



Level 2

**Certificate in Hospitality and
Catering Principles (Food
Service)**

(HC110-24)

Qualification

Level 2 Certificate in Hospitality and Catering Principles (Food Service) (HC110-24)

Title and level	GLH	TQT	Global Skills Qualification number
Level 2 Certificate in Hospitality and Catering Principles (Food Service)	100	140	HC110-24

Introduction

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

The GSQ Level 2 Certificate in Hospitality and Catering Principles (Food 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 **HC100-24 Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)**, learners must achieve **14** credits.

8 credits from the mandatory units

At least 1 credit from Option B

Remaining credits from optional group B or C

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
590	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	19
591	Y/600/0616	Effective teamwork	2	19
682	D/600/0617	Giving customers a positive impression	2	18
628	H/502/0132	Food safety in catering	1	9
589	T/600/1059	Principles of customer service in Hospitality, leisure, travel and tourism	1	10

Optional Group B

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
595	T/502/8297	Principles of providing a counter and takeaway service	1	6
658	R/502/8260	Principles of preparing and clearing areas for table service	2	15
663	T/600/0624	Service of food at table	1	10
659	A/502/8298	Principles of providing a silver service	1	8
660	M/502/8296	Principles of providing a buffet and carvery service	1	6

Optional Group C

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
653	H/502/8327	Principles of preparing and serving dispensed and instant hot drinks	1	6
654	D/502/8309	Principles of preparing and serving hot drinks using specialist equipment	2	10
662	Y/502/8311	Principles of promoting additional services or products to customers	2	6
635	L/600/1133	Dealing with payments	1	9
661	K/502/8314	Principles of maintaining customer service through effective handover	2	15

665	A/502/8317	Principles of resolving customer service problems	2	10
632	F/600/0626	Preparation and clearing of service areas	3	26
652	M/502/8265	Principles of preparing and serving wines	2	15
650	Y/502/8261	Principles of preparing and clearing bar areas	2	15

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. GLH and TQT may vary with this qualification depending on units chosen.

Title and level	GLH	TQT
Level 2 Certificate in Hospitality and Catering Principles (Food Service)	100	140

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 590 Safe, hygienic and secure working environments in hospitality

UAN: R/600/0615

Level: 1

Credit value: 2

GLH: 16

Aim

This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality 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

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. Know their personal responsibilities under the Health and Safety at Work Act	1.1 state personal responsibility for health and safety when in the workplace 1.2 identify the importance of following safety procedures in the workplace 1.3 state reporting procedures in the case of personal illness
Learning outcome 2 2. Know why it is important to work in a safe and hygienic way	2.1 state why it is important to maintain good personal hygiene 2.2 state why correct clothing, footwear and headgear should be worn at all times 2.3 state why, and to whom, accidents and near accidents should be reported 2.4 describe safe lifting and handling techniques that you must follow 2.5 state why it is important to report all unusual/non-routine incidents to the

		appropriate person
Learning outcome 3	3.1	identify the types of common hazards found in the workplace
3. Know about hazards and safety in the workplace.	3.2	identify types of emergencies that may happen in the workplace
	3.3	describe why first aid procedures should be in place
	3.4	identify possible causes of fire in the workplace
	3.5	describe fire safety procedures
	3.6	describe security procedures

Unit 591 Effective teamwork

UAN: Y/600/0616

Level: 1

Credit value: 2

GLH: 19

Aim

This unit will provide learners with the knowledge to make useful contributions to the work of a team.

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. Know how to organise their own work	1.1 state the order of work to complete a task 1.2 describe situations when it is appropriate to ask for help 1.3 describe situations when it is appropriate to help and support others 1.4 state the importance of working to deadlines 1.5 state why it is important to follow instructions accurately 1.6 state the importance of keeping work areas clean and tidy
Learning outcome 2 2. Know how to support the work of a team	2.1 state the benefits of helping team members 2.2 state the importance of passing information to the relevant people 2.3 state the importance of clear

	communication 2.4 describe ways to maintain good working relationships in a team 2.5 state problems in working relationships that should be reported to line managers
Learning outcome 3 3. Know how to contribute to their own learning and development	3.1 list benefits of self development 3.2 state the importance of feedback from team members 3.3 describe how a learning plan could improve aspects of work 3.4 list types of activities that help learning

Unit 628 Giving customers a positive impression
UAN: D/600/0617
Level: 2
Credit value: 2
GLH: 18

Aim

This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and an organisation.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

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. 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
Learning outcome 2 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

Learning outcome 3 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
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unit 628 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.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

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	Identify the types of game available in different seasons
1. Know how to prepare game dishes	1.2	Outline the quality points in fresh game: furred and feathered
	1.3	State what should be done if there are problems with the quality of game
	1.4	State the importance of using the correct tools, equipment and techniques when preparing game
	1.5	Describe preparation methods for game
	1.6	Identify how to store prepared game which is ready for cooking

Learning outcome 2 2. Know how to cook game dishes	2.1 State the importance of using the correct tools and equipment to cook game dishes 2.2 Describe cooking methods for different types of game 2.3 State the importance of using the correct cooking methods 2.4 State the correct temperatures for cooking game
Learning outcome 3 3. Know how to finish game dishes	3.1 Describe finishing methods for game dishes 3.2 Describe how to correct a game dish to meet finishing requirements 3.3 State the correct temperature for holding and serving game dishes 3.4 State healthy eating considerations when cooking and finishing game

Unit 589 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
UAN: T/600/1059
Level: 2
Credit value: 1
GLH: 10

Aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

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 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
Learning outcome 2 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
Learning outcome 3 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

Unit 595 Principles of providing a counter and takeaway service

UAN: T/502/8297

Level: 1

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.

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. Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance 1.2 State the importance of controlling portions when serving customers 1.3 State the importance of giving accurate information to customers 1.4 Describe the types of unexpected situations that might occur when serving customers
Learning outcome 2 2. Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service

	2.3 State the importance of maintaining a constant stock of service items 2.4 Describe the types of unexpected situations that might occur when clearing away
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Unit 658 Principles of preparing and clearing areas for table service

UAN: R/502/8260
Level: 2
Credit value: 2
GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear areas and equipment for table service including checking stock levels, prepare customer dining areas for table service including laying tables and clearing dining and service areas such as stacking cutlery for cleaning.

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. Know how to prepare service areas and equipment for table service	1.1	Describe safe and hygienic working practices when preparing areas and equipment for table service
	1.2	Describe procedures for storage and stock rotation of food service items
	1.3	Describe procedures for maintaining service equipment
	1.4	Describe the types of unexpected situations that might occur when preparing service areas and equipment
Learning outcome 2 2. Know how to prepare customer and dining areas for table service	2.1	Describe safe and hygienic working practices when preparing customer dining areas for table service
	2.2	State the importance of checking table items and menus before service

	2.3 State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service 2.4 Describe the types of unexpected situations that might occur when preparing customer dining areas
Learning Outcome 3 3. Know how to clear dining and service areas after table service	3.1 Describe safe and hygienic working practices when clearing dining and service areas 3.2 Describe the procedures for handling and disposing of waste correctly 3.3 Identify the security procedures that should be followed 3.4 Describe the types of unexpected situations that might occur when clearing dining and service areas

Unit 633 Service of food at table

UAN: T/600/0624

Level: 2

Credit value: 1

GLH: 10

Aim

This unit gives learners knowledge on greeting and providing customers with information in choosing food. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean, tidy and safe 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. Know how to greet customers and take orders	1.1 State the importance of greeting customers appropriately 1.2 State the importance of giving accurate menu information 1.3 Describe how to provide appropriate assistance to customers with different needs 1.4 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders
Learning outcome 2 2. Know how to serve customers in a dining area	2.1 Describe safe and hygienic working practices when serving customers' orders

	2.2 List correct condiments, accompaniments and service equipment for different menu items 2.3 State the importance of arranging and presenting food in line with menu specifications 2.4 State the importance of maintaining the dining and service area 2.5 Describe how to respond to types of unexpected situations that may occur when serving food at table
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Unit 659 Principles of providing a silver service

UAN: A/502/8298

Level: 2

Credit value: 1

GLH: 8

Aim

The aim of this unit is to enable learners to gain knowledge of how to silver serve various foods including soups and sauces, bread rolls, potatoes, meat and poultry, vegetables and sweets, and how to clear finished courses including cutlery, crockery and other table items such as glassware.

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 silver serve food	1.1	Describe safe and hygienic working practices when providing a silver service
	1.2	Explain the importance of being familiar with the available menu items
	1.3	Describe the operational procedures for serving courses
	1.4	Describe the types of unexpected situations that might occur when providing silver service
Learning outcome 2 2. Know how to clear finished courses when providing a silver service	2.1	Describe safe and hygienic working practices when clearing finished courses
	2.2	Describe procedures for clearing finished courses

	2.3 Describe the hygiene aspects of clearing tables 2.4 Describe the types of unexpected situations that might occur when clearing courses
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Unit 660 Principles of providing a buffet and carvery service

UAN: M/502/8296

Level: 2

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and maintain a buffet and carvery display by arranging table items, service equipment and food items and how to serve and assist customers at a buffet and carvery display.

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. Know how to prepare and maintain a buffet and carvery display	1.1	Describe safe and hygienic working practices when preparing and maintaining Buffet or carvery display
	1.2	Describe procedures for maintaining dining service areas and service equipment
	1.3	State the importance of checking table items for damage and cleanliness before service
	1.4	Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery
Learning outcome 2 2. Know how to serve and assist customers	2.1	Describe safe and hygienic working practices when maintaining dining area

at a buffet and carvery display	and serving customers at a buffet or carvery display 2.2 State the importance of giving accurate information to customers when serving food items 2.3 State the importance of controlling portions when serving customers 2.4 Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display
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Unit 653 Principles of preparing and serving dispensed and instant hot drinks

UAN: H/502/8327

Level: 2

Credit value: 1

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare the work area and preparation, service and other equipment for service and how to prepare and serve dispensed and instant hot drinks such as coffee, tea and hot chocolate.

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 safe and hygienic working practices when preparing the work area and equipment for service
1. Know how to prepare work area and equipment for service	1.2	Describe the importance of having drink, ingredients and accompaniments available and ready for immediate use
	1.3	Describe the importance of checking all work areas and service equipment for damage before taking orders
	1.4	Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks

Learning outcome 2 2. Know how to prepare and serve instant hot drinks	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State the importance of giving accurate information about products to customers 2.3 Identify the techniques for mixing and preparing different types of beverages 2.4 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment
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Unit 654 Principles of preparing and serving hot drinks using specialist equipment

UAN: D/502/8309

Level: 2

Credit value: 2

GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare work area and equipment such as espresso machines, bean grinders and cafetières and how to prepare and serve hot drinks such as coffee, tea and hot chocolate.

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. Know how to prepare work area and equipment for service	1.1 Describe safe and hygienic working practices when preparing work area and equipment for service 1.2 State the importance of having drink, ingredients and accompaniments available and ready for immediate use 1.3 State the importance of checking all work areas and service equipment for damage before taking orders 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks
Learning outcome 2 2. Know how to prepare and serve hot drinks	2.1 Describe safe and hygienic working practices when preparing and serving

using specialist equipment	hot drinks and maintaining hot drink making equipment 2.2 Describe the techniques for mixing and preparing different types of beverages 2.3 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment 2.4 Describe the types of unexpected situation that might occur when preparing and serving hot drinks and maintaining hot drinks equipment
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Unit 662 Principles of promoting additional services or products to customers

UAN: Y/502/8311

Level: 2

Credit value: 2

GLH: 6

Aim

The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.

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. Know the importance of promoting additional services or products that are available	1.1	State the importance of accurate services or products knowledge when dealing with customers
	1.2	State the importance of checking with colleagues when unsure about new service or product details
	1.3	State the importance of identifying appropriate services or products that may interest customers
	1.4	State the importance of informing customers of additional services or products that will improve the customer experience
Learning outcome 2	2.1	Describe appropriate procedures and systems for encouraging customers to

2. Know how to promote additional services or products to customers to benefit organisations and its customers	use additional services or products 2.2 Describe how the use of additional services or products will benefit organisations and its customers 2.3 Identify factors that influence customers to use additional services or products 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products
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Unit 635 Dealing with payments

UAN: L/600/1133

Level: 2

Credit value: 1

GLH: 9

Aim

This unit is about providing knowledge for maintaining and dealing with payments.

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. Know how to set up a payment point	1.1 Identify the materials needed to set up and maintain a payment point 1.2 State the importance of having procedures for collecting the contents of the payment point
Learning outcome 2 2. Know how to operate a payment point	2.1 Describe the correct procedures for handling payments 2.2 State the importance of reporting errors that may occur during payment 2.3 Identify security procedures for handling cash and other types of payments 2.4 State the legal requirements for operating a payment point when taking payments from customers
Learning outcome 3 3. Know the problems that may occur at the	3.1 Describe the types of problems that might happen when dealing with a payment

payment point	3.2	State the importance of telling the customer about any delays during the payment process
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Unit 661 Principles of maintaining customer service through effective handover

UAN: K/502/8314

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of the responsibilities in a customer service team and this is organised, how to follow up customer service actions and how to maintain customer service through effective handover by checking completion of actions with colleagues.

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	Identify services or products that rely on effective teamwork
1. Know about responsibilities in a customer service team	1.2	Identify customer service delivery process stages that rely on exchange of information between self and colleagues
	1.4	Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions
	1.5	Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action

Learning outcome 2 2. Know how to follow up customer service actions	2.1 State the importance of checking that a customer service action has been completed 2.2 State the importance of knowing all details of customer service actions that colleagues were due to complete 2.3 State the importance of asking colleagues about the outcome of completing the customer service action as agreed 2.4 Review the way customer service actions are shared with colleagues
Learning Outcome 3 3. Know how to maintain customer service through effective handover	3.1 Describe appropriate customer service procedures for the delivery of services or products 3.2 State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions 3.3 State the importance of carefully checking with a colleague whether the expected customer service actions have been completed 3.4 Contribute to reviewing the way customer service actions are shared in customer service processes

Unit 665 Principles of resolving customer service problems

UAN: A/502/8317
Level: 2
Credit value: 2
GLH: 10

Aim

The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems.

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. Know about customer service problems	1.1 Describe how to respond to a customer service problem when it is raised 1.2 state the importance of recognising repeated problems and alerting the appropriate person 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen 1.4 Identify options for resolving a customer service problem 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem
Learning outcome 2 2. Know how to resolve customer service	2.1 Describe organisational procedures and systems for dealing with customer service problems

problems	2.2 Describe how to resolve potentially difficult situations 2.3 Describe how to negotiate with others to resolve problems 2.4 Describe the limitations of what can be offered to a customer to resolve a problem 2.5 Describe types of action that may make a customer problem worse and that should be avoided
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Unit 632 Preparation and clearing of service areas

UAN: F/600/0626

Level: 2

Credit value: 3

GLH: 26

Aim

The aim of this unit is to enable learners to understand how to prepare food and drink service areas and equipment for service before customers arrive, and appropriately clear down after they have left.

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. Know how to prepare service areas and equipment for food and drink service	1.1 Describe safe and hygienic working practices for preparing service areas and equipment 1.2 Describe procedures for maintaining food service items and equipment 1.3 Describe the procedures for maintaining drink service items and equipment 1.4 State the importance of correct handling and disposal of waste 1.5 Describe how to respond to types of unexpected situations that may occur during preparation of service areas
Learning outcome 2 2. Know how to prepare customer areas for	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service

food and drink service	2.2 State the importance of checking customer areas before service 2.3 State the importance of checking environmental controls before service 2.4 Describe how to respond to types of unexpected situations that may occur when preparing customer dining areas
Learning outcome 3 3. Know how to clear food and drink service areas after service	3.1 Describe safe and hygienic working practices when clearing service areas 3.2 State the importance of procedures to be followed after service 3.3 Describe how to respond to types of unexpected situations that may occur when clearing service areas
Learning outcome 4 4. Know how to clean and store glassware	4.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials 4.2 State the importance of correct handling of glassware 4.3 Describe the procedure for disposing of broken glass 4.4 Describe how to respond to types of unexpected situations that may occur when handling and cleaning glassware

Unit 652 Principles of preparing and serving wines

UAN: M/502/8265

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare service areas, equipment and stock for wine service, how to determine customer requirements for wine, the promotion of wines and how to present and serve wine at the correct temperature.

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. Know how to prepare service areas, equipment and stock for wine service	1.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service 1.2 Identify equipment and glassware needed for different types of wine 1.3 Identify suitable temperatures for the storage of different types of wine 1.4 Describe procedures for preparing service areas, equipment and stock 1.5 Describe the types of unexpected situations that might happen when preparing service areas
Learning outcome 2 2. Know how to promote and serve wines to meet relevant legislation and customer	2.1 State current relevant legislation relating to the sale of wine

needs	2.2 State the importance of maximising sales through up-selling and how to do this 2.3 Describe how to interpret the wine label information 2.4 Identify what factors to consider when providing advice to customers on choice of wine 2.5 Outline under what circumstances customer must not be served with alcohol
Learning outcome 3 3. Know how to present and serve wine to meet relevant legislation and customer needs	3.1 State relevant licensing weights, measures and trades description legislation 3.2 Identify glassware and handling procedures used in the service of different types of wine 3.3 Identify the recommended temperatures for the storage of different types of wine during service 2.4 Describe the correct method of service for white, red, rose and sparkling wines 2.5 Describe the types of unexpected situations that might occur when serving wine

Unit 650 Principles of preparing and clearing bar areas

UAN: Y/502/8261

Level: 2

Credit value: 2

GLH: 15

Aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear customer and service areas by preparing stock and equipment before service and clearing down and how to clean and store glassware and deal with broken glass in a safe and hygienic manner.

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. Know how to prepare customer and service areas	1.1 Describe safe and hygienic working practices when preparing customer and service areas 1.2 State the importance of securing service areas from unauthorised access at all times 1.3 Describe the procedures for maintaining service and electrical equipment 1.4 State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of drinks and accompaniments 1.5 Describe the types of unexpected situations that may occur when
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		preparing the customer and service areas
Learning outcome 2 2. Know how to clear customer and service areas	2.1 2.2 2.3 2.4 2.5	Describe safe and hygienic working practices when clearing customer and service areas State the importance of turning off selected electrical equipment after service State the importance of securing service areas from unauthorised access after service State the importance of following correct storage procedures for food and drink stocks Describe the types of unexpected situations that may occur when clearing the customer and service areas
Learning outcome 3 3. Know how to clean and store glassware	3.1 3.2 3.3 3.4 3.5	Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials State the importance of handling glassware with care Identify the correct procedure for disposing of broken glass Describe how to maintain glass washing equipment Describe the types of unexpected situations that may occur when handling and cleaning glassware