 1 .3 Identify the legislation requirements relating to the sale of items to customers 1.4 Identify the requirements of legislation relating to: • disability • equality and diversity • business contracts • data protection • smoking

		• misuse of drugs
Learning outcome 2 2. Understand how legislation impacts on the food and beverage service	2.1 2.2 2.3 2.4	Explain the purpose and requirements of legislation in the food and beverage service Explain the consequences to the employee/employer of noncompliance Identify which authorities have a right of entry to premises Identify when authorities have a right of entry to premises
Learning outcome 3 3. Understand how to sell alcohol responsibly	3.1 3.2 3.3 3.4 3.5	Identify different strengths of alcoholic drinks by 'alcohol by volume' (abv) Identify sensible drinking limits Explain the effects alcohol can have on human body Explain good practice in avoiding conflict situations Describe the industry guidelines on irresponsible drinks promotions

Unit 453 Barista skills

UAN: J/600/8243

Level: 3

Credit value: 2

GLH: 20

Aim

The aim of the unit is to introduce to the full range of products used in making beverages. It covers where the products come from, and some of the processes they go through, from growing to the final drink. It also covers the importance of taking care of the products in order to provide an excellent final result.

The unit also looks at the full range of equipment, identifies safety aspects and how to operate the equipment to deliver the desired drink quality.

The unit covers the importance of presenting a positive personal image and the use of effective communication techniques.

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	1. 1	Calibrate pieces of equipment as necessary
1. Be able to display drink building techniques	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
Learning outcome 2 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 2.1 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
Learning outcome 3 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 origin and flavour of products and ingredients 3.5 Describe the 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
Learning outcome 4 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
	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
	4.1	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

Unit 455 Carve, fillet, joint and serve food in a food service area
UAN: J/600/8243
Level: 3
Credit value: 5
GLH: 44

Aim

The aim of the unit is to introduce to the full range of products used in making beverages. It covers where the products come from, and some of the processes they go through, from growing to the final drink. It also covers the importance of taking care of the products in order to provide an excellent final result.

The unit also looks at the full range of equipment, identifies safety aspects and how to operate the equipment to deliver the desired drink quality.

The unit covers the importance of presenting a positive personal image and the use of effective communication techniques.

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 1. Understand how to carve, fillet, joint and serve food in a food service area	1.1 Explain the legislative requirements relevant to carving, jointing and filleting food at the table 1.2 Identify food items suitable for carving, filleting and jointing 1.3 Explain how to prepare the equipment required for service 1.4 Identify departments that may need to be liaised with during service involving carving, filleting and jointing food
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	1.5 Explain how to carry out preparation techniques including: • Carving • Jointing • Skinning • Boning • Filleting • Portioning • Presenting and arranging 1.6 Explain how food quality can be maintained whilst carving, filleting and jointing food at the table 1.7 Explain the importance of portion control 1.8 Explain how portion control can be maintained 1.9 Explain how to deal with problems that may arise when carving, jointing and filleting food at the table
Learning outcome 2 2. Be able to carve, fillet joint and serve food in a food service area	2.1 Ensure that service areas and equipment are ready for service 2.2 Arrange the food and accompaniments prior to presentation to the customer 2.3 Present the dish to the customer before serving if required 2.4 Carve, fillet, joint and serve food in a food service area 2.5 Interact with customers throughout the service 2.6 Clear the area including any equipment used

Unit 455 Prepare, cook and serve food in a food service area

UAN: *K/503/1732*

Level: 3

Credit value: 5

GLH: 44

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare cook and serve food in front of the customer. An important aspect of this type of food service is the person who is providing it as they will need to have excellent technical skills, communication skills, presentation skills but also excellent knowledge of the service and of the food items being sold. This could apply to a range of services including gueridon, buffet, banquet, service at the table.

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	1. 1	Explain the legislative requirements relevant to food service using trolleys
1. Understand how to serve food in a food service area	1.2	Explain the importance of preparing all equipment required for service
	1.3	Explain how to determine whether food items are suitable for service
	1. 4	Describe the correct storage conditions for food items
	1. 5	Describe details of the food items available including: • the supplier • traceability • specific qualities

	• taste • texture • aroma • dietary requirements 1.6 Describe the cooking, assembly and service methods used for dishes 1.7 Describe the finishing methods used for dishes 1.8 Describe garnishes used for different dishes 1.9 Explain the importance of portion control 1.10 Explain how portion control can be maintained 1.11 Explain how to deal with problems that may arise when serving food in a food service area
Learning outcome 2 2. Be able to prepare for service	2.1 Ensure that service areas and equipment are ready for service 2.2 Select items for service according to menu and service requirements 2.3 Display food and service items effectively in a manner that will attract customers
Learning outcome 3 3. Be able to serve food in a food service area	3.1 Communicate the nature and features of the service to customers 3.2 Present food items to assist customers in making their selection 3.3 Prepare dishes in line with • standard procedures • hygiene and safety procedures • customer requirements 3.4 Finish dishes using finishing techniques including: • caramelisation • sauteing/shallow frying • flaming with alcohol • addition of cream 3.5 Prepare accompaniments and finishing ingredients 3.6 Interact with customers throughout the service 3.7 Clear the area including any equipment used

Unit 456 Prepare and serve wines

UAN: K/503/1729

Level: 3

Credit value: 4

GLH: 35

Aim

The aim of this unit is to further develop the learner's understanding of different types, styles and characteristics of wines so that they are able to evaluate a range of wines and make recommendations to customers during 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

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	1.1	Describe the specific qualities of different types of wine
1. Understand different types and styles of wine	1.2	Explain how different types and styles of wine are produced including: •crushing •pressing •fermentation •clarification •maturation •bottling
	1.3	Explain the characteristics of different grape varieties
	1.4	Explain the classification of wines by region and country
	1.5	Compare quality control of wine from different regions and countries

	1.6 Explain taste characteristics of different wines 1.7 Explain faults that may occur in wine 1.5 correct products that do not meet quality requirements
Learning outcome 2 2. Understand the storage and service requirements of wine	2.1 Explain how to maintain the condition of wine prior to service 2.2 Explain the importance of using appropriate glassware and service equipment for wines 2.3 Explain possible solutions for issues that may occur when preparing and serving wine 2.4 Explain the standard procedures for presenting and serving wine 2.5 Explain how to store wine that has been opened
Learning outcome 3 3. Be able to prepare and serve a range of wines	3.1 Ensure service areas and equipment are ready for service 3.2 Ensure wine stock is available and in a condition suitable for use 3.3 Ensure that the wine list is accurate 3.4 Match wines to a range of foods 3.5 Evaluate wines using accepted sensory evaluation techniques 3.6 Use information from wine evaluations to guide customers in their choice of wines 3.7 Open bottles of wine using appropriate equipment 3.8 Serve wine to customers in a manner that is appropriate 3.9 Store wines that have been opened according to standard procedures

Unit 457 Prepare and serve alcoholic and cold non-alcoholic beverages

UAN: D/503/1730

Level: 3

Credit value: 4

GLH: 36

Aim

The aim of this unit is to provide learners with the knowledge and skills needed to prepare and serve a range of beverages. Learners will develop an understanding of different types, styles and characteristics of a range of beverages and different service styles for each.

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	
1. Understand different types of beers, ciders and perrys	1 .1. Describe the specific qualities of different types of beers, ciders and perrys 1 .2. Explain the taste characteristics of beers ciders and perrys 1.3. Explain how different types of beers, ciders and perrys are produced 1 .4. Explain faults that can occur in beers, ciders and perrys 1 .5. Explain how to maintain the condition of beers, ciders and perrys prior to service 1.5 correct products that do not meet quality requirements

Learning outcome 2 2. Understand how beers, ciders and perrys should be prepared and served	2.1 Explain issues that can occur in the service of beers, ciders and perrys 2.2 Explain the importance of using appropriate glassware and service equipment for beers, ciders and perrys 2.3 Describe the presentation standards for serving beers, ciders and perrys 2.4 Identify techniques and equipment that can be used in the presentation of beers ciders and perrys 2.5 Explain the importance of cleaning drinks dispense lines
Learning outcome 3 3. Understand different types of spirits and liqueurs	3.1. Describe the specific qualities of different types of spirits and liqueurs 3.2. Explain the taste characteristics of spirits and liqueurs 3.3. Explain how different types of spirits and liqueurs are produced 3.4. Explain how to maintain the condition of spirits and liqueurs prior to service
Learning outcome 4 4. Understand how spirits and liqueurs should be prepared and served	4.1. Compare the different service styles for spirits and liqueurs 4.2. Explain different terminology used by customers when ordering spirits and liqueurs 4.3. Explain issues that can occur in the service of spirits and liqueurs 4.4. Explain the importance of using appropriate glassware and service equipment for spirits and liqueurs 4.5. Describe presentation standards for serving spirits and liqueurs 4.6. Identify techniques and equipment that can be used in the presentation of spirits and liqueurs
Learning outcome 5 5. Understand how cold non-alcoholic beverages should be prepared and served	5.1. Describe a range of cold non-alcoholic beverages 5.2. Compare the different service styles for cold non-alcoholic beverages 5.3. Explain the importance of using appropriate glassware and service equipment for cold non-alcoholic beverages 5.4. Explain the importance of stock rotation of cold non-alcoholic beverages
Learning outcome 6 6. Understand how to maintain customer service when serving beverages	6.1 Describe the techniques that can be used to guide customers in their choice of beverage

	6.2	Explain how customer care can be maintained through the service of beverages
Learning outcome 7 7. Be able to serve a range of beverages	7.1. 7.2. 7.3. 7.4. 7.5.	Provide customers with accurate information on beverages Assist customers to make a choice that meets their needs Serve alcoholic and cold non-alcoholic beverages at the correct temperature Serve alcoholic and cold non-alcoholic beverages using the appropriate glassware and service equipment Store beverages that have been opened according to standard procedures

Unit 458 Provide advice to customers on food and beverage matching

UAN: H/503/1731

Level: 3

Credit value: 4

GLH: 32

Aim

This unit covers the skills and knowledge required to provide advice on matching a range of beverages to different menu items. It focuses on knowledge relating to all beverages and recommendations for classic beverage and food combinations.

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	1 .1	Explain how to engage with customers in discussion on beverages
1. Understand how to provide advice to customers on food and beverage matching	1.2	Explain how to support customer's beverage selection using a variety of techniques
	1 .3	Explain why a range of foods and beverages may be considered to be classic combinations
	1.4	Explain how the senses work in relation to taste
	1 .5	Explain how different foods can affect the palate and taste sensation
	1 .6	Explain how to advise customers on a range of food and beverages that may be considered classic combinations

	1.7 Describe the type of language that should be used when describing attributes of beverages including: •aroma •taste 1.8 Explain where to obtain information needed regarding beverages
Learning outcome 2 2. Be able to provide advice to customers on food and beverage matching	2.1 Promote beverages that will enhance the combination of food and beverages 2.2 Assist customers in beverage selection according to taste and price preference 2.3 Offer specific advice on the compatibility of different beverages with menu or food items

Unit 459 Supervise hospitality events

UAN: M/503/ 1733
Level: 3
Credit value: 5
GLH: 44

Aim

This unit will cover supervising an event such as a banquet, corporate entertainment event, reception or conference, and ensuring everything goes smoothly. The unit covers the preparation, running and closing of the event and includes briefing, monitoring, clearing up and debriefing staff beyond the close of the event.

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 1. Understand the importance of planning hospitality events	1.1 Explain the health and safety and legislative requirements relevant to hospitality events 1.2 Explain the importance of assessing the impact that the event is likely to have on others 1.3 Identify the information required to plan different types of events including: •customers' specific requirements •staffing •equipment •budget •venue capacity •other specifications.
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	1.4 Explain how to deal with additional requirements for different client groups including: •children •older people •people with disabilities. 1.5 Explain the importance of obtaining reliable sources of information 1.6 Explain the importance of briefing staff •prior to the event •after the event 1.7 Explain how to ensure the products and services available support a variety of events 1.8 Explain how to ensure appropriate management of contractors likely to be employed for events 1.9 Explain how to carry out a risk assessment of the premises
Learning outcome 2 2. Understand how to supervise events	2.1 Explain how to monitor the event 2.2 Explain how to carry out an inspection of equipment used during events 2.3 Explain how information about the event should be communicated to customers and staff 2.4 Explain the importance of communicating with the organiser of the event 2.5 Explain the legislative requirements relevant to the clearing of the venue where the event is being held 2.6 Explain how to deal with problems that may arise: •During an event •After the event
Learning outcome 3 3. Be able to supervise events	3.1 Ensure equipment and materials needed for the event are available to the staff that will need to use them 3.2 Inspect the event venue to ensure that it has been prepared as agreed 3.3 Communicate the legal requirements of the event to customers and staff 3.4 Liaise with relevant people before, during and after the event 3.5 Monitor the event to ensure that it is running to plan 3.6 Record relevant information about the event

Unit 460 Prepare and serve cocktails

UAN: T/503/1734
Level: 3
Credit value: 5
GLH: 41

Aim

The aim of this unit is to provide learners with the skills and knowledge required to prepare and serve a range of cocktails using a range of techniques.

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	1.1	Describe the characteristics of ingredients used to prepare cocktails
1. Understand how to prepare cocktails	1.2	State the basic ratio of tart to sweet
	1.3	Explain the properties of the •strong building blocks •weak building blocks
	1.4	Explain the relationship between 'weak' and 'strong' building blocks
	1.5	Explain the effects of: •shaking ingredients with ice •stirring ingredients with ice
	1.6	Explain the effects of muddling
	1.7	Explain the benefit of using caster sugar in cocktails
	1.8	Compare different blending procedures used for cocktails

	1. 9 Identify potential problems associated with blending ingredients used in cocktails 1.10 Explain how liquids can be layered 1.11 Explain the importance of adding a twist 1.12 Explain the importance of a balanced drink 1.13 Explain how different garnishes can compliment a range of cocktails including: •rum based •tequila based •gin/vodka based •whisk(e)y/brandy based
Learning outcome 2 2. Understand how to free pour cocktails	2.1 Identify the advantages and disadvantages of free pouring 2.2 Identify different measuring systems used when free pouring cocktails 2.3 Describe how a speed pourer works 2.4 Describe how the stun cut off works 2.5 Explain the importance of accurate pour testing 2.6 Describe the current legal requirements relating to free pouring
Learning outcome 3 3. Understand how to serve cocktails	3.1 Compare the different service styles for cocktails 3.2 Explain issues that can occur in the service of cocktails 3.3 Explain the importance of using appropriate glassware and service equipment for cocktails 3.4 Describe the presentation standards for cocktails 5 Identify a range of techniques and equipment that can be used in the presentation of cocktails
Learning outcome 4 4. Be able to prepare and serve a range of cocktails	4.1. Provide customers with accurate information on cocktails 4.2. Assist customers to choose a cocktail 4.3. Assemble cocktails using a range of methods including: •shaking •straining •building •stirring •layering •muddling •free pouring 4.4. Finish a range of cocktails using relevant accompaniments

	4.5	Serve a range of cocktails using the appropriate: •techniques •service equipment •glassware
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